

# CATALOGUE



HOBART AND WILLIAM SMITH COLLEGES

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## 2012-2014 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 website, [www.hws.edu](http://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](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 2012) 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

## 2012–2013 CALENDAR

### FALL SEMESTER

August 24–26, 2012	New Student Orientation
August 26	Campus residences Open
August 27	First day of classes
August 31	Last day to drop/add courses
September 21-23	Family Weekend
October 6-9	Fall recess
Oct. 29-Nov. 2	Spring Sem. '13 Advising Week
November 5-16	Spring Sem. '13 Registration
November 21-25	Thanksgiving recess
December 7	Last day of classes
December 8-1	Reading Days
December 11-14	Final examinations
December 14	Semester ends after last exam
December 15	Residences close at noon

### SPRING SEMESTER

January 22, 2013	Campus residences open
January 23	First day of classes
January 29	Last day to drop/add courses
March 16-24	Spring break
April 1-5	Fall Sem. '13 Advising Week
April 8-17	Fall Sem. '13 Registration
April 20	Charter Day
April 26	Moving Up Day
May 7	Last day of classes
May 8-10	Reading Days
May 11-14	Final examinations
May 14	Last day for senior grades
May 15	Residences close at noon
May 19	Commencement
May 20	Senior residences close
June 7-9, 2013	Reunion

## 2013-2014 CALENDAR

### FALL SEMESTER

August 23-25, 2013	New Student Orientation
August 25	Campus residences open
August 26	First day of classes
August 30	Last day to drop/add courses
September 20-22	Family Weekend
October 12-15	Fall recess
Oct. 28-Nov. 1	Spring Sem. '14 Advising Week
November 4-15	Spring Sem. '14 Registration
Nov. 27-Dec. 1	Thanksgiving recess
December 6	Last day of classes
December 7-9	Reading Days
December 10-13	Final examinations
December 13	Semester ends after last exam
December 14	Residences close at noon

### SPRING SEMESTER

January 21, 2014	Campus residences open
January 22	First day of classes
January 28	Last day to drop/add courses
March 15-23	Spring break
March 31-April 4	Fall Sem. '14 Advising Week
April 7-16	Fall Sem. '14 Registration
April 19	Charter Day
April 25	Moving Up Day
May 6	Last day of classes
May 7-9	Reading Days
May 10-13	Final examinations
May 13	Last day for senior grades
May 14	Residences close at noon
May 18	Commencement
May 19	Senior residences close
June 6-8, 2014	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 2,234 undergraduate students and eight graduate students. We have 213 full-time faculty members and a student-faculty ratio of 11:1. The average class size is 18 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 the past decade, our students have been awarded a Rhodes Scholarship, Marshall Scholarship, Gates Cambridge Scholarship, two Morris K. Udall Scholarships, eight Barry M. Goldwater Scholarships and 12 Fulbrights. 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 remained the legal name of the Colleges until September, 2010.

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, Middle Eastern 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, Mark D. 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 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.

## **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.

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  
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  
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  
Music (P-12), B.A., 1005  
Childhood (1-6)  
Special Education: Childhood (1-6)\*  
TESOL (P-12)  
Social Studies (7-12)

Students can also earn a Master of Arts in the following areas:

Adolescent Education, M.A.T., 0803  
Childhood Education, M.A.T., 8002  
Special Education Childhood, M.A.T., 0808\*

\*Certification in special education is available only in conjunction with certification in Childhood Education.

### **Graduation Rate**

The graduation rate for Hobart students entering in the fall of 2006 and graduated by 2012 (six years later) was 72 percent. The graduation rate for William Smith students entering in the fall of 2006 and graduated by 2012 (six years later) was 80 percent. The overall graduation rate for both Colleges was 76 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.

Renovation of the Goldstein Family Carriage House was 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](http://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](mailto: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.

### **William A. Barron Jr. '51 Multimedia Lab**

Located in the Warren Hunting Smith Library, The William A. Barron Jr. '51 Multimedia Lab is an Apple lab that offers both the Mac and Windows operating systems. It also serves as the campus' 24-hour computer lab, open for student use. It has several public printers that students may use with their print credits.

### **Macintosh Laboratory**

A Macintosh microcomputer laboratory is in the lower level of Rosenberg Hall (Rosenberg 009). The laboratory contains 21 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.

### **Gulick Hall**

Gulick Hall houses a Windows-based computer lab that offers both Windows and Linux operating systems. It also offers public printers that students may use with their print credits.

### **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 a love of learning and encourage student engagement. CTL provides the academic services students need to succeed in college and beyond.

### **Teaching Fellows**

The Teaching Fellows (TF) Program provides ongoing, quality-controlled, timely learning support linked to faculty teaching efforts. Teaching Fellows are peer-learning facilitators selected and supervised jointly by department faculty and the CTL. They are trained by the CTL to direct conversation, ask challenging questions, suggest study strategies, provide feedback, and help students locate additional resources, but housed in the department's own space. The TFs use a collaborative inquiry model that allows students to learn from and with each other: they hold regular, group-oriented evening and Sunday hours throughout the semester and are available to all students.

The Teaching Fellow Program offers support for 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.

### **Writing Fellows**

CTL Writing Fellows (WF) work with all students in all disciplines at any stage of written work from topic selection and brainstorming, through organization and drafting, to final polishing. WFs work with student writers who are working on job/internship applications, cover letters, study abroad essays, scholarships, and other writing that spans the breadth and depth of academic and co-curricular opportunities available at HWS. WFs are trained peer facilitators who help students develop their writing processes by asking facilitative questions and providing feedback during one-on-one or small group meetings with student writers. Through this collaborative process, Writing Fellows help students become more confident, conscientious and effective writers.

### **Study Tables and Study Mentors**

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.

### **Honors Support**

The Honors Program at HWS is unique in its rigor. The CTL works with the Honors Committee to support honors candidates by offering a Readers' College course that brings Honors students together across disciplines for mutual support, and extends to spring term Oral Exam preparation sessions. By helping Honors candidates discuss their work across disciplines and improve their writing and speaking skills, the CTL helps prepare them for both their Honors work and their life after HWS.

### **Senior Symposium**

The Senior Symposium is a showcase of seniors' academic passions. Every year seniors present research, civic engagement and Honors projects. Faculty and staff serve as sponsors for the seniors, moderate panels, and facilitate abstract and presentation practice sessions. The event itself highlights the level of academic engagement, the significant critical thinking capacity and complexity of their learning through their applied experiences. Additionally, this event allows students to see and hear the scholarship of their peers, often through class attendance or assignments that incorporate Symposium content.

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](mailto: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, textbook rentals, digital textbooks, and Copyrighted Custom Course Packs as required or recommended by faculty. Used book buybacks are offered in the store at the beginning and end of each semester as well as anytime on the website [collegestore.hws.edu](http://collegestore.hws.edu).

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, 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 Cards 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.

**Assess**

Discover your values, interests and skills. A career counselor will take you through the process, which contains self-assessment and decision-making inventories and current occupational information.

**Explore**

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 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, advertising, fashion, the environment and hospitality.

In addition to a public lecture, each PIR offers a series of one-on-one appointments with interested students. Students are encouraged to participate in externships as part of the exploration 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.

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.

**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.

The online resource Experience, which lists thousands of internships and entry-level positions appropriate for liberal arts graduates, is available to HWS students and graduates. Opportunities are available nationwide as well as globally. Staff also produce a weekly electronic newsletter that publicizes job and internship listings.

**Connect**

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 NYC Finance 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 the arts.

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 \$20,000 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 career choice, program admission requirements, application processes, admission test preparation, interviews, and financing. This includes instruction preparing application materials, compiling faculty/non-faculty recommendations, and advice for writing application essays. Additionally, students are assisted in identifying and securing clinical internships and research opportunities.

Career Services has a full-time staff member dedicated to serving health profession students and a robust library of health profession reference materials. The active, student-run Health Professions Club on campus sponsors multiple health professions related programs both on and off campus.

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 graduation from Hobart and William Smith Colleges.

The Early Assurance Programs offered by SUNY at Buffalo School of Medicine and SUNY Upstate Medical University College of Medicine (Syracuse) allow qualified students to apply and be accepted to medical school at the end of their sophomore year.

The Health Profession Advisory Committee (HPAC), comprised of faculty members, administrators, and the health professions counselor, advises students regarding all aspects of the application process.

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.

## **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. These distinguished alumni return to campus and conduct presentations offering insight into their career paths and networking opportunities for pre-law students.

Virtually all graduates who apply to law school gain admission. In recent years, the best qualified have attended Columbia, NYU, Chicago, Cornell, Notre Dame, Boston University, the University of Pennsylvania, and UC Berkeley.

## **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 nurse practitioner (serving as the coordinator of student health services), full time and part time physician's assistants; 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, etc., 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 doctoral-level psychologists and is fully accredited through the International Association of Counseling Services. 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 HWS Alcohol and Other Drug Programs (AOD) is now an integral part of the services provided at the Center for Counseling and Student Wellness. Our AOD services take 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.

We work 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, fraternity members, and student-athletes throughout the academic year. In addition, we work closely with the students living in substance free housing 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 persons' abuse of substances. A motivational interviewing 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 Colleges 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 typically 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. 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.

## Credit Hour and Out of Class Supplementary Work

Hobart and William Smith Colleges are on a course unit system. Students are required to successfully complete 32 full credit units for a degree. Each full credit course carries 1.00 unit and is equivalent to 4 semester hours.

Hobart and William Smith Colleges comply with the New York State definition of credit hours, "Semester hours mean a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments." The expectation of the Provost and Dean of Faculty is that for every hour of in-class instruction, students spend an average of 2-3 hours outside of class working on supplementary assignments.

## 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 must declare a major before they register for classes during the second semester of their sophomore year. Failure to submit a declaration of major form by the deadline set by the Deans and the Registrar will result in the student being blocked from registration. 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.)

### **Credit Bearing Internships:**

Students may earn course credit for an internship experience in two ways:

- Students may register for a half-credit INT 199. To receive credit for the INT 199, the internship must be unpaid, a minimum of 150 hours, and have the approval of the student's advisor and dean.
- Students whose major offers a 499 internship course may register for that credit with the permission of their department/program chair.

Students are advised to be in close contact with their advisor as they plan their internship experience.

### **Individual Major**

The Individual Majors program provides students with the opportunity to create an individually tailored major when the focus of study lies outside an established departmental or program-based major, or combines multiple disciplines. To create an Individual Majors proposal, the student works closely with a faculty adviser and designs a specific curriculum of study and articulates the goals and scope of the major. The Individual Majors Committee reviews each student's proposal and decides whether to approve the major, require changes, or ask for revisions. Once an Individual Major is approved, any subsequent changes to the student's curriculum must be approved by the Individual Majors Committee and the student's adviser. While most Individual Majors earn a B.A., it is possible to plan a program of study which results in a B.S. degree; this requires 16 courses in the natural sciences division and the prior approval of the Individual Majors Committee.

Courses to be counted toward an Individual Major must be passed with a grade of C- or better, including courses taken credit/no credit if the student receives "Credit." The Individual Majors Committee takes the role of departmental/program chair for certifying the student's program of study (senior audit) and provides feedback on course availability, registration, and scheduling.

The process of designing and receiving approval for an Individual Major requires a substantial time commitment. Students who are interested in pursuing an Individual Major are encouraged to begin the process in their sophomore year by contacting a faculty advisor and the Individual Majors Committee.

### **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. Seniors may not declare additional majors or minors unless required for graduation—after the Friday before Spring Break.

### **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 November of their junior year, these students may apply to continue in the fifth year MAT program.

The MAT program is currently available only to students in the classes of '13, '14, '15 and '16.

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 Warren Hamilton of the Department of Economics.

### **Nursing**

HWS and the University of Rochester School of Nursing have established a 4+3 program that provides third-year students a guaranteed seat in either the one-year post baccalaureate program leading to RN licensure or the three-year program leading to nurse practitioner certification.

For more details, contact the Health Professions Adviser, Salisbury Center for Career Services.

## **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:** Effective for Spring Semester 2013, the normal course load for Hobart and William Smith students is eight full-credit courses in an academic year, evenly distributed across the two semesters. Students in good academic standing must petition their academic advisor and dean to take three or five courses in any particular semester. Students not in good academic standing must petition the Committee on Standards with an academic recovery plan to make up courses. The recovery plan should be developed in consultation with and approved by their academic advisor and dean. Course loads above five full-credit courses must be approved by the Committee on Standards. Unusual Course Load Forms are available from the deans' offices. Students should be aware that 32 total credits are required for graduation, and therefore an average course load of less than four courses in any semester may lengthen the time required to complete the degree requirements and to graduate. Flexible course load registration extends from the beginning of registration to the end of the normal add-drop period.

Good academic standing will be defined as maintenance of a minimum GPA of 2.0 (C), while accruing seven courses passed in the first year, 15 by the end of the sophomore year, 23 by the end of the junior year, and 32 by the end of the senior year.

Course withdrawals (see the following) carry no penalty but do not diminish the minimum requirements for the degree. Tuition remains the same if a student takes three, four, or five credit courses in a semester; students will be charged more for more than five full-credit courses.

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. It is understood by both the student and faculty member that when an incomplete is granted, the student is responsible for submission of work and the faculty member is responsible for submission of grade by the following deadlines. For fall semester incompletes, it is required that all outstanding student work be completed and submitted by the fourth week of spring semester and the final grade submitted by the faculty member to the registrar by the end of the sixth week or the "I" grade becomes a grade of "F". For spring semester incompletes, it is required that all outstanding student work be completed and submitted by the end of the fall semester drop/add period and the final grade submitted by the faculty member to the registrar by the end of the second week of classes for the fall semester or the "I" grade 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 two unchallenged voluntary withdrawals 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 may choose between a letter-grade and a "CR/DCR/NC" grading option in many of the courses taken. This choice is indicated at the time of registration for the course but may be changed with the signed approval of the advisor at any point prior to the end of the 11<sup>th</sup> week of the semester. The appropriate Change of Grading Option Form must be filed by the student at the registrar's office by the end of the 11th week of the semester.

For the purpose of calculating grade point averages, the following designates the numerical values of various grades: 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.

Courses taken "CR/DCR/NC" are not calculated in the GPA. For the purpose of review, a grade of CR indicates course work was C- or better. A grade of DCR indicates course work sufficient for credit for the degree, but lower than a C-. A grade of NC indicates work lower than a D- and is not sufficient for credit towards the degree. No more than four grades above F but below C- (D+, D, D-, or DCR) may be counted toward the 32 semester equivalent courses toward the degree.

**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.

*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.

*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.

*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.

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 22 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:**

Courses that are to be taken in transfer toward degree requirements must have prior approval of the student's dean, and, as appropriate, the department, program, or Individual Majors Committee. Only courses passed satisfactorily, with a grade of C- (1.7) or better, are accepted 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. Courses which are composed predominantly of high school students and taught by high school teachers in a high school setting are not transferable to Hobart and William Smith Colleges, even if they appear on another college's or university's official transcript. No college course that has been applied toward the minimum requirements for a student's high school diploma, or which serves as substitute for a high school required course, can be transferred to Hobart and William Smith.

- Distance learning courses cannot be transferred.
- Only courses of three or more credit hours are eligible for transfer credit.
- 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.
- Students may transfer a maximum of 16 courses.
- A.P. credits cannot exceed 7. Combined A.P. and transfer credits cannot exceed 16.
- 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 all degree requirements and at least a cumulative GPA of 2.00 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 repeat courses in which they have earned a grade below a C- (1.7). Courses with a grade of C- or better may not be repeated. The deans will not approve any exceptions. The student’s permanent transcript records each time a course is taken, including the grade. In computing the student’s GPA, the highest grade will be used. Courses repeated at other institutions and transferred to the Colleges are not included in the GPA nor are they treated as HWS course repeats. Repeated courses count only once toward the 32 courses required for graduation.

### **College Level Examination Program (CLEP)**

The Colleges participate in the College Level Examination Program (CLEP) of The College Board. CLEP is a credit-by-examination program which provides students with the opportunity to earn course credits by taking CLEP exams in a variety of fields corresponding to the Colleges’ curriculum.

The Colleges’ credit-granting score is 50, or higher, on a CLEP exam, as recommended by the American Council on Education (ACE). Students may earn a total of four course credits through CLEP, with their combined total of AP, transfer, and CLEP credits not to exceed sixteen.

Approval of CLEP course credit as an equivalent for the purpose of a prerequisite for any course or of a substitute for a major or minor requirement, and establishing the total number of CLEP credits allowed toward a major or minor (not to exceed four, in any event) is at the discretion of the appropriate department or program chair. CLEP course credits may not be used to satisfy any of the eight goals.

Students looking for more information on CLEP should consult with their Dean and/or go to: [clep.collegeboard.org](http://clep.collegeboard.org).

### **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. Student Responsibility:** Students are expected to attend all their 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 non-attendance on the first class day, unless the student has made prior arrangements with the dean or have extraordinary circumstances. The Deans cannot excuse a student from class. However, at the request of the student, the student's Dean or designee may convey 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 professor.



## OFF-CAMPUS STUDY

We live in an increasingly interdependent world. Economic problems that challenge the European Union affect investors on Wall Street and consumers on Main 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 volunteering with a service organization in South Africa, 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; Seville, Spain; Brussels, Belgium; 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. A number of these programs are led by Hobart and William Smith faculty, representing various disciplines, who 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 two consortia, one for North India and another broader ranging link with Union College. The North India group includes Colgate, Hamilton, and St. Lawrence; 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-institution’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, fees, 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 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. Center for Global Education staff, faculty, and representatives from the dean's offices collaborate in the selection process.

**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 admission decisions have been announced, 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 offerings, 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 and culture, 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*)

### *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, and culture, Asian studies (*Every Semester*)

### *Berlin, Germany*

Architectural studies, German area studies, urban studies, social sciences (*Every Semester*)

### *Bremen, Germany*

German area studies, international relations, biology, history, computer science (*Every Semester*)

### *Brussels, Belgium*

International relations, media and society, political science, peace studies, internships (*Every Fall*)

### *Budapest, Hungary*

Art history, economics, history, anthropology, political science, internships (*Every Semester*)

### *Carmarthen, Wales*

Studio art, education, 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*)

### *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*)

### *Lampeter, Wales*

Anthropology, classics, creative writing, history, literature, religious studies (*Every Semester*)

### *Landau, Germany*

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

### *Leipzig, Germany*

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

### *London, England*

Humanities and social sciences, internships (*Every Spring*)

### *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 Semester*)

### *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, Even Year*)

*Rennes, France*  
French language immersion (*Every Semester*)

*Rome, Italy*  
Studio art and art history, architectural studies,  
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*)

*San Joaquín de Flores, Costa Rica*  
Spanish language, Latin American studies (*Every Spring*)

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

*Seoul, Korea*  
All disciplines (*Every Semester*)

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

*Taipei, Taiwan*  
Chinese language, culture and society, Asian studies  
(*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 consists 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.

## 2011-2012 Honors Projects

### **Cory M. Andrews**, *English*

A Doorknob, a Floor, or a Sister to Marry  
*Caroline Manning, Adviser*

### **Wendi A. Bacon**, *Spanish and Hispanic Studies*

Translating Stereotypes: Accent in the Spanish Dubbing of Disney Films  
*Caroline Travalia, Adviser*

### **Wendi A. Bacon**, *Biochemistry*

Myeloma Cell Biology: The Role of the Bone Marrow Environment in Promoting Myeloma Cells  
*Patricia Mowery, Adviser*

### **Adam D. Brooks**, *Chemistry*

Precipitating the Future of Technology: The Design, Synthesis, and Characterization of Molecular Wire Candidates  
*Christine de Denus, Adviser*

### **Timothy H. Carter**, *English*

The Subjunctive Life  
*David Weiss, Adviser*

### **Sarah V. Cutts**, *Art History*

Women's Patronage in Rome: Paralleling Anna Colonna and St. Teresa of Avila  
*Elena Ciletti, Adviser*

**Samantha M. Dighton**, *Writing and Rhetoric*

Cyra de Berg - A Young Adult Novel Chapters 1-5

*Cheryl Forbes, Adviser*

**Nina E. Dotti**, *Writing and Rhetoric*

Violence in Fiction: Mapping the Language of Violence on the Page and in the Imagination

*Cheryl Forbes, Adviser*

**Scott A. Earl**, *Economics*

The Economics of U.S. Immigration: A Literature Review and Synthesis

*Elizabeth Ramey, Adviser*

**Daphney Etienne**, *Writing and Rhetoric*

Imagining Haiti

*Neeta Bhasin, Adviser*

**Isaias D. Garcia**, *Writing and Rhetoric*

\$wagonomics - The Financial Literacy Empowerment Electronic Textbook

*Michele Polak, Adviser*

**Owen H. Henn**, *Sociology*

Medical Sociology: Diabetes in the United States as a Social Institution

*Jack Harris, Adviser*

**Sara M. Hollingshead**, *Writing and Rhetoric*

A Trail of Strips: A Collection of Short Narratives

*Cheryl Forbes, Adviser*

**Matthew P. Hursh**, *Public Policy*

Affirmative Action: Examining Its Validity in American Society

*Craig Rimmerman, Adviser*

**Gina M. Iannitelli**, *Studio Art*

Abstraction and Atmosphere—Exploring Spatial Relationships

*Nicholas Ruth, Adviser*

**Patrick P. Kana**, *Studio Art*

Production and Design: Crafting a Chair in Light of 20th Century Modern Design

*A. E. Ted Aub, Adviser*

**Rachel A. Kopicki**, *Classical Studies*

Ancient Medicine: Progress and Women's Bodies

*James Capreedy, Adviser*

**Kristen N. Kush**, *Chemistry*

Molecular Wire Candidates: Synthesis and Characterization for the Race in Technological Advancement

*Christine de Denus, Adviser*

**Hunter LaCroix**, *History*

Blood in the Soil: Conquest, Revolution, and War in the Caucasus

*Derek Linton, Adviser*

**Katherine E. Levenstein**, *Writing and Rhetoric*

AmaZINE women: An Informative Online Zine about Young Women's Health and Guidance for Healthful Living

*Cheryl Forbes, Adviser*

**Yaoxin Liu**, *Mathematics*

A Mathematical Model: Hepatitis B and Hepatitis D Co-infection

*Jonathan Forde, Adviser*

**Constance H. Mandeville**, *History*

Breezy Nature: The Story of Elizabeth Smith Miller, Anne Fitzhugh Miller and Political Equality in Geneva, New York

*William Harris, Adviser*

**Sarah E. Marlow**, *Philosophy*

Find and Flourish: Plato's Theories of Education as a Potential Basis for Reforming Urban Education

*Eugen Baer, Adviser*

**William R. McConnell**, *Sociology*

THE SOCIOLOGICAL STUDY OF SUICIDE: Exploring the Network Approach

*Wes Perkins, Adviser*

**Mark C. McInerney**, *Economics*

Financial Instability: The Effects of Economics Trends on Financial Deregulation

*Felipe Rezende, Adviser*

**Marcela S. Melara**, *Computer Science*

ELARA: Environmental Liaison and Automated Recycling Assistant

*John Vaughn, Adviser*

**Jordann Myers**, *Africana Studies*

With a Touch of Make-Up

Africana Womanism: A Case Study of Miriam Makeba

*Thelma Pinto, Adviser*

**Caitlin R. O'Brien**, *Political Science*

Toward a Better Democracy: Non-Rational Political Engagement and the American Democratic Structure

*Paul Passavant, Adviser*

**Bevin M. O'Connor**, *English*

Holding Ivory

*Caroline Manning, Adviser*

**Mirel J. Oese-Siegel**, *International Relations*

The CAPed Farmer: The Common Agricultural Policy and the Commodification of the European Farm

*David Ost, Adviser*

**Wade S. Perkins**, *Chemistry*

Depsipeptidic Anticancer Natural Products and Analogs *via* Improved Latent Thioester Mediated Solid-Phase Methodology

*Justin Miller, Adviser*

**Elizabeth A. Perry**, *Studio Art*

Developing My Ability to See: The Exploration of Success in Visual Relationships and Development of a Voice in Painting

*Nicholas Ruth, Adviser*

**Gideon V. Porter**, *Political Science*

A Perfect Storm: Why America Does Not Do More to Combat Poverty

*Iva Deutchman, Adviser*

**Mary K. Posman**, *History*

"Why Rochester?" Jewish Refugees 1930-1950 an Anomaly in the Historiography of Guilt

*Derek Linton, Adviser*

**Imani Schectman**, *Studio Art*

Seeking the Self: Reflecting and Reconstructing Female Identity  
*Christine Chin, Adviser*

**Emma E. Pierce Schell**, *Media and Society*

Constructing Communities: Non-Native Korean Drama Fans Online  
*Leah Shafer, Adviser*

**Lauren M. Schwarzenberg**, *Architectural Studies*

Jogo: An Educational Game for Literacy Enhancement  
*Kirin Makker, Adviser*

**Carrie A. Stevens**, *Writing and Rhetoric*

FitFluence: A Diet and Fitness Website  
*Cheryl Forbes, Adviser*

**Josephine P. Stout**, *Biology*

The Genetics of Fruit Fly Eye Development: Identifying the Critical Amino Acids of Sobp that Mediate Interaction with the Transcriptional Regulator Sine oculis  
*Kristy Kenyon, Adviser*

**Mirabelle F. Thevenin**, *Writing and Rhetoric*

Miranda Rights: Theory and Practice  
United States Supreme Court Case Miranda v. Arizona (1966)  
*Cheryl Forbes, Adviser*

**Tra T. To**, *International Relations*

BEWARE OF THE DRAGON: Vietnam's Foreign Policy Toward China  
*Jack D. Harris, Adviser*

**Jade D. Vasquez**, *Latin American Studies*

Sin City: The Real Life Story of Violence and Corruption in Ciudad Juarez  
*Brenda Maiale, Adviser*

**Shaun P. Viguerie**, *Computer Science*

ISTAT: Online Interface for Hypothesis Testing and Statistical Analysis  
*David Eck, Adviser*

**Melissa M. Warner**, *Russian Language and Culture*

"Date with a Bird:" Translating Tatyana Tolstaya  
*Kristen Welsh, Adviser*

**Elizabeth J. Wasmund**, *Religious Studies*

2011 - A European Declaration of War: A Religious Studies Approach to Understanding Anders Breivik's Path to Kill  
*Richard Salter, Adviser*

**Mary M. Williamson**, *Art History*

Snake/Skin: A Study of the Transformation of Women into Reptiles in Japanese Narrative Art  
*Lara Blanchard, Adviser*

**Chuan Wu**, *Art*

Landscape Perceptions  
*Nicholas Ruth, Adviser*

**Shelby M. Pierce**, *International Relations - completed honors in 2010-2011*

Language from the Barrel of a Gun: Understanding the Lord's Resistance Army Beyond the Western Press  
*Kevin Dunn, 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 co-curricular, 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, mixed college, and gender-neutral 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 substance free house, an international house, and more.

All students are required to live in college residences. Housing for first-year students is based on multiple factors, including learning community selections, substance free housing preferences, preferences for single-college housing, and First-Year Seminar course. After the first year, students select their own housing assignments by participating in the housing process conducted during spring semester.

### **Fraternity Housing**

Some upper class Hobart students choose to live in one of six 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 housing. 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 off-campus 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 100-meal plan (100 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 100-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). Hobart students are automatically voting members whereas William Smith students must attend at least three regular Congress meetings before earning the right to vote. 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 fees; 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, 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 artwork 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 sponsors master classes and courses by guest faculty members in Afro-Caribbean Dance, Rhythm Tap, Argentine Tango, and Indian Dance, among other dance styles. 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 in collaboration with students registered for the dance ensemble course. 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 Hip~Notiqs (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 through the Department of Music. Private music lessons are available for each of the following: drum set, percussion, guitar (classical or jazz/rock), piano (classical or jazz), organ, violin, viola, cello, woodwinds (flute, oboe, clarinet, bassoon, saxophone, or jazz saxophone), and voice.

As of 2012-13, the per-semester fee for 14 half-hour weekly lessons is \$320. 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 \$640 (\$320 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 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 have the additional option of taking Class Guitar (MUS 921) at a per-semester cost of \$220 for 14 one-hour classes. The sign-up sheet for Class Guitar is also located on the "private instruction" bulletin board in the Department of Music (Williams Hall, second floor).

Participation in one or more of the following Department of Music ensembles is possible: Brass Ensemble, Classical Guitar Ensemble, Jazz Guitar Ensemble, String Ensemble, Woodwind Ensemble, Percussion Ensemble, Jazz Ensemble, Chorale, and Community Chorus. There is no fee for ensemble membership. Membership in each 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 audition with the appropriate director.

The Department of Music 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 Rochester Philharmonic and Symphony Syracuse 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 that are both performance-oriented and theoretically based.

The core of both the disciplinary and interdisciplinary academic programs includes a basic curriculum in the creation of theatre as well as courses in dramatic literature and theatre history. 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.

Students also have opportunities to take part in faculty-directed main stage productions. Recent productions, such as *The Laramie Project*, *Dragon Country*, *Hedda Gabler*, and *Twelfth Night* attest to the dual emphasis on the best in contemporary and classical drama.

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 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 supported by student activities fees through the Hobart Student Government and William Smith Congress. Club activities vary 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**

Days of Service  
Relay for Life

### **Educational**

Architectural Society  
Chemistry Club  
Debate Team  
EMS Club  
HWS LiveHealth and Wellness Club  
Hot Spot Geoscience  
HWS Investment Club  
Math & Computer Science Club  
The Circle (philosophy)

### **Arts**

Anime Central  
Art Cares  
Arts Collective  
Campus Greens  
Close Knit  
Colleges Chorale  
Hobartones (men's a cappella)  
Jazz Ensemble  
Libertango (dance)  
Koshare (dance)  
Perfect Third (co-ed a cappella)  
Three Miles Lost (women's a cappella)

### **Intercultural**

Asian Student Union  
Caribbean Student Association  
Chinese Culture Club  
International Students Club  
Latin American Organization  
Model United Nations  
Native American Student Association  
Project Nur  
Pride Alliance (Gay, Lesbian, Bisexual, and Friends Network)  
Sankofa (Black Student Union)

South Asian Culture Club  
Women's Collective

### **Religious**

Campus Peer Ministry  
Episcopal Fellowship  
Hillel  
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  
Zeta Beta Tau

### **Advocacy Groups**

Americans for Informed Democracy  
Campus Greens  
Club Project Eye-to-Eye  
College Democrats  
College Experience Outreach  
College Republicans  
Colleges Against Cancer  
Female Empowerment Movement  
Habitat for Humanity  
HIV/AIDS Awareness  
Human Rights Coalition  
Men Against Rape and Sexual Assault  
NARAL Pro-Choice  
Progressive Student Union  
STAND  
Students for a free Tibet  
Sustainable Foods

### **Media and Publications**

Bon Bon (Fashion Magazine)  
Crux (literary magazine)  
Echo and Pine (yearbook)  
Kink (advertising club)  
Martini (satirical magazine)  
Media & Society Club

The Herald (newspaper)  
Thel (literary magazine)  
WHWS (radio)

### **Sport and Recreation**

Alpine Ski Team  
Baseball (H)  
Chess Club  
Cycling Club  
Equestrian Team  
Fencing  
Field Hockey (HWS)  
Figure Skating  
Fishing Club  
Fitness 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 Program (ORAP)  
Paintball (H)  
Rugby Club (H)  
Rugby Club (WS)  
Seneca Flyers (ultimate Frisbee)  
Soccer Club (H)  
Soccer Club (WS)  
Track and Field (HWS)  
Western Riding Club

### **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 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 for the Sustainable Saturdays program. The Abbe Center serves a kosher Shabbat dinner every Friday evening during term.

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 community service, students' assumptions are challenged, their perspectives are 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 members 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. In 2010, the Center applied for and earned the Carnegie Community Engagement classification, one of only 115 colleges to gain the designation that year.

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. CCESL connects students to 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 challenges. Community based learning and co-curricular community service are major components of these experiences, 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 natural disasters such as Hurricane Katrina.

With support from the Center, several departments offer service-learning classes, including Sociology, Architecture, Public Policy, Education, Religious Studies, Psychology, Economics, and History. These classes offer students an experiential component within the overall academic course. Through meaningful reflection activity, students relate their service experience to the course content, thereby enriching their classroom learning. Many of these service-

learning opportunities and community based research projects segue into Summer of Service Internship placements, where students work for 300 hours over 10 weeks with local community partners to maximize the non-profit's mission and outreach efforts. As an AmeriCorps program, Summer of Service students may have their \$1,000 education voucher matched by the Colleges, a unique option available to students at only 100 colleges across the country.

In addition, the Center, located on the second floor of Trinity Hall, works with students individually to identify opportunities for post-graduate community involvement, including AmeriCorps and the Peace Corps. CCESL also oversees the America Reads and America Counts programs, which mobilize more than 150 HWS tutors each year to work in local elementary schools and after-school programs as part of their college work-study position. Alternative Spring Break trips are another program the Center sponsors 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. In 2011, students partnered with the international service-learning organization Amizade, to spend a week in Jamaica learning about the local culture and history, as well tutor schoolchildren.

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. On Thursdays in October and February, students, faculty, and staff from the Colleges prepare and serve 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. Days of Service has expanded to four days a year (including during Orientation and a Martin Luther King Jr., service day project) and continues to organize over 1,000 campus and community volunteers annually.

Students in the Center's Civic Leader program coordinate a number of these initiatives. These experienced students work for up to 10 hours a week to facilitate campus and community engagement activities. Residential Education, 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 20 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. 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.

# ADMISSIONS, EXPENSES & FINANCIAL AID

## Admissions

Hobart and William Smith Colleges are users of the Common Application that are accessible at [www.hws.edu/admissions](http://www.hws.edu/admissions) or [www.commonapp.org](http://www.commonapp.org). 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 L. Thomas Melly '52 Trustee Scholarship for Academic Excellence, the Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarship or any of the Arts Scholarships 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](http://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:

- A completed Common Application to Hobart and William Smith Colleges and the accompanying \$45 application fee.
- A supplement to the application for admission that can be found on the HWS website or online at the Common Application website.
- 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.
- 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.
- 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 L. Thomas Melly '52 Trustee Scholarship for Academic Excellence. 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, 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](http://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 may 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 16 courses, on a course by course basis, with a minimum grade of C-. Most transfer applicants possess at least a solid B grade average. Transfer credits are used to determine placement in the curriculum. Transfer students must spend a minimum of two years in residence at the Colleges.

## **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 respective Dean'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.

## Non-Matriculated 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 non-matriculated students, and they may not register until all matriculated students have selected their courses.

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

Students admitted to Hobart and William Smith Colleges on a non-matriculating or "visiting" basis are not actively working towards completion of an undergraduate degree or enrolled in a degree program at HWS. Students wishing to be considered for non-matriculating status must complete and submit the Non-Matriculated Student Application Form available on the HWS On Line Forms Site.

Do **ONE** of the following:

- 1.) Mail the form to the respective Dean of the College, Hobart and William Smith Colleges, Smith Hall, Geneva, NY 14456  
-OR-
- 2.) Students in the Foreign Language Teacher/Scholars Program: Bring the completed form to the Associate Provost, second floor, Coxe Hall.

### Who May Apply for a Non-Matriculated Undergraduate Enrollment?

- Students who are currently enrolled in high school and wish to take a college level course
- Students who are enrolled in the [HWS Graduate Attendee Program](#) and who are five or more years beyond graduation
- Students enrolled as [Foreign Language Teacher/Scholars](#)
- Students enrolled in the [HWS Educational Second Chances Program](#)
- HWS employee or spouse/dependent son or daughter of employee (consult with Office of Human Resources for tuition and fees)
- Students who have graduated from high school and are or have been matriculated at another college or university and wish to take courses to transfer to their home institution
- Adults who wish to take courses for personal enrichment or career advancement but are not seeking a degree at HWS

Register for Classes - We strongly recommend that students discuss plans with the appropriate Dean of the College (or with the Associate Provost for students in the Foreign Language Teacher/Scholar Program) before taking any classes.

Complete the [Registration Form](#) during the week of drop/add. Non-matriculated students register for classes on a space-available basis and require the written permission of the instructor of the course. HWS reserves the right to deny entry to a class if a non-matriculated student does not meet the prerequisite or other established registration criteria.

Tuition - If there are charges associated with attendance, the student will receive a bill once registered. The student signature confirms payment of charges by the due date indicated on the bill. Students will also agree to pay any and all collection costs should the account be transferred to a third party collection agency for the purpose of securing financial obligation to Hobart and William Smith Colleges. Contact the Students Accounts Office at (315) 781-3343.

### Fees

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

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

*Tuition* \$5,436. Charge for each semester course, payable before registration or on the date specified in the semester bill.

### Expenses

The following table contains standard fees established in May 2012 for the 2012-2013 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.

### *Annual Standard Fees*

Tuition	\$43,484
Room and board	11,261*
	\$54,745

\* 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 \$288*

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 (for those filing a paper application only)*

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 July 1 and are due by August 1. The charges for the spring semester are billed on December 3 and are due by January 4. 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. All payment options are described on the back of the bill.

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](http://www.collegerefund.com).

### **Fees**

*Health Services Fee* \$260. 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* \$406. 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* \$175/year or \$124/semester.

### **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, is available on line at [tuitionpay.salliemae.com/hws](http://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](http://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](http://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](mailto: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 2012-2013 academic year, required financial aid documents and application procedures will be changing. Further details will be posted on our website: <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 Progress for Determining Eligibility for Financial Aid for Hobart and William Smith Colleges Baccalaureate Degree Programs***

In compliance with federal and New York State regulations and HWS policies, Hobart and William Smith Colleges have established satisfactory progress standards for financial aid. Students must meet these standards to be eligible to receive HWS, federal or state financial aid payments. These guidelines have been updated to meet federal regulations effective July 1, 2011. *Please note this is separate from academic progress as monitored by your Dean's Office.*

### **I. Satisfactory Academic Progress (SAP) Requirements for Hobart and William Smith Colleges and Federal Financial Aid Programs**

To be eligible to receive financial assistance under any institutional or federal grant, loan, or work program, students must demonstrate minimum qualitative and quantitative academic measurement standards. The qualitative and quantitative standards used to measure SAP are cumulative and encompass all enrollment periods, including periods of enrollment during which the student did not receive federal aid. Evaluations are conducted at the end of every semester.

#### **A. Qualitative Measurement**

The qualitative measurement standard is expressed as a minimum cumulative grade point average (CUM/GPA). The minimum requirement for Hobart and William Smith students to remain eligible for federal financial aid is a CUM/GPA of 2.0 ('C' average) after two years of enrollment.

#### **B. Quantitative Measurement**

The quantitative measurement standard has two considerations: a maximum time frame in which the student is expected to finish a degree program; and a comparison of the number of courses the student attempted with the number of courses the student successfully completed to determine whether the student is progressing at a rate which will allow the student to finish the program within the maximum time frame. This is referred to as the minimum completion ratio.

*Maximum Time Frame:* The maximum time frame in which a student is expected to finish a baccalaureate degree program is defined as 150% of the published length of the program measured in attempted courses. For example, according to the HWS catalogue, the Colleges require 32 courses to complete a degree. Therefore, the maximum time frame for which a student may be eligible for aid is the period during which the student attempts 48 courses ( $32 \times 1.5 = 48$ ).

*Minimum Completion Ratio:* The percentage of attempted courses a student must successfully complete to demonstrate SAP is the minimum completion ratio. For the baccalaureate degree program at Hobart and William Smith Colleges, this percentage is 67%. The minimum completion ratio is determined by dividing the program courses required for graduation by the maximum time frame courses.

The application of the completion ratio is cumulative. Therefore, a student must successfully complete 67% of all courses attempted to demonstrate SAP for financial aid. For example, if a student attempted 16 courses during the first four semesters of enrollment, this student would need to successfully complete a minimum of 10 courses to satisfy the SAP minimum completion ratio requirement ( $16 \times .67 = 10.7$ ). The following chart demonstrates completion requirements:

Semester Enrolled	1	2	3	4	5	6	7	8	9	10	11	12
Courses Successfully Completed	2	5	8	10	13	16	18	21	24	27	29	32

*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 the federal policies however they are included as courses attempted.

*Repeated Courses:* Repeated courses are allowed only for those with a grade of D or lower, must be required for your degree and must be approved by your Dean. Approved repeats will replace the previous grade with a recalculated GPA. For additional information on the Hobart and William Smith repeated course requirements, see the HWS Catalogue at <http://www.hws.edu/catalogue/>.

### C. Evaluation Periods and Frequency of Measurement

The review of a student's SAP is done each semester after grades are posted by the Registrar. All students are reviewed regardless of the student's enrollment status or number of semesters attended during the academic year.

### D. Cumulative Grade Point Average (CUM/GPA)

The CUM/GPA is the CUM/GPA as determined and recorded by the Colleges' Registrar on the student's official HWS academic record. Grades earned at other institutions for transfer credits are not taken into consideration when determining a student's HWS CUM/GPA or for SAP CUM/GPA requirements.

### E. Attempted Courses

For purposes of SAP, a course is considered attempted unless the student's academic record indicates it is non-credit bearing. Courses transferred into Hobart and William Smith Colleges are also considered attempted courses.

### F. Earned Courses

A course is considered successfully completed and earned if the student's academic record reflects a CR, or an A through D grade for that course. Transfer courses are also included as earned courses.

### G. Transfer Courses

Courses transferred into Hobart and William Smith Colleges are considered as both attempted courses and earned courses for the SAP quantitative measurement standards, maximum time frame, and minimum completion ratio.

### H. Failure to Demonstrate Satisfactory Academic Progress

Students who do not meet the standards listed above will be placed on a Financial Aid Warning Status for one semester. Students in a warning status will be notified in writing by the Office of Financial Aid Services and will be allowed to receive HWS and federal aid for that semester. If the student fails to be in compliance the following semester he or she will lose eligibility for all HWS and federal aid. Students who fail to meet Satisfactory Academic Progress may appeal for a waiver based on extenuating circumstances and if approved, will be placed on Financial Aid Probation for the following semester.

## Waivers

SAP requirements for HWS, federal and state aid may be waived for undue hardship based on:

- the death of a relative, loved one or student;
- the personal injury or illness of the student;
- other extenuating circumstances.

*Process for Obtaining a Waiver:* The written notification sent to students who do not meet the minimum requirements for SAP outlines the process for obtaining a waiver. The student must complete the SAP Waiver Request Form and return to the appropriate Dean's office within **two weeks** of receiving notification. Students on Leave of Absence or Withdrawn who plan to return for the fall semester must submit the request for waiver by March 1 or November 1 for the spring semester. The waiver request **must include** 1) letter from the student explaining the extenuating circumstances for failing to meet SAP, 2) supporting documentation i.e. doctor's statement, and 3) an academic plan approved by the Dean/academic advisor that will bring student back into SAP compliance. The Dean will make a recommendation to the Office of Financial Aid Services to approve or deny the request for a waiver and the Office of Financial Aid will notify the student in writing within 10 business days of receipt of the recommendation whether or not a waiver is granted. **Note:** A waiver will be granted only when there is a reasonable expectation that the student will meet future satisfactory academic progress requirements and a waiver for financial aid SAP is different than an appeal to be readmitted to HWS. See the HWS Catalogue at <http://www.hws.edu/catalogue/> for additional information on the process for readmission.

*Appeals:* A student can submit a letter of appeal within five business days to the Office of Financial Aid Services after being denied a waiver. The Office of Financial Aid Services will review the appeal in conjunction with the appropriate Dean and will promptly notify the student of the decision.

## I. REINSTATEMENT OF AID ELIGIBILITY

If a student fails to meet the standards of SAP for HWS or federal awards, he/she is not allowed to receive further financial aid unless a waiver is granted or 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 at [finaid@hws.edu](mailto:finaid@hws.edu).

## II. NEW YORK STATE PROGRESS STANDARDS

New York State has established progress standards for the Tuition Assistance Program (TAP) and other State aid programs. For New York State, the student is subject to three progress standards: program pursuit, satisfactory academic progress, and a 'C' average requirement.

### A. PROGRAM PURSUIT

Program pursuit is defined as receiving a passing or failing grade in a certain percentage of a full-time course load, in each semester for which a State aid award is received in order to be eligible for the next semester's payment. The percentage increases from 50% of the minimum full-time course load (3 courses) in each semester of study in the first year for which an award is received, to 75% of the minimum full-time course load in each semester of study in the second year for which an award is received, to 100% of the minimum full-time course load in each semester thereafter. The following chart illustrates the program pursuit requirements for New York State aid. The chart defines the number of courses a student must complete during the semester for which a State aid payment was received according to the student's cumulative number of State aid payments received.

Number of State Aid Payments Received:	Minimum Courses:
1	2
2	2
3	2
4	2
5 and above	3

For program pursuit, a course is considered completed if the student received an A through F or CR grade.

*Grades of I (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 therefore cannot be counted towards the pursuit of one's program.

*Repeated Courses:* Repeated courses are allowed only for those with a grade of D or lower, must be required for the degree and must be approved by a Dean. Approved repeats will replace the previous grade with a recalculated GPA. For additional information on the Hobart and William Smith requirements see the HWS Catalogue at <http://www.hws.edu/catalogue/>.

**B. SATISFACTORY ACADEMIC PROGRESS (SAP)**

The New York State satisfactory academic progress measurement defines the minimum number of earned courses and the minimum CUM/GPA, which must be met for each term of study in which a State award is received. The following charts illustrate these standards. A course is considered successfully completed and earned if the student's academic record demonstrates a CR or A through D grade for that course.

**Students receiving their first NYS award in 2007-08\*\* through and including 2009-10 and opportunity program students first receiving aid in 2007-08 and thereafter**

Before being certified for this payment number:	A student must have successfully completed (earned) at least this many courses:	With this minimum CUM/GPA:
1st	0	.0
2nd	2	1.1
3rd	4	1.4
4th	7	1.7
5th	10	2.0
6th	13	2.0
7th	17	2.0
8th	20	2.0
9th*	24	2.0
10th*	28	2.0

**Students receiving their first NYS award in 2010-11 and thereafter\*\***

Before being certified for this payment number:	A student must have successfully completed (earned) at least this many courses:	With this minimum CUM/GPA:
1st	0	.0
2nd	2	1.5
3rd	3	1.8
4th	8	1.8
5th	12	2.0
6th	15	2.0
7th	19	2.0
8th	23	2.0
9th*	27	2.0
10th*	32	2.0

\*Only students enrolled in an approved Education Opportunity Program may receive a fifth academic year of payment.

\*\*New regulations enacted with the 2011 New York State budget.

### **C. 'C' AVERAGE REQUIREMENT**

Students who received their first NYS award payments prior to 2007-08 and have received the equivalent of two or more full years (four semesters) of New York State-funded student financial aid payments must have a minimum CUM/GPA of 2.0 ('C' average) to be eligible for subsequent State aid payments. Students who received their first NYS award payment in 2007-08 and thereafter and have received the equivalent of four semesters of New York State-funded student financial aid payments must have a minimum CUM/GPA of 2.0 ('C' average) to be eligible for subsequent State aid payments.

### **D. EVALUATION PERIODS AND FREQUENCY OF MEASUREMENT**

New York State SAP and program pursuit standards are measured at the end of each semester for which the student received State aid. Students who do not meet the eligibility requirements will be notified, in writing, by the Office of Financial Aid Services. Letters will also be sent to the appropriate Dean's office and Student Accounts.

### **E. REINSTATEMENT OF NEW YORK STATE AID**

Students who have lost good academic standing and payment eligibility under New York State SAP, program pursuit, or 'C' average requirements may regain eligibility in one of the following ways:

Make up the academic deficiencies without the benefit of New York State aid.

Apply for and be granted a waiver (see below) based on extenuating circumstances.

Be readmitted to the institution after an absence of at least one calendar year (and without receiving State student aid at another institution) by meeting the institution's academic requirements for readmission.

#### **Waivers**

The satisfactory academic progress requirements for State aid may be waived for undue hardship based on: 1) the death of a relative, loved one 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 and the waiver will be granted only when there is a reasonable expectation that the student will meet future satisfactory academic progress requirements.

*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 must complete the SAP Waiver Request Form and return it to the appropriate Dean's office within 2 weeks of receiving notification. Students on Leave of Absence or Withdrawn who plan to return for the fall semester must submit the request for waiver by March 1 or November 1 for the spring semester. The waiver request must include 1) letter from the student explaining the extenuating circumstances for failing to meet SAP, 2) supporting documentation i.e. doctor's statement, and 3) an academic plan approved by the Dean/academic advisor that will bring student back into SAP compliance. The Dean will make a recommendation to the Office of Financial Aid Services to approve or deny the request. The Office of Financial Aid will notify the student in writing within 10 business days of receipt of the recommendation whether or not a waiver is granted.

Note: A waiver for financial aid Satisfactory Academic Progress is different than an appeal to be readmitted to HWS. See the HWS Catalogue at <http://www.hws.edu/catalogue/> for additional information on the process for readmission.

*Appeals:* A student can submit a letter of appeal within five business days to the Office of Financial Aid Services after being denied a waiver. The Office of Financial Aid Services will review the appeal in conjunction with the appropriate Dean and will promptly notify the student of the decision. New York State aid regulations state that a student may receive an extenuating circumstance waiver only once for the Satisfactory Academic Progress and program pursuit requirements. An extenuating circumstance waiver of the 'C' average requirement may be granted more than once.

## 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  
 FLAC Foreign Language Audit Course  
 FRE French and Francophone Studies  
 FRNE French and Francophone Studies (English)  
 FSCT Fisher Center  
 FSEM First-Year Seminar  
 GCIP Geneva Collaborative Internship Program  
 GEO Geoscience  
 GERE German Area Studies (English)  
 GERM German Area Studies  
 GRE Greek  
 HIST History  
 INDV Individual Studies

### CODE DEPARTMENT OR PROGRAM

INRL International Relations  
 INT Internship (1/2 Credit)  
 ITAL Italian  
 JPN Japanese  
 LAT Latin  
 LGBS Lesbian, Gay, Bisexual and Transgender Studies  
 LTAM Latin American Studies  
 MATH Mathematics  
 MDSC Media and Society  
 MES Middle Eastern Studies  
 MUS Music  
 PCST Peace Studies  
 PEC Athletics and Physical Education (formal)  
 PER Athletics and Physical Education (informal)  
 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  
 SJSP Social Justice Studies  
 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 Seminar courses include the following:

**002 Victorian Fiction and Science** 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 nineteenth-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. This course is part of a Learning Community. Visit page 19 for more information. Typical Readings: Shelley, *Frankenstein*; Stoker, *Dracula*; Stevenson, *Dr. Jekyll and Mr. Hyde*; Wells, *The Time Machine*.

**011 Stealing Art, Saving Art** What motivates people to collect art? What motivates people to steal art? What motivates rare individuals to fake art? In this FSEM, students look at the seamy underside and the high-minded public face of cultural property, and the art world, from NAZI looters to museum directors. Among the topics considered: the transition from the Indiana Jones era of archaeology to scientific excavation; Goering's art looting and contemporary art restitution processes; the role of art museums in the restoration, conservation, and exhibition of art; and the complicated business of art fraud and forgery.

**018 Genocide and the Modern Age** We live in an age of genocide. Genocide is a crime against humanity because it negates human value itself. The 20th century began with the destruction of the Herero people in what is now Namibia in Africa; there followed the genocide of the Armenians by the Turks, the mass murder of the Roma (Gypsies) and the Jews (Holocaust) by the Nazis, the cruelties of the Stalinist Gulag, the ravages of the Pol Pot regime in Cambodia, and the mutual genocidal massacres of Hutu and Tutsi in Rwanda and Burundi. Recent genocidal events in the Balkans and in the Darfur region of the Sudan underscore the persistence of the problem. These human tragedies have the potential to undermine the value of human life, the meaning of history and modernity, the relevance and truth of religion and culture, and the significance of social organization. Students in this course will examine the history of genocide and its impact on culture, politics and religion. Together we will confront the dilemma of how to orient life, thought and action around the memory of mass death and broken cultural traditions. Typical readings may include: Samantha Powers, *A Problem from Hell*; Peter Balakian, *Black Dog of Fate*; Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will be Killed with Our Families*; and Phillip Hallie, *Let Innocent Blood Be Shed*.

**021 Class Matters** I will use the concept of class as the organizing framework or prism through which we will explore social structure, culture, social institutions, and social inequality. My intent is to ensure that from here on out, whenever you want to get to know a new place or a new set of people, you will ask: "What is the class structure here, and how has it changed in the last thirty years? How does class shape the culture and the social rules that govern behavior here? How does class affect people's everyday lives here- their friendships, their work, their family life? How does class shape what is possible for the future of this place? "

**022 Crisis and Cultural Change** Maybe the appeal of blockbuster disaster novels and movies has something to do with reassuring us that global catastrophe can be dismissed as mere fiction. Special effects and vividly portrayed post-apocalyptic dystopias on the page or screen might cathartically calm our anxieties about actually experiencing such world-changing events. But our nagging unease does not spring from only imaginary threats. We are also wondering about ourselves and our own future when we are fascinated by once-great civilizations whose remains now stand in overgrown jungles or are half-buried in deserts. Societies have collapsed or undergone drastic transformation because of changes in the environment and natural disasters, some local and others global in reach. Unsustainable social choices about food, water, and energy also play important roles in shaping commerce and political arrangements. We will explore past examples of crisis and cultural change and relate them to some of the challenges we face in the 21st century.

**029 Why Aren't All Countries Rich?** Why are some countries rich while others remain 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 roles of geography and 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*.

**042 Face to Face Interrogating Race** 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 and history, we can come to examine our own. 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. Typical Readings: Archival films and recordings of the speeches of Nelson Mandela and Martin Luther King Jr.; films and texts such as Desmond Tutu and John Hope Franklin, *Journey to Peace*; writings such as Coetzee, *Disgrace*; Higginbotham, *Shades of Freedom*; Hurston, *Their Eyes Were Watching God*; R. Jacobs, *The Slave Book*; H. Jacobs, *Incidents in the Life of a Slave Girl*; Magona, *Mother to Mother*; Morrison, *The Bluest Eye*; Rubel, *The Coming Free*; Thompson, *A History of South Africa*; selections from Bell Hooks, Gwendolyn Brooks and James Baldwin.

**065 Philos Through Lit, Drama & Film** How do we gain knowledge? Is the truth relative to the individual? What makes me me? Am I free to make my own choices? How should I live? Is the natural world the whole of reality? These and other perennial philosophical questions about knowledge, meaning, reality, persons, morality, and society are central themes in literature, drama, and film. Short philosophical readings will provide contexts for discussions of ways of knowing, the distinction between appearance and reality, problems of human freedom and responsibility, the nature of persons and machines, the problem of understanding evil, and the possibility of moral truth. Typical readings: Kafka, *Metamorphosis*; Philip K. Dick, *Minority Report*; Anouilh, *Antigone*; Brian Friel, *Molly Sweeney*; Tolstoy, *The Death of Ivan Ilyitch*; Sartre, *No Exit*; selections from Huxley, *Brave New World*. Short readings from philosophers will include Plato, Descartes, Berkeley, Hume, Mill, Kant, Sartre. Films will include: *The Wachowski Brothers*, *The Matrix*; Kurosawa, *Rashomon*; Nolan, *Memento*; Kubrick, *2001, A Space Odyssey*; Allen, *Crimes and Misdemeanors*; Becket, *Waiting for Godot*; Linklater, *Walking Life*. (Oberbrunner)

**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*.

**069 The Inclusive Society** What is social justice? How have people with disabilities been included/excluded in civil rights movements? What would an inclusive society value and represent? This course will investigate key themes and current debates about disability as a valued form of diversity. Our class will examine the intersections between disability, race, gender, sexuality, ethnicity and nationality from multiple, first-person perspectives. We will begin by examining foundational concepts in the field of Social Justice Studies and use these frameworks to investigate the ways people with disabilities have been represented, positioned and marginalized in society. Upon successful completion of the course, participants will be able to understand the history, social construction and social, medical and cultural models of disability; critique the assumptions that inform civic participation for people with disabilities; reflect on and evaluate one's own relationship with perceived ideas of normalcy, dis/ability and able-bodied privilege and analyze topical issues and current debates in the field of Disability Studies.

**072 Rock Music & American Masculinities** Elvis, Dylan, the Beatles, the Stones, Hendrix, Led Zeppelin, Bruce Springsteen. They were some of the central figures in the history of rock music in America and England from the 1950's to the 1980's. But what kind of men were they? This seminar offers an interdisciplinary look at the lives of these men of rock through the lens of men's studies: i.e., through the history and theory of men's identity and experience. In their study of the biographies of the men who made the soundtrack of mid-20th century Anglo-American popular culture, students will develop an appreciation for the role of gender, race, class, sexuality, and nation in shaping men's lives. (Caparo)

**078 Consuming the World** We are all consumers. We buy things. We use things up. We throw things away. Often we do all of this without considering the life cycle of these “things.” Think about all the t-shirts you own. Do you know what materials make up your t-shirts? Moreover, do you know what was required to get these t-shirts to you in the first place? While these questions may seem to have simple answers, the reality is that each of the “things” we consume has a complex secret life of its own, one worthy of further consideration. This course will explore the complex relationship between sustainability and consumption, paying specific attention to the myriad ways in which individual consumption practices shape global outcomes.

**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 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 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 (Eric Klaus) Typical readings: Sigmund Freud: “The Uncanny” (1919); Susan Berstein: “The Walks: The Ambulatory Uncanny” (2003); ETA Hoffman: *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) This seminar is part of a Learning Community: all students in this seminar will also be in the same section of Beginning German, along with some other students. List this seminar as a preference only if you also plan to take Beginning German. All the students in this seminar will live in the same residence hall, forming a community that will support its members in this First-Year Seminar, in Beginning German, and in college life in general. Our learning Community will have a Teaching Colleague (an upper-class student) who will help lead the seminar and who will help you make the academic and personal transition to college.

**080 Representation & Reality in Contemporary Culture** Images pervade our environment to a degree never experienced before. We are inundated by representations in the form of photography, film, television, the Internet, and advertising. Yet few of us recognize the effect of such representations on our environment, our culture, or ourselves. Through readings and discussions of various forms of visual representation, we will examine the role of visual media in the construction and maintenance of received contemporary notions of the real. Issues of gender, race, class, sexuality and nationality will be important to our study.

**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: Oediger *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 Literary Imagination*; McIntosh, “What Privilege: Unpacking the Invisible Knapsack.”

**082 Artists Making Art: The Craft Tradition** What does an artist (or artisan) mean when they use the term “craft”? One way to answer this question is to say that craft represents the “method” or “technique” for creating an art object. This object of creation may be a tangible artifact with a physical form such as a piece of red figure pottery from classical Greece or a quilt stitched by a woman in the Gee’s Bend Collective. Some artists, however, that use the term craft to describe their work created art from less tangible material such as a jazz improvisation or a performance art piece. This course examines the historical and artistic tradition(s) of craft through the writing, performances, conversations, and other stuff that artists use to do and understand their work. We also discuss how craft has been taught in workshops, commodified in the marketplace, and defined in relation to modernity, and more recently, in digital space. Along with highlighting the technical and pedagogical features of craft, the course investigates the ways that craft embodies knowledge through the process of art making.

**083 Monsters in America** From the Witches of Salem, to the Alien Invaders of Area 51, to the Vampires of Sunnydale, and the Walking Dead of Atlanta, Americans throughout their history have embodied their deepest cultural and social fears as horrifying, other-worldly creatures. Gender theorist Judith Halberstam argues that monsters are “meaning machines,” metaphors through which a community defines itself. In other words, what we fear can tell us much about

who we are. This class examines American history by exploring the dominant monster myths of the past four centuries, using the idea of the horrific as unique window into America's past.

**084 The Hand Made Tale** This course is designed to engage students in both hands-on and intellectual investigations of the world around them. The students will be designing/making/building/coding/researching a variety of objects while reading about the context from which these objects arise. The objects created will include airplanes, mobile robots, solar ovens, novel board games, geometric constructions, paper arts, and clocks. These creations will be demonstrated in various public venues for the campus community to enjoy.

These projects are supported by a variety of readings and writing intensive assignments to deepen an understanding of the history and significance of hand-made items which spring from the creativity of the mind. Students will each pursue an individual reading and writing project matching the overall theme of the course

**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)

**099 Modern Isms** 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. This course is part of a Learning Community. Visit page 19 for more information. 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*.

**103 The Reality Effect (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 rebel coyote; New York Times "Lives" columns; Lunsford, *The Everyday Writer*; Hjortshoj, *Transition to College Writing*.

**110 Education, Justice & 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.

**111 Paris, Je T'Aime** This course will examine contemporary French life in the light of American points of view about France today. We will study Paris as the perceived historical and cultural "center" of the French world. French life will be studied through its multiple productions, (the life of the city, cinema, literature and cuisine). We will pay particular

attention on how Americans have related to the city and its culture, and by extension to French culture, by examining the experience of American expatriated in France, and how their representations may construct stereotypes of the “city of lights” and of France. This course is taught as a learning community with French 130. Readings and other materials: BOOKS: Cultural experience: Jean-Benoit Nadeau, “Sixty Million Frenchmen Can’t be Wrong: Why We Love France but Not the French,” Sourcebooks, 2003. (ISBN-13: 978-1402200458) Chils, Julia with Alex Prud’homme. “My life in France.” Alfred A Knopf, 2006 (ASIN: B002FNELSM). Gopnik, Adam. “Paris to the Moon.” Random House Trade Paperbacks, 2001 (978-0375758232) Lebovitz, David. “The Sweet Life in Paris: Delicious Adventures in the World’s Most Glorious - and Perplexing - City.” Broadway, 2011 (ISBN-13: 978-0767928892) Literary texts: Gopnik, Adam. “Americans in Paris: A Literary Anthology.” Library of America, 2004. (ISBN-13: 978-1931082563) Hemingway, Ernest. “A Moveable Feats.” Scribner, 1996 (ISBN-13: 978-0684824994) various essays, some from: DeJean, Joan. “The Essence of Style: How the French Invented High Fashion, Fine Food, Chic Cafes, Style, Sophistication, and Glamour.” Free Press, 2005 (ISBN-13: 9780743264136) Sedaris, David. “Me Take Pretty One Day.” Back Bay Books, 2001 (ISBN-13: 978-0316776967) Films: “Round Midnight” (Bertrand Tavernier, 1986) “Paris je t’aime” (Multi. Dir., 2006) “2 days in Paris” (Julie Delpy, 2007) “Julie, Julia” (Nora Ephron, 2009) “Paris” (Cedric Klaphish, 2009).

**114 The Poetics of Hip-Hop** We usually associate hip hop with issues of race, provocative sexuality, and urban life. But hip-hop also provides us with some of the freshest and most original poetic voices of our time. In fact, hip hop artists’ masterful use of language doesn’t fall from that of serious poets and deserves to be examined just as carefully. This seminar is going to discuss a wide variety of hip-hop tunes by using the tools of poetic analysis. We will study the manner in which poetic devices such as rhythm, rhyme, and imagery serve as effective means to convey and emphasize ideas in hip hop songs. We will also explore hip hop’s relationship with other poetic traditions. Ultimately, this seminar will expose you to the often unacknowledged complexity and imaginative richness found in hip hop music and lyrics.

**116 The Science and Communication of Weather** Few topics capture the attention and fascination of people like severe and hazardous weather. The awesome power of severe weather and the devastation and destruction it causes has made lasting impressions throughout history. The last sixty years has seen a marked increases in understanding, observation, and prediction of severe and hazardous weather systems. One of the largest improvements in an area of particular interested to the public has been the communication of weather information, forecasts, and warnings. During this seminar we will dissect observations of changing weather conditions - early methods of forecasting - and progress to present forms of communication used to rapidly disseminate weather forecasts and warnings. We will review several historical severe weather events (specifically tornado and hurricane events) and what factors led to loss of life or saving lives. Our discussions will also consider how weather forecasts have improved over many decades and what constitutes a good weather forecast (e.g. forecast skill, public awareness, and societal response). Lastly, students will have an opportunity to connect with the environment of the Finger Lakes region by learning about and observing our local weather. This course is part of a Learning Community. Readings and other materials: 1. “Weather on the Air: A history of broadcast meteorology” by R. Henson; 2. “Isaac’s Storm” by E. Larson; 3. “The Forgotten Storm: The great tri-state tornado of 1925” by W. Akin; 4. “Hurricane Watch: Forecasting the Deadliest Storms on Earth” by J. Williams and R. Sheets; 5. “Eloquent Science” by D. Schultz.

**117 Bodies Politic** How do you present yourself in everyday life? Your clothes, manners, haircut, and how you decorate your room are all ‘texts’ through which you reveal (and sometimes hide) yourself from others. Are you a preppy, a punk, a goth, an urban hipster, or a chic hillbilly? In this seminar we will explore ‘the body’; as a site at which cultural, social, and political commitments are both constructed and challenged. In its traditional use, The Body Politic is a metaphor in which the members of a political community are thought to compose a single corporeal body. In this course, however, we will be less concerned about how individuals may be incorporated into a legitimate and politically authoritative collective; instead we will employ ‘Bodies’ Politic to interrogate how society produces material bodies that are meaningful (and how those meanings often inspire resistance). Specifically, we will draw upon texts from history, anthropology, literature, film, and political theory in order to explore the body as a means of learning and self-expression, as a mechanism for social control, and as an object of political regulation. More specifically, we will examine what vampires, soccer hooligans, Civil War reenactors, cyborgs, and Japanese anime reveal about the changing and contested categories of class, race, gender, and sex through which our bodies are made comprehensible to others.

**119 Under the Spell** This seminar explores the aesthetic appreciation of the natural environment as the source of inspiration for some of the world’s greatest artistic and technological achievements. After listening to the “call of the wild” in primitive as well as modern societies like our own, we come to understand how intensely the human imagination has followed the course of the stars and the rush of leaves, rivers, and birds, in carving out its religions, its habitations, its medicines and its emotional dispositions. Your entry into this world begins with a dip into Seneca Lake, followed by several other sensory adventures, including a trip to the Farm Sanctuary and the Watkins Glen Gorge. Each event will be accompanied by a writing assignment. The course will prepare you to research and write a scientific paper, an historical

paper, a letter of correspondence, a piece of fiction, and poetry. In addition, you will be engaged in drawing the natural world around you, in caring for a plant, and in theatrically enacting a scene of biomimicry. Typical Readings: Works by Michael Pollan, David Malouf, R. Neilhardt, Steven Buhner, David Abram, Henry David Thoreau, Ursula Goodenough.

**121 The Olympics: People, Places, Passion & Power** The summer and winter Olympiads are fascinating examples of athleticism and teamwork made successful by individuals from every corner of the globe. So, what appeals to you about the Olympics? Is it the athletes? marketing? culture and rituals/ history? politics? architecture? science?/ economics? sustainability? volunteerism? This seminar will examine what it takes to make each Olympiad a success and take a deeper look at the many disciplines and fields behind the Olympic games.

**126 The Accidental Scientist: Mysteries of Experience** Vinita Prabhakar Some things need not be taught: our very own sense of wonder, our lush imaginations and simple, enduring curiosities. These are tools we are born with. Or are we? We begin with the willingness to ask questions, big and small, about the nature of Life and this thing we call Experience. Why Accidental Scientist? Because we do not set out to read a textbook on Sociology, Biology or Etymology; but still we want to know: the evolution of a kiss; the chemistry of memory, pain, loss, and of lies; where, in the brain, the memories live, the lies are kept; why some kinds of music lift us to ecstasy, but not others; whether our personalities reflect biological mechanisms; the puzzle of smell; the origins of our words, accents, sounds; the delicate connections across Art, Biology, Music, Psychology, Poetry and Philosophy. Crucially, we want to know of these, and more, in plain-speak, in accessible ways that will not erode that first, polished sense of wonder, but fuel it. As cartographers of our experiences, we ourselves are, perhaps, the most important texts, but we will also be aided by information from a wide variety of genres and disciplines. We shall look for, and find, mystery and meaning in the most personal and idiosyncratic places.

**127 Hip-Hop Culture** One of the most influential cultural movements of the late 20th century has been the hip-hop phenomenon. It is a complex social movement whose audiences are as diverse as the music. The “Hip-Hop Nation” comprises a community of artists and adherents who espouse street performance aesthetics as expressed through various elements of hip-hop. While students are going to be introduced to the history and evolution of the movement, a great part of the seminar will be dedicated to examining the interdisciplinary nature of hip-hop, in which poetry, drama, music, art, and dance are inextricably linked. Ironically, the marketing of hip-hop culture to mainstream America has contributed to the erosion of the very fabric at the core of its movement. This seminar will address the catalog value of hip-hop and the “commodification” of the movement from its inception in the Bronx River District in 1979 to the present.

**129 Dinosaurs and Their World** The Mesozoic bestiary teems with a colorful assortment of creatures great and small, feathered, furred, and scaled, terrestrial and marine, toothy and timid. In this course, we’ll use dinosaurs (and some relatives) to investigate a variety of questions about Earth history (e.g. How has climate varied throughout Earth history? or How does dinosaur distribution reflect the shifting arrangements of continents?), biology and ecology (e.g. Could you outrun Utahraptor? Or did the giraffe-sized flying reptile Quetzalcoatlus act like a giraffe?!), and how are dinosaurs presented in popular media over time and what that might tell us about ourselves.

**134 Wilderness and the Wild** There are more than 677 federally designated wilderness areas in the United States. A continuing fascination with wild places is evident in the popularity and critical success of such films as 127 Hours, Into the Wild, and Grizzly Man. Do you enjoy getting away from it all, or wonder at those who do? This seminar will explore peoples’ fascination with wild places. We will attempt to answer such questions as what makes a place a wilderness, how the concept of wilderness has changed over time, and how the value and meaning of wilderness differs across cultures. Our approach to what one historian calls “the problem of wilderness” will be multifaceted. We will explore the history, ethics, philosophy, politics, aesthetics, and economics of wilderness. Ultimately, our attempt to understand wilderness will be a means to critically examine our own places in the natural world.

**137 Life by Design: Vitality, Sustainability and Place** More than ever our environment is strictly and efficiently organized, although very often it is not in the least organic. Driving through the average American suburb we see where our values have led: the scale of a Wal-Mart parking lot; the sterile booths of a fast food restaurant; privatized “play areas” where children gather for a fee; farms laid out in arbitrary rows. Buildings and services are often built into our landscape as if they are being placed into aisles at the supermarket. Plants, animals and people live in such places, but the quality of their lives (and the vital qualities of life and liveliness) are often given very little consideration. Drawing on architectural, philosophical and ecological thinkers like Christopher Alexander, Jane Jacobs, David Abram, Wendell Berry, Andy Goldsworthy and others, this class proposes that the “life of a place” comes not in the things found there (like the cash register, canned goods and plastic bags), but in how those things relate to each other and to those who live with them (like the relationships between the grocer, his goods, the land they were grown on and made, and his neighbors). This class interrogates how a deep concern for relationships can help integrate livability and sustainability into the places we live, the things we make and use, and the people we share our lives with.

**139 Mars!** For centuries, Mars has fascinated astronomers, writers, artists, philosophers and geologists. Today, a whole new generation awaits results from the Mars Science Laboratory rover Curiosity, which is scheduled to touch down on the red planet in August 2012. More than any other planet, Mars seems familiar, but very different at the same time. We will use Earth as a model to explore these similarities and difference. In particular we will compare and contrast the planets' internal structures, tectonics, rock cycle, hydrological cycle, sedimentary processes, glacial processes, atmospheric evolution, history and potential for life-past and present. We will explore these topics through reading and writing in the primary scientific literatures, hands-on projects that will use data coming directly from Curiosity, individual research, and presentations. This is an exciting time for Mars exploration. It is possible that in the next few months we may have an answer to the question: Was there ever life on Mars? You can be part of that discovery.

**140 How I almost got away with it; Law and Order in Ancient Athens** What did the law protect? How did the Athenians administer justice? How did the courts operate and what were the penalties? In this course we will read court speeches from ancient Athens and examine the ways in which rhetoric and law converged, and justice was administered. We will study how the Athenians defined, developed, and exercised law within their own cultural beliefs and how the Athenian legal system compares to modern western law including its differences, similarities and unifying principles. Law as an idea, then, is as central to this course as the practices and procedures of the ancient Athenian court system. His astounding array of interests and concerns as opportunities to discuss the nature of law, partisan politics, democracy, rights, equality, the role of science in society, the philosophy of language, national identity, race and racism, empire, war and the political lives of women. While trying to understand Jefferson and his world, we will also be debating the relevance of these texts for our lives as citizens, and so critically reflecting on the role of the past in the present.

**142 The Algorithmic Life** Algorithms are the ideas behind computer programs. Whether you know it or not, your on-line life is monitored, managed, and manipulated by the sophisticated and clever algorithms that have been developed by computer technologists. You live an algorithmic life. This course will take the mystery out of some of the fundamental algorithms that affect you every day on the Internet. You will learn how they work, and you will learn enough computer programming to design some simple algorithms of your own. But we will also look more deeply at the ways in which modern computing technology affects our lives. What social and ethical issues are raised by the ability of computers to gather and process huge amounts of information about people? What does it mean that digital information can be copied and distributed instantaneously and at almost no cost? What rights should people have to access and use all that information? Who should make decisions about the future of computers and the Internet? And what sort of future might that be?

**144 Parches: The past, present and future of water** Water is a necessity of life. It is nature's ultimate paradox: the softest natural 'element' in both classical and eastern thought and yet one capable of overcoming all the others. Water is an agent of purification, healing, nourishment, and mechanical power. It is also an agent of destruction and devastation. Water is the most plentiful natural resource on Earth and yet a resource that increasingly proves unobtainable when humans seek and need it most. In the midst of global climate change, environmental crises for water resources and the political debates over water, we have come to the realization of our complete dependence on water. Students will examine and draw conclusions about the nature of humankind's encounter with water using maps, biographies, autobiographies, poems, movies, novels, and scholarly articles. Through lectures, class discussion, debates, short essays, blogging, and research papers, this course will provide students with the tools to explore how the environment naturally produces safe, clean drinking water; how humans obtain and use these water resources; water quality and water pollution; water treatment processes; energy generation; and how we can sustain our water resources in perpetuity.

**145 Einstein, Relativity and Time** Einstein's theory of relativity is one of the triumphs of human thought, changing our understanding of our universe. The implications of relativity, which arose from a simple consideration of light, reached far and wide, from understanding the origins of the universe, to re-thinking philosophical issues, to influences across the arts. In this course, we will explore relativity, its concepts and its mathematics. This will lead us into related areas from exotica like black holes and time travel, to a better understanding of light in science and the arts, and to the social and historical context from which relativity emerged.

**146 Thomas Jefferson and his World** This seminar will focus on the writings of Thomas Jefferson and the intellectual, political, social, and economic worlds in which Jefferson lived. Our goal will be to use Jefferson's own writings and

**147 Africa: Myths and Realities** Africa is in 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. Central to the course is an examination of the role of development projects and foreign aid. Among the course's varied experiences are guest lectures, films, and readings. Typical Readings: Gordon and Gordon (eds.), *Understanding Contemporary Africa*; Moss, *African Development*; selected works by Coetzee, Emecheta, El Saadawi, Fanon, Farah, Mandela and Soyinka.

**149 Mapping Culture: Identity and Fictional Space** What does hell look like? What does a fantasy realm of water nymphs have in common with a nightmarish 25th-century dystopian civilization? What can these fictional spaces teach us about culture and what happens when cultures collide? We will consider these and other questions as we read and map the spaces found in landmark works of Western fiction. After a general discussion of culture as a fluid web of interpretations, we will read seminal texts and create digital maps of these fictional worlds in order to examine the relationships between cultural manifestations and ideals and their representations in fiction. Finally, we will assume a fictional persona and "travel" to one of these worlds to document our impressions, experiences, and confusions in travelogues that trace the process of cross-cultural encounters and identity formation.

**150 Art on the Edge** Before the 20th century, most paintings looked like paintings and most poems looked like poems. Genre and medium were relatively stable, even as styles changed. Once the 20th century hit, rules became suddenly and thoroughly breakable. You might be standing on a street corner when Mina Loy would pull up in her car, open the trunk, and throw dozens of poster-sized, hand-printed manifestoes into the air before zooming away again. Was it a poem? A performance? Visual art? All of the above? In this class, we'll track genre-bending and rule-breaking through a number of different forms and media, including appropriations, false documentations, fake translations, conceptual art, graffiti, dance erasures, performance art, collaborations, comics, new media art, prose poems, lyric essays, and other kinds of art and writing that are difficult to define or classify. And we'll try our own hands at rule-breaking, making creative works and participating in guerilla art projects in addition to reading, writing, and researching academically about creative works.

**152 School Wars** Why are people willing to march, protest and risk their lives and livelihood for schools they can believe in? There is no public institution that inspires, enrages and connects to American ideals about "public good" more than schools. But what is "good"? In this seminar we ask, what's worth fighting for in school... and why? We will interrogate the conflicts that rage over what the purpose of schools should be and who should decide. Public protests, creative peoples' movements and even military intervention have been waged with the aim of directing the destiny of public education. Through discussions, formal debates, group projects, lectures, films and readings we will trace dynamic interests that vie to influence schools and direct education policy. We will pay particular attention to the voices and ideas of educators, policy makers, grassroots leaders and community activists over the past fifty years. This seminar will help students identify, contextualize and articulate the multiple dimensions of major policy debates in American education. Students will learn how to approach topics such as charter schools, standardized testing and school choice as critical consumers of information and consider various political, cultural and historical perspectives.

**154 Pharaohs, Kings, & Generals: Political Power in Egypt** The dramatic events in Tahrir Square in 2011 are still firmly in our minds, but Egypt's history is one of ongoing struggles over political authority and what it means to build a "just state." This course will explore the historical and contemporary expression of authority (political, religious, and social) in Egypt from the ancient to the modern, and the major resistance movements that each has elicited. The course will involve an interdisciplinary exploration of history, literature, art, and social science, but will center on an introduction to some of the core concepts of comparative politics. These will include but not be limited to an exploration of a variety of sources of authority, legitimacy, power, obedience, and resistance. We will also discuss the role of heterogeneity-of language, ethnicity, and class- in the making of Modern Egypt, and study any of the political and economic challenges facing the current Egyptian state and the Egyptian people as they come shape Egypt's post-revolutionary future.

**155 Out of Character** We often identify emotionally the heroines/heroes of the novels we read and the plays we watch. But what happens when the protagonist breaks "out of character" and begins to question her own behavior? How can we identify with a character if she has doubts about her own identity (or about the identity of the reader, spectator, and/or author)? How can characters in fiction challenge us to re-examine socially and historically-constructed "truths," including identity categories such as race, gender, sexuality, and nationality? This First Year Seminar explores how self-conscious fiction might lead readers to consider possible alternatives to the status quo in life and in literature. The protagonists in the main texts for this course engage in role-play, subtly slip in and out of character, and/or otherwise break the illusion of reality in fiction. Readings for this course include *MIST* (Spain, 1907) by Miguel de Unamuno, *Sic Characters in search of an Author* (Italy, 1921) by Luigi Pirandello, *Pyrotechnic Farces* (Argentina, 1932) by Alfonsina Storni, *The Impostor* by Rodolfo Usigli (Mexico 1938), along with other self-conscious plays and novels from Europe, the United States, and Latin America.

We will closely examine how metafiction reflects and challenges cultural attitudes and political ideologies in diverse geographical and historical contexts in the twentieth and twenty-first centuries.

**156 Latin American Perspectives** We will study Latin America from a variety of perspectives: the perspective of Latin Americans and of those outside Latin America; the perspectives of fiction, scientific evidence, history and quantitative analysis; the perspectives provided by books and articles, by movies and music, by data and libraries. We will begin by studying what is known about Latin America before Columbus arrived, then read novels set in the colonial period and after independence; we will finish with one testimonio from Guatemala and works of two reporters, one Latin American and the other North American. Students will have to write short papers, present material and data, and write a short research paper.

**157 Am I crazy? Madness in History, Culture & Science** Mad geniuses, crazy athletes, weird artists, political and religious fanatics, horror films, ghost stories, the confessions of loners, losers, and outcasts—all have to do with the distinction between that which is strange and that which is familiar, those who are similar to us and those who are different, those who are normal and those who are abnormal—in short, those who are “crazy” and those who are “sane.” In this seminar, our aim will be to come to terms with what this curious and mercurial thing called “madness” is, as well as what it means—ethically and politically—to decide that someone is mad and someone else is not. Among other things, we will look at 1) how the definitions of madness and sanity have changed radically over the course of recorded history; 2) how these definitions often overlap with broader social and cultural definitions of normalcy, morality, health, fitness, and criminality, 3) how the discourse of madness often intersects with social and cultural attitudes towards gender, race, class, ethnicity, and sexuality. By reading texts from numerous disciplines (psychology, philosophy, medicine, science, history, fiction, drama, anthropology, sociology) as well as viewing a number of films and conducting our own preliminary research, we will explore varying definitions of “madness” from a broad cultural and historical perspective, paying particular attention not only to the ways in which madness has been defined, but how different cultures and societies at different historical moments have celebrated, pathologized, or sought to “cure” the insane.

**159 Reading Cultural Landscapes** What can we learn by looking closely at—and thinking critically about—the everyday human environments around us? In what ways are these landscapes “readable” as artifacts of social relations and cultural meaning? By examining the places that make up our everyday lives—homes, neighborhoods, towns, suburbs, cities, exurbs, regions, etc.—students will discover that landscapes are not the neutral backgrounds of human action, but rather the physical manifestations of ideas, beliefs and values. Understanding “cultural landscapes” requires an interdisciplinary engagement with writings in geography, history, sociology, anthropology, architecture and literature, to name only a few. The seminar will include readings and other multimedia texts from many of these disciplines. Students will develop their ability to research, analyze and describe everyday landscapes and how they are presented in a variety of media (film, photography, advertising, etc.) through writing and short project assignments.

**161 Intro to the New Testament** Were the gospels written by “Matthew, Mark, Luke, and John”—or are they forgeries? Was Jesus and “end-of-the-world-any-minute-now” street preacher, or was he more like the leader of a hippie commune? Was Mary Magdalene Jesus’ wife, or a prostitute—or both? Was Paul a proto-feminist, or did he try to silence women Christians? How did the New Testament get put together, anyway—did a bunch of bishops vote on the various books? What about all the books that “didn’t make it into” the New Testament (e.g., the Gospel of Peter, the Acts of John)? This course will consider the various writings of the New Testament (and others) NOT as divinely inspired foundations of faith, but as historical documents written by fallible men in a particular time and place: the Greek-speaking eastern half of the Roman Empire in the first century CE. We will use these historical sources in an attempt to understand the career and teachings of Jesus and the extremely varied movements that sprang from them. The response of the Empire to the new religion, and the changing role of women in the early Church, will be important topics. We will also look into writings from the “margins” of the early Church—the varieties of Christianity that didn’t survive.

**162 Personal Narratives on Disability** This course will introduce students to the lives of individuals with disabilities through personal narratives, written by individuals with disabilities as well as by family members. While the main readings for the course will be these personal accounts (mainly books), we will also consider the issues about disability in society raised in the books through supplemental readings. Issues to be examined include educational opportunity and inclusion, social participation and challenges, and family perspectives and issues.

**163 Retellings** Some literary historians argue that the number of stories we tell is limited. For instance, Umberto Eco, a contemporary philosopher, argued that all storytellers retell stories that have been already told simply reinventing them for a new time and audience. Many twentieth-century writers engage in the practice of retelling a story originally told by another writer. Retelling can take different forms; for instance, one can choose to write a sequel, a prequel,

or tell the same story from another point of view. Retelling often prompts our interest in earlier tales; occasionally, it seeks to correct the original story by either modifying the plot or imbuing the characters with traits not found in earlier versions of the narrative. In this course, we will encounter various examples of retelling and address the nature, purpose, and outcomes of such retellings.

**165 Feeling the Beat: Music and Metaphor** This course explores some of the ways we make meaning from musical experience by considering how musical sounds interact with our understanding and enjoyment of music. Starting from basic physical experience and conceptual metaphor, interdisciplinary readings will link music to perception, philosophy, music theory and history, human development, ethics, culture, and gender. These elements allow us to explore how our ideas about music connect to personal and cultural associations, and to learn something about how the body and mind work together in understanding musical experience.

**166 Miracle Drugs** In today's society, chemistry is often seen as a negative- "evil chemicals" and "toxic waste" are phrases that come to mind. In fact, chemistry has contributed many good things to society including drugs that alleviate pain, treat diseases, and save lives. Throughout history, drugs have shaped society and have had a profound impact on our daily lives. From the invention of aspirin-treatment for headaches and heart attacks, to penicillin-conqueror of bacterial infections, to AZT-treatment of HIV giving a fighting chance to those afflicted with AIDS. Drugs have been there and have greatly impacted the world. This course aims to teach students with an interest in science and/or medicine about the structure of drugs, the history of their discovery, and their impact on society. The course will include a short chemistry primer so students can understand the basics behind the structure of drugs and how they work. Discussions topics will include the pros and cons of the pharmaceutical industry, the ethics of drug development, the impact drugs have had on the economy and media, and their effect on the human population. I hope to instill a greater appreciation for science and how it benefits the world.

**167 Class, Culture, and Work** Does "class" matter anymore? Discussions of class were once a staple in popular culture, from TV to newspapers, and in politics as well. Today, class does not seem as significant. According to some, people are distinguished today more by culture and lifestyle than by class. But is this true? What is the purpose of such a claim? Much of the argument rests on changes in work. A couple of generations ago most people did manual labor for a living. They worked together, shared interests, and developed a "class culture." Now, a great deal of work has become mental more than manual. People feel less connected by class and more by culture and lifestyle. How has all this changed people's perceptions of themselves and or their work? What impact does it have on politics? Through books, articles, and films we will explore the rise and decline of class in politics and in cultural consciousness. Students will engage in research by conducting a long interview with someone who has worked for the last few decades. Understanding how to conduct and interpret such an interview will be part of the course.

**168 The Science of US** How do immortal cells, airplane crashes, baseball, IQ and race intersect in the realm of science? This course will address each of these topics, and the connections among them, as a means of understanding how scientific knowledge and reasoning shape our perceptions, behaviors, attitudes and lives. Should the cells and tissues of our body be treated with the respects and rights of personhood? Can race be defined by the actions of molecules, proteins or cells? Is the talent of a baseball player predictable? Is success genetically determined? These are among many questions that we will explore by reading and analyzing non-fiction books, scientific publications, and popular press articles that focus on the communication of scientific knowledge. We will compare and contrast ideas generated from scientific discovery, examining differences in qualitative and quantitative approaches. The diversity of material will appeal to students interested in science, mathematics, psychology, economics, sociology and anthropology, journalism, and sports. Writing assignments will include narratives that communicate scientific information to broad audiences, as well as reflective pieces that examine how personal histories interconnect with scientific knowledge.

**169 Fact & Fiction of Diversity** This course is devoted to investigating issues of multiculturalism and diversity on college campuses, and in American society. While diversity and multiculturalism encompass a broad range of subjects such as social divisions based on religion, age, geography, language, etc., the primary focus of this course will be on the categories of class, race and ethnicity, gender, sexual orientation, and disability. The analytical framework for the course centers on the intersection of the above categories in order to develop a better understanding of the common and distinct educational experiences that typically affect historically underrepresented groups in American society and particularly on college campuses. The course will help students identify and analyze critically both common distinct experiences as well as the theories and practice that surround the implications of a college campus committed to multiculturalism, diversity and social justice. This course provides students with theoretical and practical resources to better understand their own multicultural experiences in an educational institution and also in the wider society. This is a highly participatory seminar, requiring active engagement from students with the course materials, and demonstrating it through class participation and wide-ranging written assignments.

**170 Truth in the Middle Ages** Medieval people thought about truth very differently than we do today, often telling little fictions in order to convey larger overarching truths. This seminar will ask how we know what is true about the Middle Ages. Separated from us by centuries as well as cultural and linguistic differences, the medieval period in Europe ( 500-1500) has traditionally been seen as a placeholder between antiquity and modernity. In the course, we will challenge this assumption and others, exploring how medieval authors wrote about their worlds and how modern scholars have utilized this material to understand both the past and our own present. We will read many different types of medieval texts including crusade narratives, travel writings, biography, and how-to manuals for courtly love. We will discuss the role of the author, historical bias, interconnectedness, and fiction in these narratives. Lastly we will explore how science, art history, philosophy, and archaeology help us understand the complexity of the medieval world.

**171 The Origins of Theories** What is a theory? Where do theories come from? Are all theories alike? What makes theories useful? Through careful study of a wide variety of theories, we will see that a great many idealizations, biases, and background ideas go into the work of constructing theories. Students will learn to recognize how these elements operate in their own thought and how to expose them in the theorizing of others. We will begin by looking at theorizing in the physical sciences, including Einstein's efforts on unified field theory, quantum uncertainty, and Hume's problem of induction. After seeing how even theorizing in the hard sciences is subject to idealizations and the like, we will move into anthropology, history and sociology and investigate how these disciplines come to craft theory and explanation using the same methods.

**172 The Secret Life of Food** Food is ubiquitous: everybody must eat to stay alive. Yet the ways we grow, consume, and experience food differ across space and time. Food is much more than physiological sustenance; food shapes who we are and our relationships with other people and places. Every time you eat, you are making choices with real world consequences. For instance, can you recall what you ate for breakfast yesterday? Do you know where those foods came from? Do you know what was actually in your meal? Do you know what was required to get that meal to you? These and other questions are fundamentally geographic. This course will explore the complex geographies of food production and consumption, paying specific attention to the impact of globalization on local food systems. Throughout the semester we will mobilize our discussions and readings through a series of required field trips to the New York State Agricultural Research Station, the Geneva Farmers' Market, and other local food production and provision enterprises.

**173 The experience of place: Writing the City** This first-year seminar will explore the experience of place, specifically living in cities, both large and small. Students will read texts from the nineteenth century reflecting the changes in everyday life that accompanied rapid urbanization (London and Paris), as well as twentieth-century texts reacting to the technological and social change that affected the city's fabric. Students will also become acquainted with the small city of Geneva, New York, its history and demographics, through readings and a community-engaged project. Writing will take different forms: analyses of literary and visual texts, creative nonfiction (writing about place), and informal reflection on readings and community engagement.

**174 The Discovery of Time** The discovery that the earth has a history measured in the billions of years is one of the most important things that human beings have ever learned. The immensity of geologic time, "Deep Time" as author John McPhee calls it, is critical to our understanding of the processes that shape our planet, including the evolution of life. While the ability to see billions of years into the past is clearly a remarkable intellectual achievement, it is also deeply humbling. It is humbling because we clearly see that all of humanity represents only the tiniest and most recent part of that history. In this course, we will explore the discovery of geologic time in two distinct modes. First, we will use the local landscape as an example and consider how it developed and the timing of the events in that development. We will take field trips into the region surrounding our campus to look at rocks, fossils and the effects of glaciations; we will think through how the ages of such things can be established. Second, we will read about the ways in which ideas about geologic time developed. We will try to understand the difficulties that early researchers encountered and the controversies that they initiated. Our goal will be to bring these two modes of exploration together into an understanding of how geologic time is measured, why it has been controversial, and how it is important to understanding our place in the world.

**175 Climate Change: Science and Politics** Recent scientific research shows clear evidence that the Earth is warming faster than at any point on record. Most scientists agree that much of the recent warming of the Earth is due , at least in part, to human-related activities. However, this near consensus disappears within the political world as the topic of climate change has become one of the most divisive in recent memory. This seminar will explore the ways in which climate change translates into the political realm, first by discussing the fundamental science. Armed with this knowledge, students will explore the policy implications of climate change and dissect a variety of political opinions on the subject in an attempt to separate political fact from fiction. Additionally, students will probe the underlying reasons

behind the various political opinions on climate change, ranging from campaign contribution records to political district economics. An underlying goal of the seminar will be to identify a pathway for realistic political consensus on climate change that might approach the scientific consensus and allow for future policy progress on the climate change issue.

**176 How We Talk and Learn About Climate Change** This seminar explores the communication of science in the contexts of climate and climate change. What questions lead to data collection? How do we collect data and understand it? Do politics impact the questions asked? Are terse academic papers the only effective means of communication? Who reads those and why? What about films, music, photos, art or interviews? Is it possible your interest in any one of these different media (and possibly your understanding) changes as you age? Does human mortality impact climate? How does climate influence human existence? Are the major communications of climate change good at explaining things? We will explore the concept of scale in communicating science by looking at local (Finger Lakes), regional (New England) and global (Continental) scales, including at times when modern scientific instruments did not exist. We will focus on the interactions of humans and their environment, and how humans took control of the climate using different media to explore what is effective communication of complex and sometimes contentious ideas.

**177 Composing Oneself** What does it mean to “be yourself”? How many selves do you have? And, what happens to these selves during the writing process? In this seminar we consider the relationship between the self and representations of selves in essays, graphic novels, autobiographies, and online. We examine how authors construct their written selves: how a writer’s self-presentation affects how we interpret his or her experiences; how acts of self-representation create or contest collective identities; and the ways that writing can reshape a sense of self. We’ll attempt to ask and answer questions like: How might different audiences change the stories we tell about ourselves? Can life writing ever be “truthful” or “authentic”? How might experiences with oppression, power, marginality, or privilege shape the ways we tell our stories? In this seminar, we read a variety of life writing genres (essays, autobiographies, and graphic novels); investigate how selves are represented online (in Facebook profiles, blogs, and tweets); examine how life writing can be mobilized for political and social change; and experiment with narrating our own lives.

**178 In the Eyes of the Law** “Everyone is equal in the eyes of the law.” Does the law protect and punish everyone in your town equally? This course is designed to help you explore the day-to-day functioning of the law through your own experiences and those of others. We will gain a better understanding of how things like race, illiteracy, minority status, domestic violence, alien status, and poverty prevent some members of society from asserting or defending their rights, and/or limit the basic rights the law protects. Through a combination of readings, guest speakers, observation of local court proceedings and visits to public agencies, students in this class will learn the basics of constitutional and criminal law, be introduced to how the legal system works on a practical level, and gain an appreciation of the many different perspectives that intersect in studying and thinking about the law.

**179 Biophysics of Human Motion** What do simple physics and biology reveal about human body motion that might be interesting or even useful? Velocity, force, energy, momentum, center of gravity, and balance are all aspects of human motions such as walking down stairs, performing a yoga pose, playing the violin, kicking a soccer ball, dancing, shoveling snow, etc. How do those concepts apply to the muscles, tendons, and bones to enable human movement? The analysis of human motion facilitates a large number of applications including smart-human computer interfaces, special effects in movies, orthopedic surgery, physical therapy, performing arts, and athletic performance. A variety of human movements will be observed and discussed. Various models for human motion will be studied, requiring high school algebra and trigonometry. Class meetings will use a blend of discussions, labs, and lectures to help students understand and apply basic biophysical concepts to a variety of human motions. There’s no substitute for feeling in one’s own body the way physical principles apply!

**181 How Things Work!** This seminar is a dynamic, project-based exploration of how things work. At the start of the class we will collectively draft a list of the things that we are most curious to learn how they operate. No Limits: Lasers, Smart Phones, Stars, Black Holes, the Internet, the Hubble Space Telescope, 3-D movies, trebuchets, solar power, wind turbines, etc.

Whatever system we can explore with the Scientific Method and some ingenuity is fair game. Where possible we will build models to test our ideas. (sorry no Black Holes in the lab.) Curiosity, critical thinking and the desire to explore are essential. Math and Science skills are always a plus.

**187 Time Travel & Multiple Universes** This course will examine some of the most compelling and cutting-edge phenomena of science, with a goal of understanding how we have come to these ideas and what these ideas imply. We will look at the limits of knowledge imposed by quantum mechanics, and see what relativity has to say about the origins and fate of the universe. We will explore whether time travel makes sense scientifically and philosophically, and will

examine why so many physicists now endorse the idea of multiple universes. We will also see what the lives of scientists are like as they make their discoveries, explore the philosophical implications of scientific results, and examine how film and literature can invoke these exotic ideas for artistic purposes. Typical readings and source materials include: Deustch, "The Fabric of Reality"; Einstein, "Ideas & Opinions" (excerpts); Greene, "The Fabric of the Cosmos" (excerpts); Lightman, "Einstein's Dreams"; Frayn, "Copenhagen"; McGrayne, "Nobel Prize Women in Science"; Watson, "The Double Helix"; Films: Errol Morris's "A Brief History of Time"; "I.Q."

**189 The Global City** The world is getting smaller. As communication and transport technologies make it easier for individuals to move rapidly across time and space, everyone and everything seems connected. In this course, we will focus specifically on the one site where all of these complex processes of time-space compression are converging (and colliding!): the global city. At the moment, global city is a term that identifies a newly emerging urban form in Western and non-Western countries alike from Berlin to Bombay, São Paulo to Hong Kong, Lagos to Los Angeles. As global citizens living in Geneva, we will examine how various writers, filmmakers, urban planners, sociologists, and musicians have experimented with their particular medium to represent a global urban experience, one that is imperative for figuring out not only where we are but also WHO WE ARE. Typical Readings: Calvino, *Invisible Cities*; Simmel, *The Metropolis and Mental Life*; Poe, "Man in the Crowd"; Kafka, *The Trial*; Mike Davis, *City of Quartz*; selections from Sir Arthur Conan Doyle; urban case studies.

**192 Fracking?** Hydraulic fracturing, fracking for short, is a controversial technique for extracting natural gas from carbon rich shales. Fracking uses injections of high pressure water mixed with sand and small quantities of various chemicals to enlarge or create fracture systems in otherwise "tight" shales. These fracture systems serve as pathways for the extraction of natural gas that is otherwise trapped within the shale. Fracking and shale gas development raise many contentious issues that are being debated locally and nationally. The Colleges sit along the northern margin of one of the most important areas for potential shale gas development-- the "Marcellus Shale play" as it is known in the petroleum industry. Among the arguments advanced by proponents of Marcellus shale gas development are that it can provide domestic energy security, that it is more climate friendly than oil or coal, and that its development will aid economic development. Opponents counter that it may threaten both the quantity and quality of surface and subsurface waters, that shale gas development will delay adoption of renewable energy and that the industrialization of the landscape associated with shale gas development will threaten more sustainable economic activities like tourism and agriculture. Who is right? In this seminar we will try to reach some carefully researched and considered conclusions of our own. Readings and field trips will introduce you to the geology of the Marcellus Shale and its use as a source for natural gas. Other readings and class discussions will define some of the most important questions (e.g. "What are the risks to groundwater from fracking?" "Is shale gas development part of the solution or the problem of climate change?"). You will then be asked to research one of these questions in detail, preparing a balanced white paper that sets out the relevant positions and a separate-op-ed piece advocating for what you see as the correct answer. Please note: This course has a mandatory weekend field trip early in the semester. If you cannot participate in this field trip, you should not be in the course.

**194 Japan: Ghosts, Demons and Monsters** Godzilla. Pokémon. Films like "Spirited Away" or "The Ring." The ninja magic of Naruto. The shape-shifting demons of Inu Yasha. These are all examples of the Japanese supernatural, re-packaged for world consumption.

But what does the American consumer miss out on when enjoying these Japanese tales? Why is occult lore such an important part of the expressive culture of Japan? What is the historical or religious basis of the "soft Power" of "Cool Japan"? What do we learn about Japan-and about ourselves-when we shiver to a well-told Japanese ghost story?

**240 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 Bird'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 firsthand 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).

## 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*)

**214 The Politics of Reproduction** This course uses the disciplines of sociology and biology to examine contemporary policy debates concerning technological advancements in human reproduction. Policy topics to be addressed can include (but are not limited to): genetic testing and gene therapy, sex determination, paternity testing, assisted reproduction (e.g. surrogacy and in vitro fertilization), contraception, abortion, and childbirth (e.g., cesarean section and home births). Readings will draw on theoretical and empirical research in particular subfields in sociology (gender relations and the state, sociology of the family, sociology of the body ) and biology (human development, genetics, cell biology).

**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. (Spates/McGuire, *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*)

**250 Composing Works: Music & Dance Collaboration** This bi-disciplinary course is co-taught by a choreographer and a composer for both dancers and musicians who want to explore composition in collaboration with musicians and dancers. Principles of dance composition will be investigated in relation to music composition, and musical scores will be envisioned with movement as an integral component. Improvisation will be practiced as a technique that inspires creative process. Myriad relationships and connections between music and dance will be tested as students and teachers collaborate to generate new compositional works and improvisational structures. The course will culminate in a performance of new music and new choreography.

**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*)

**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 forge 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)

**288 White Mythologies: Objectivity, Meritocracy, and other Social Constructions** This course explores the history and ongoing manifestations of “white mythologies”—long-standing, often implicit views about the place of White, male, Euro-American subjects as the norm against which the peoples of the world are to be understood and judged. Students will explore how systematic logics that position “the West” and “whiteness” as the ideal manifest through such social constructions as objectivity, meritocracy, and race, and as justifications for colonial interventions, slavery, and the subordination of women.

**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*)

## 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	166	Time in Art
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	305	Painting Workshop
ARTS	315	Sculpture Workshop
ARTS	345	Printmaking Workshop
ARTS	365	Imaging Workshop

#### **Theory Courses**

ARCH	312	Theories of Modern Architecture and Urbanism
ARTH	100	Issues in Art
ARTH	101	Ancient to Medieval Art
ARTH	102	Renaissance to Modern
ARTH	110	Visual Culture
ARTH	201	African American Art

ARTH	210	Woman as Image Maker
ARTH	211	Women in 19th Century Art and Culture
ARTH	255	French Roots of Modernism
ARTH	282	20th Century American Art
ARTH	306	Telling Tales: Narrative in Asian Art
ARTH	332	Roman Art, Architecture, & Power
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	308	Screenwriting I
ENG	309	Workshop: The Craft of Fiction
ENG	310	Creative Non-Fiction Workshop
ENG	315	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 African American Literature I
ENG	300	Literary Theory Since Plato
ENG	302	Post-Structuralist 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 Multi-Ethnic 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 242 American Experimental Theatres  
THTR 270 American Drama  
THTR 278 Introduction to Dramatic Literature  
THTR 328 European Drama from Lessing to Ibsen  
THTR 379 Modern European Theatre  
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**

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

### *Department Faculty*

Marilyn Jiménez, Africana Studies, Coordinator  
Christopher Annear, Anthropology  
Kanate Dahouda, French and Francophone Studies  
Alan Frishman, Economics  
Catherine Gallouët, French and Francophone Studies  
William Harris, History  
George Joseph, French and Francophone Studies Emeritus  
Kelly Kavanaugh, Dance  
Rodmon King, Philosophy  
DeWayne Lucas, Political Science  
James McCorkle, General Curriculum  
Thelma Pinto, Africana Studies  
Elizabeth Thornberry, History

The Africana Studies program enhances the educational development of students by offering courses that reflect the experience of Africa, African Americans, and the African Diaspora. The program offers an interdisciplinary major in Africana Studies and interdisciplinary minors in African Studies, Africana Studies, and African American 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, AFS 180 Black Atlantic or approved substitute, eight courses in one of three concentrations (African, African American, Africana) and a 400 level 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 cross cultural (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 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.

### **REQUIREMENT FOR THE MINOR IN AFRICAN AMERICAN STUDIES**

*interdisciplinary, 5 courses*

An introductory course and four courses from the African American concentration list. 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.

### **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 cross cultural courses as their program permits.

### **CORE AND CROSSLISTED COURSES**

#### **Introductory Courses**

AFS	150	Foundations of Africana Studies
AFS	180	Black Atlantic

### **African Concentration**

AFS	201	South Africa: An Orientation (CP)
AFS	216	African Literature II: National Literatures of Africa (AL)
AFS	240	African, Asian and Caribbean Women's Texts (CP)
AFS	303	Post-Apartheid Identities (AL)
AFS	309	Black Cinema (AL, C, CP)
ANTH	296	African Cultures (A)
DAN/DAT	950	World Dance (AL)
FRE	352	Advanced Francophone Topics: Maghreb Literature (AL)
HIST	203	Gender in Africa (H)
HIST	283	South Africa in Transition (H, CP)
HIST	284	Africa: From Colonialism to Neocolonialism (H)
HIST	331	Law in Africa (H)
HIST	332	Slavery in Africa (H)
HIST	364	Seminar: African History (H)

### **African American Concentration**

AFS	200	Ghettoscapes (AL, C)
AFS	225	African American Culture (AL)
AFS	309	Black Cinema (AL, C, CP)
AFS	460	Invisible Man and its Contexts (AL)
ARTH	201	African American Art (AL)
EDUC	337	Education and Racial Diversity in the U.S. (C)
ENG	290	African American Autobiography (AL)
ENG	291	Introduction to African American Literature I (AL)
ENG	318	Body, Memory, and Representation (AL)
ENG	342	Readings in Multi-Ethnic Women's Literature (AL)
FRNE	218	Island Voices: Caribbean Literature in French (AL)
HIST	227	African American History I (H)
HIST	228	African American History II: The Modern Era (H)
HIST	306	Civil War and Reconstruction: 1845-1877 (H)
POL	215	Racial and Ethnic Politics (CP)
POL	270	African American Political Thought (C)
POL	348	Racism and Hatreds (CP)
POL	259	African Politics (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, McCorkle, *offered every other year*)

**AFS 180 The Black Atlantic: Cultures Across an Ocean** The concept of the 'Black Atlantic' was created by Paul Gilroy to counteract the divisive forces of nationalism and race, which gives rise in people of African descent to a 'double consciousness.' In the Black Atlantic, we seek to understand how the conceptualization of nation—hence culture—around notions of race, creates a double consciousness and how, in spite of this, peoples of African descent have sustained cultural links that stretch across the Atlantic, uniting Africa, Europe and the Americas through shared language, religion, and music. Starting with possible pre-Columbian voyages, through the Middle Passage to the return voyages of contemporary Americans to Africa, we chart these connections across time and space.

**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 African American 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 hip-hop culture, including its international manifestations. (Jiménez, *offered alternate years*)

**201 South Africa: An Orientation** This course provides an interdisciplinary 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*)

**AFS 208 Growing Up Black** This course focuses on the development of racial consciousness and identity in adolescence in African and African Diaspora literature and film. (Jimenez, McCorkle, *offered occasionally*)

**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)

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

**226 Black Popular Culture** This course addresses the developments in African American culture from the Harlem Renaissance onwards, with specific emphasis on the 1980's through the present. Topics include: development of rhythm and blues, rap, hip-hop and their worldwide impact.

**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, self-image and racial identity, and aging. (Pinto, *offered alternate years*)

**AFS 300 Black Auteurs** In this course, we will analyze closely the work of five black 'auteurs,' filmmakers who by choice or necessity have written, directed and sometimes also filmed and edited their own work. Their status as auteurs has allowed them to develop a distinctive style and themes; examples of auteurs include Oscar Micheaux, Ousmane Sembene, Souleymayne Cisse, Haile Gerima, Charles Burnett, Julie Dash and, of course, Spike Lee. In some instances, the label auteur refers to a long-standing collaboration between one or more individuals, such as Spike Lee and Ernest Dickerson. By analyzing more than one film from each, students will be able to trace the stylistic and thematic constants that define the work. The choice of filmmakers to feature may change each time the course is taught. (Jimenez, *offered occasionally*)

**303 Post-Apartheid Identities** This course will examine identity in the post-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 African American and Latino images in mainstream media as inflected through issues of race/ethnicity, gender, and class. (Jiménez, *offered occasionally*)

**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 two 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 African American culture because it draws upon many aspects of the African American 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, *offered occasionally*)

**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 *offered occasionally*)

## American Studies

### *Program Faculty*

Jeffrey Anderson, Anthropology and Sociology, Chair  
Elizabeth Belanger, American Studies  
Chiyo Crawford, Environmental Studies  
Anna Creadick, English  
Iva Deutchman, Political Science  
Laura Free, History  
Kendralin Freeman, Anthropology and Sociology  
Jack Harris, Anthropology and Sociology  
Christopher Hatch, Theatre  
Khuram Hussain, Education  
DeWayne Lucas, Political Science  
Kirin Makker, Art and Architecture  
Michelle Martin-Baron, Women's Studies  
Joseph Mink, Political Science  
Justin Rose, Political Science  
James Sutton, Anthropology and Sociology  
Katherine Walker, Music  
Kristen Welsh, Russian Area Studies  
Christine Woodworth, Theatre

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](#) 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 student defined topic; and AMST 465. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### **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  
ENG 104 Literature and Social Movements  
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 206 America Through Russian Eyes  
AMST 302 Culture of Empire  
AMST 310 History of Sexual Minorities in America  
ANTH 205 Race, Class and Ethnicity  
ANTH 220 Sex Roles: A Cross-Cultural Perspective  
ANTH 282 North American Indians  
ARCH 310 Early Modern Architecture  
ARCH 311 History of Modern Architecture  
ARTH 201 African American Art  
ARTH 211 Women in 19th Century Art & Culture  
ARTH 282 American Art of the 20th-Century  
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 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 African American Literature I  
ENG 375 Science Fiction Film  
FRE 242 Introduction to Quebec Studies  
FRNE 218 Culture and Identity in French Caribbean Literature and 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: 1789-1840  
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 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  
 MUS 190 History of Rock & Roll  
 POL 203 Campaigns and Elections  
 POL 204 Modern American Conservatism  
 POL 215 Racial and Ethnic Politics  
 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 African American 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  
 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 Inequalities  
 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 249 Technology and Society  
 SOC 251 Sociology of the City  
 SOC 258 Social Problems  
 SOC 261 Sociology of Education  
 SOC 262 Criminology  
 SOC 263 Juvenile Delinquency  
 SOC 271 Sociology of Environmental Issues  
 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. *(Staff, Fall, offered annually)*

**101 Myths & Paradoxes** This introductory course in American Studies will engage a number of questions that are central to an evolving field. Beginning with the European Age of Exploration, students will trace the origins of American culture, history, nationalism and imperialism. We will also examine a series of core American concepts, and consider the interrelation of democracy and radicalism, equal rights and slavery, Western expansion and Indian relocation, immigration restrictions and the “melting pot,” the welfare state and free-trade economics, sexual freedom and moral panics, neo-conservatism and neo-liberalism. When we say “America,” do we mean North and South America or do we mean the United States? Are Americans colonizers or the colonized? How have American ideals—such as freedom and individualism—been built on a foundation of cultural contradictions, including deep and enduring race, gender, social, and economic inequalities? Is “America” itself a place or an idea? Readings will be drawn from a range of sources, including politics, popular culture, science and technology, literature, media studies, and contemporary theory. (Staff, *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. (Staff, *offered annually*)

**206 America Through Russian Eyes** How do you define America? Does your definition mesh with what the rest of the world might think? This course explores American culture and identify through readings and films by American and Russian poets, novelists, and directors. From Red scares through the Cold War and Evil Empire all the way to the New Russians, twentieth-and twenty-first-century Americans and Russians have shared a deep mutual fascination, and have often defined themselves via contrast with the forbidding, alluring Other. We will study travelogues, memoirs, novels, stories, and films by artists as diverse as John Steinbeck, Langston Hughes, Gary Shteyngart, Ellen Litman, and Aleksei Balabanov, using these works to refine our own understanding of American culture. All readings and discussions will be in English. Register for either AMST 206 (prerequisite: AMST 100 or AMST 101) or RUSE 206 (prerequisite: RUSE 112 or HIST 263). (Welsh, *offered alternate years*)

**207 Baseball and American Culture** This class focuses on baseball and its relationship to American culture. For a long time, baseball has been the quintessential American game. In this class, we will examine the role (s) of technology, media, culture and nationalism in explaining the unique role of baseball to the American identify.

**210 Sex and the City: Gender, Sexuality and Urban America at the Turn of the Century** In 1926 shop girl Lilly Dache stood on the streets of New York and proclaimed “I was in love with the city and I did not need a man.” Ninety years later, HBO heroine Carrie Bradshaw remarked: “If you can only have one great love then this city just may be mine.” For women the modern city has been both a site of possibility and a site of risk. On one hand, the anonymity of the modern city has made it a space of illicit sexualities and nonconformist gender practices. At the same time, the structures and cultures of cities often inscribe normative gender and sexuality. Through readings in urban theory, social history, women’s studies, geography, and sociology we will explore how gender and sexuality are constitutive of and by urban form and urban life. Readings comprise primarily of secondary sources, supplemented by in-class primary source readings and visual material. Topics covered include prostitution, gay and lesbian sexualities, public and private space, sexual violence, and race.

**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*)

**330 Digital Humanities** The term “digital humanities” has a plethora of different definitions, ranging from the idea of fusing digital tools to perform traditional humanities work; studying modes of new media as objects of humanistic inquiry; and a new culture and ethos of collaboration. In this course we’ll be using the tools of digital technologies to extend our inquiry into the cultural productions of the United States. Through a mix of seminar discussions, hands-on tutorials, and project-based work, this course will provide students with theoretical and practical foundations for working in the Digital Humanities, covering topics such as digitization, encoding, analysis, and visualization. The centerpiece of this class will be a digital humanities project: you will do your own original research into nineteenth century dime novels to make an on-line exhibit for our library. Creating this project will teach you the skills of humanities scholars—research, writing and analyzing and will let you put this knowledge to work. No technical background is required.

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

## Anthropology and Sociology

### *Program Faculty*

Jeffrey Anderson, Professor  
Christopher Annear, Assistant Professor  
Sheila Bennett, Professor  
Jack Dash Harris, Professor  
Kendralin Freeman, Assistant Professor  
Brenda Maiale, Assistant Professor  
Richard Mason, Associate Professor  
Renee Monson, Associate Professor, Chair  
T. Dunbar Moodie, Professor  
Ilene Nicholas, Associate Professor  
H. Wesley Perkins, Professor  
Jason Rodriguez, Assistant Professor  
James L. Spates, Professor  
James Sutton, Assistant 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 must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major/minor.

### **Anthropology Policy on Courses Transferred In to the Major/Minor:**

- 1) Students participating in an HWS term abroad program may count one “traditional regional culture” course towards an anthropology major, even if the course is not taught by an anthropologist. Limit—one such course per student. The student will consult with their anthropology adviser about whether this course will count within or outside the student’s area of specialization.
- 2) Anthropology majors/minors must take the core courses (ANTH 273, 306, and the 400-level seminar) at HWS. No exceptions.
- 3) Students who take anthropology courses at US accredited institutions that HWS accepts for graduation credit will receive credit toward their anthropology major or minor for that course(s) provided that an appropriate faculty member has checked the course description/syllabus against our own course offerings (with the intention of not allowing students to take essentially the same course, albeit under slightly different titles, both here and elsewhere).
- 4) Students who take anthropology courses outside the US, even on HWS programs (with the exception listed in the first item above), taught by instructors from non-US areas, must petition the department if seeking to count a course for anthropology credit, providing thorough documentation of the course content and instructor qualifications. In the past we have only granted such credit if the instructor was actually an anthropologist by training, or, in the case of archaeological field schools, an archaeologist or paleoanthropologist by training.

### **Sociology Policy on Courses Transferred In to the Major/Minor:**

- 1) Students can take SOC 100 elsewhere.
- 2) Sociology majors/minors must take the required core courses (SOC 211, 212, and 300) at HWS. Exception: they have taken the course here at least once but have not achieved the minimum grade of C- or better. Students must get the approval of the department chair and the faculty member(s) teaching the course at HWS before transferring in a substitute core course taken elsewhere.
- 3) Sociology majors must take SOC 464/5 (senior seminar) and the 300-level seminar at HWS. No exceptions.
- 4) Students must petition for permission to count 200-level sociology electives taken elsewhere. The petition should include a full course syllabus as well as information about the instructor’s credentials (i.e., the field in which they

hold a Ph.D.). The department's usual practice is not to count courses that are taught by faculty without a sociology degree. The department chair will circulate the student's petition to the department faculty for consideration.

#### **REQUIREMENTS for the ANTHROPOLOGY MAJOR (B.A.)**

*disciplinary, 10 courses*

ANTH 273, ANTH 306, and a 400-level seminar; 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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

#### **REQUIREMENTS for the ANTHROPOLOGY MINOR**

*disciplinary, 5 courses*

One course in cultural anthropology 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 (ANTH 450 does not fulfill this requirement). All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

#### **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 of which must be at the 300 level. One 200-level or higher anthropology course can substitute for a 200-level sociology elective course. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

#### **REQUIREMENTS for the SOCIOLOGY MINOR**

*disciplinary, 6 courses*

SOC 100; either SOC 211, SOC 212 or 300; and four additional sociology courses. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

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

*disciplinary, 11 courses*

ANTH 110; SOC 100; any four of the five courses from department core offerings (ANTH 273, ANTH 306, SOC 211, SOC 212, SOC 300); a 400-level seminar in either anthropology or sociology; two electives in anthropology and two electives in sociology that together form a cluster, to be chosen in consultation with the advisor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

#### **ANTHROPOLOGY AREAS OF SPECIALIZATION**

##### **Cultural Anthropology**

ANTH	110	Introduction to Cultural Anthropology
ANTH	205	Race, Class, Ethnicity
ANTH	211	Power, Protest, and Politics
ANTH	212	NGOs and Development
ANTH	213	Cultures of India
ANTH	220	Sex Roles
ANTH	221	Human Rights of Indigenous Peoples
ANTH	222	Native American Religions
ANTH	230	Beyond Monogamy
ANTH	246	Stratagems and Spoils
ANTH	247	Urban Anthropology
ANTH	271	Jobs, Power, Capital
ANTH	279	Diagnosing the World
ANTH	280	Environment and Culture
ANTH	282	North American Indians
ANTH	295	Village India
ANTH	296	African Cultures
ANTH	297	Latin America

ANTH	298	Modern Japan
ANTH	323/423	Ethnographies of Capitalism
ANTH	330/430	Anthropology of Creativity
ANTH	340/440	Anthropology of the Global Commons
ANTH	341/441	Making Babies
ANTH	352/452	Builders and Seekers
ANTH	354/454	Food, Meaning, Voice
ANTH	362/462	Evolution and Culture
ANTH	370/470	Life Histories

### Archaeology

ANTH	102	World Prehistory
ANTH	206	Early Cities
ANTH	208	Archaeology of Japan and China
ANTH	209	Women and Men in Prehistory
ANTH	210	Prehistoric Ecology
ANTH	290	Pharaohs, Fellahin, Fantasy
ANTH	326	Ancient Mesoamerican Urbanism
ANTH	342/442	Ancient World Systems
ANTH	362/462	Evolution and Culture

### Sociolinguistic Anthropology

ANTH	115	Language and Culture
ANTH	227	Intercultural Communication

### Physical Anthropology

ANTH	228	Physical Anthropology
ANTH	285	Primate Behavior
ANTH	362/462	Evolution and Culture

### 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. (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*)

**211 Power, Protest, and Politics** Power is often considered in the abstract, as something far removed from our everyday lives. But what if we consider how power infuses such simple things as putting on nail polish, gifting, and consuming sugar and tea? What might such a perspective illuminate about such things as “the state” and “globalization” that are generally described as encompassing society and structuring the world? This course engages anthropological approaches to culture and power to help students develop frames for critically evaluating how power inflects everyday practices, resistances, and the culturally and theoretically taken for granted. (Rodriguez)

**212 NGOs and Development** This course introduces students to critical research on NGOs in a variety of geographic contexts and invites students to consider the usefulness of approaching NGOs as discursive constellations, as arising from the interplay of international and national policy, as cultural practices, and as products of and producing globally circulating discourses of development. The course asks, what are the everyday practices constituting NGOs and development practices, and in what ways do development practices compel new types of relationships? Further, the course asks about how anthropologists study these phenomena, and how anthropological research might speak to policy concerns and issues of social justice. (Rodriguez)

**213 Cultures of India** This course introduces students to the ongoing legacies of colonialism, nationalism, and to the centrality of gender to anti-colonial and nationalist discourses in India. We explore theorizations of caste, popular stereotypes about India, and debates over how to approach these phenomena. The course attends to the place of India in the international hierarchy of nation-states and to struggles around “development” and “modernization,” processes that articulate the Indian government with international policy. The course addresses contemporary politics, with special attention to India’s emergence as a superpower with nuclear capabilities, multinational corporations, and local struggles over the shape of everyday life. (Rodriguez)

**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. (Anderson, *offered occasionally*)

**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*)

**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, ethno history, and network and structural analysis. Students conduct research projects locally. Prerequisite: ANTH 110. (Maiale, Annear, *Spring, offered every year*) 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? (Annear, *Fall, offered every year*)

**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 two to three 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 worldviews 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. (Annear)

**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 commoditization 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*)

**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. (*Offered every year*)

**319/419 Feminist and Political Anthropology** This course explores anthropological engagements with feminism and what this productive and corrective engagement with feminisms and what this practices and to a critical analysis of the anthropological endeavor. This course explores how culturally produced systems of gender and power inform such processes as nation-states, History-making, commonsense, the academic enterprise, social institutions, research methods, embodies dispositions, and the (re)making of cultural worlds. Particular attention will be given to understanding what makes cultural anthropology is a political pursuit, one wrapped up in systems of inequality that include colonialism, science and scientific expertise, and the authority to write and speak.

**323/423 Ethnographies of Capitalism** This course explores theories of capitalism and capitalist practice and debates in the discipline of anthropology about what constitutes "capitalism," as well as how one goes about studying these varieties of social relations. Emphasis is given to ethnographic examples for understanding the cultural processes that produce capitalist relations, and the cultural practices that capitalist forms of organizing produce. Particular consideration will be given to how capitalist relations operate at the intersections of race, class, gender, nationality and other social positionalities. Prerequisite: Students must have declared a major or minor in anthropology, or have permission of the instructor. (Rodriguez)

**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. Prerequisite: Students must have declared a major or minor in anthropology, or have permission of the instructor. (Anderson)

**340/440 Anthropology of the Global Commons** This course offers an exploration of common property resources (CPRs) and civic associations around the globe. These include questioning conventional assumptions about how humans manage CPRs; meaning cooperatively owned or commonly accessed environmental resources such as pastures, fisheries, and the Earth's atmosphere. We will also investigate how people associate in groups by studying a long celebrated thesis that declares (U.S.) Americans to be civically minded and naturally oriented toward the democratic process. Prerequisite: Students must have declared a major or minor in anthropology, or have permission of the instructor. (Annear, *offered alternate years*)

**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. Prerequisite: Students must have declared a major or minor in anthropology, or have permission of the instructor. (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. Prerequisite: Students must have declared a major or minor in anthropology, or have permission of the instructor. (Nicholas, *offered occasionally*)

**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. Prerequisite: Students must have declared a major or minor in anthropology, or have permission of the instructor. (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. (Staff, *offered occasionally*)

205 **Men and Masculinities** Masculinities profoundly shape the experiences of men, women, and children, yet the role of gender in men's lives is often taken for granted. Masculinities interact with statuses such as ethnicities, sexualities, disabilities, and social class, making it impossible to study men as a single group. Accordingly, this course examines how diverse forms of masculinity are constructed, reinforced, and reproduced within broader systems of social stratification. This course will provide a better understanding of how gender ideals and practices shape men's lives, and it will critically assess the privileges and problems that masculinities create in the lives of men and others in society. Substantive topics that will be examined include boyhood socialization, masculinities and emotions, men's violence against women, male sexualities, men's health, and men's friendships and intimate relationships. (Sutton, *offered alternate years*)

206 **Kids and Contentment: the Sociology of Childhood in the U.S. Context** This class tackles the contentious history of childhood and youth in the U.S. context from a sociological perspective. We'll explore the history of childhood and youth, paying close attention to the ways in which young people are able to impact their social environment. Childhood is a social category that has historically been constructed by policies that fulfill the needs of adults. This course will provide us with a context to understand and interpret those policies and also investigate how children respond. We'll also examine how policy and other institutions inform particular norms, values, and stereotypes of young people, sometimes regardless of data or input from the young people themselves. Throughout the semester, we'll evaluate the role(s) of children in the various institutions, including schools, families, courts, neighborhoods, peer groups, and as consumers. Prerequisite: SOC 100 (Freeman, *offered annually*)

**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, Freeman, *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** What is race? What is ethnicity? Has race always existed? Why should the history of people of color matter to contemporary policy and social relationships? In this course, students analyze minority group relations including inter-group and intragroup dynamics, sources of prejudice and discrimination, social processes of conflict, segregation, assimilation, and accommodation. Minority-majority relations are viewed as a source of hierarchy, contention, and change, and the history and current context of our multigroup society are analyzed. Emphasis is placed on racial and ethnic groups in the United States. Prerequisite: SOC 100. (Freeman, *offered annually*)

**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** Inequality is a fundamental aspect of social structure but we, as individuals, frequently find it simple to justify without investigating its history. Despite the adoption of the rhetoric of equal rights and democratic values, inequality thrives in the United States. Our placement in Geneva, N.Y., allows us, as sociologists, a unique opportunity to observe these systems of inequality within our city and relate them to broader patterns in the nation as a whole. This course is designed to give students a foundational knowledge in sociological theory of inequality stemming from Marx, Weber, and DuBois and continuing through contemporary theories of intersectionality. These perspectives will then be used to understand inequality in social class, race, gender, sexualities, and in the global arena. Prerequisite: SOC 100. (Freeman, *offered annually*)

**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, Sutton, *offered annually*)

**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 alternate years*)

**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*)

**238 Immigration and Ethnicity** Ethnicity and race are constantly evolving social constructions, yet they remain among the most persistent forms of structured social inequality. Focusing on the United States, but with reference to other multi-ethnic societies, this course will consider the immigration histories to examine why and how the salience of ethnic identity increases and decreases at particular historical moments, how the categories of race and ethnicity inform each other, and how they are inexorably related to the continuous remaking of the American mainstream. This course will pay particular attention to the immigration patterns of the turn-of-the-twentieth-century (Ellis Island) groups, and the Chicago-school tradition of urban ethnographies that documented the lives of those groups during the 20th and 21st centuries.

**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 occasionally*)

**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, and its purpose in human affairs. Prerequisite: SOC100. (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. (Staff, *offered occasionally*)

**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, Freeman, *offered annually*)

**262 Criminology** This course provides an introduction to the study of crime and criminal justice and an in-depth look at why people break the law. The major theories of crime and criminal behavior are presented and analyzed, current crime and punishment trends are investigated, and the main sources of crime data are critically assessed. Substantive crime topics such as fear of crime, drug use, murder, burglary, white-collar deviance, human trafficking, and sexual assault are also examined. Special attention will be given to how social interaction, socialization, and social inequality relate to crime patterns, criminal behavior, victimization, and the administration of justice. (Sutton, *offered annually*)

**263 Juvenile Delinquency** This course outlines the history of juvenile delinquency in the United States and highlights current trends and patterns of delinquent behavior. A number of explanations have been proposed for why young people engage in deviance and crime, and a range of responses have been developed to identify, rehabilitate, and at times punish juveniles who do not behave appropriately. This course provides an in-depth look into these explanations and responses, and it critically examines how social power, inequalities, gender, poverty, and other sociological themes are intertwined with juvenile offending and the social control of juvenile delinquents. A sample of substantive topics focused on in this course includes gangs, juvenile sex offenders, substance abuse, violence, and the juvenile justice system. (Sutton, *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, *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. (Staff, *offered occasionally*)

**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, Harris, *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 occasionally*)

**340 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. (Staff, *offered occasionally*)

**SOC 370 Religion, Politics & Lifestyle** Sociological theory has long debated the role of religious belief and practice in the maintenance and transformation of society. Does what is sacred essentially maintain the social patterns and power structure of society or do various forms of belief and spirituality make a crucial contribution to movements producing social change? Has religion become a less important element of society in the modern world through growing secularization or is it continually transformed with renewed social influence 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. This advanced seminar course examines variation in the social significance of religion by looking at how alternative movements as well as dominant beliefs and practices in modern Western societies have remained influential, faded to marginality, or reemerged in political and social life. Three debates will be highlighted: the problem of pluralism spawning religious conflict, the question of the inevitability of secularization, and the possibility of imposing a separation between religion and the modern political state. Prerequisite: SOC 100. (Perkins, *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** Prerequisite: Students must have passed SOC 211 and either SOC 212 or 300 with grades of C- or better before enrolling in this course. (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**

**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

### *Department Faculty*

Michael Tinkler, Associate Professor  
A.E. Ted Aub, Professor  
Lara C.W. Blanchard, Luce Associate Professor, Chair  
Jeffrey Blankenship, Assistant Professor  
Michael Bogin, Professor  
Elena Ciletti, Class of 1964 Endowed Professor  
Christine Chin, Assistant Professor  
Mark Jones, Associate Professor  
Liliana Leopardi, Assistant Professor  
Kirin Makker, Assistant Professor  
Patricia Mathews, Professor  
Stanley Mathews, Associate Professor  
Nicholas H. Ruth, Associate Professor  
Kathryn Vaughn, Assistant Professor, Visual Arts Curator  
Phyllia Changhi Yi, John Milton Potter Professor in the Humanities

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 Berlin, Germany; 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; at the 200-level or higher, 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 300-level course, a 400-level capstone course, two art history electives, and two studio art courses. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

#### **REQUIREMENTS FOR THE ART HISTORY MINOR**

*disciplinary, 6 courses*

ARTH 101, ARTH 102, ARTH 103, or ARTH 110; one studio art course; and four additional art history courses. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

#### **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

#### **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

#### **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

#### **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	Introduction to Asian Art
ARTH	110	Visual Culture
ARTH	201	African-American Art
ARTH	202	Art Collection Internship
ARTH	208	Greek Art and Architecture
ARTH	210	Woman as Image and Image-Maker
ARTH	211	Women and the Visual Arts in 19th Century Europe
ARTH	218	Age of Chivalry
ARTH	221	Early Italian Renaissance Painting
ARTH	222	Women in Renaissance Art and Life
ARTH	223	The Poetry of Color: Painting in Venice 1470-1600
ARTH	224	Renaissance Sculpture
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	306/506	Telling Tales: Narrative in Asian Art
ARTH	307	Cultural Theory and Art History
ARTH	332/432	Roman Art, Architecture, and Power
ARTH	333	Art Since 1960
ARTH	334/434	Manet and the Modernist Project
ARTH	335	Femme Fatale and Film
ARTH	336/436	Arts of the Landscape and the Garden in China and Japan
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	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	Three-Dimensional Design
ARTS	125	Introduction to Drawing
ARTS	165	Introduction to Imaging
ARTS	166	Time in Art
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	268	Time in Art II: Video and Installation
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**

##### *Required courses*

ARCH	110	Introduction to Architecture
ARCS	200	Introduction to Architectural Design I
ARCS	300	Introduction to Architectural Design II

ARTS 115 Three Dimensional Design  
ARTS 125 Introduction to Drawing

*Architecture history/theory elective choices*

ARCH 204 Introduction to Historical Preservation  
ARCH 305 Environmental Design, Planning and Preservation  
ARCH 310 Early Modern Architecture  
ARCH 311 History of Modern Architecture  
ARCH 312 Theories of Modern Architecture and Urbanism

*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 250 Modern Art 1900-1960  
ARTH 255 French Roots of Modernism  
ARTH 252 Japanese Art and Culture  
ARTH 253 Buddhist Art and Architecture  
ARTH 270 First Christian Millennium  
ARTH 282 20th Century American Art  
ARTH 307 Cultural Theory and Art History  
ARTH 333 Art Since 1960  
ARTH 332/432 Roman Art, Architecture, and Power  
ARTH 336/436 Arts of the Landscape and the Garden in China and Japan

*Art studio elective choices*

ARTS 105 Color and Composition  
ARTS 114 Introduction to Sculpture  
ARTS 165 Introduction to Imaging  
ARTS 166 Time in Art  
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 268 Time in Art II: Video and Installation  
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
GEO	140	Introduction to Environmental Geology
GEO	186	Introduction to Hydrogeology
GEO	182	Introduction to Meteorology
GEO	184	Introduction to Geology

*Urban and social science elective choices*

ANTH	206	Early Cities
ANTH	247	Urban Anthropology
ANTH	326	Meso-American Urbanism
ANTH	352	Builders and Seekers
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)
ECON	213	Urban Economics (Econ 160)
ECON	344	Economic Planning Development (Econ 300)
SOC	249	Technology and Society
SOC	251	Sociology of the City
SOC	271	Sociology of Environmental Issues (Soc 100)
SOC	290	Sociology of Community (Soc 100)
POL	236	Urban Politics and Public Policy

*History elective choices*

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, Leopardi, *offered annually*)

**ARTH103 Introduction to Asian Art** This course presents a topical study of the arts and architecture of China, Japan, India, and (to a lesser extent) Korea, with some comparisons to the arts of Central Asia, Europe, and America. We will examine developments in a variety of media, including painting, sculpture, architecture, ceramics, prints, and installations, through a series of case studies. Broad topics will include connections between art, politics, philosophy, and religion; text-image relationships; artistic practice, patronage, and collecting; and international art movements in the 19th and 20th centuries. In addition, students will learn to analyze two- and three-dimensional works of art and architecture. There are no prerequisites, and no previous exposure to the arts of Asia is necessary. (Blanchard, *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 African American 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. Mathews, *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)

**ARTH 210 Woman as Image and Image-Maker** 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)

**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, Leopardi, *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, Leopardi, *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, Leopardi, *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. (Leopardi, *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. (Leopardi)

**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)

**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. (Leopardi)

**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, Leopardi)

**ARTH 237 Princely Art: Renaissance Court Art and Culture of Mantua, Milan, Ferrara, and Rome** This course will focus on the Renaissance Court Culture of the cities of Milan, Mantua, Ferrara and Rome. The course is meant to examine art production within the strict confines noble patronage by Italian princes. Particular attention will be paid to female patronage of Italian duchesses. All media will be taken under consideration -painting, sculpture and architecture--while paying particular attention to the ways in which artists responded to their patrons and introduced innovations eventually imitated by the merchant middle classes throughout the Italian peninsula.

**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 248 Love and Death in Ancient Egypt** This course explores Egyptian paintings and reliefs from temples and tombs to reveal the strong sensual qualities encoded in the symbolism and iconography of funerary art. A careful analysis of artifacts will help us understand how encoded images were seen as a form of power and a means to obtain immortality. While the course will provide a chronological survey of Egyptian art, it will mostly focus on the New Kingdom period because most of the tomb wall paintings to have survived belong to that specific period.

**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)

**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: Theravada, Mahayana, 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 stupa 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 254 Islamic Art at the Crossroads: The Western Mediterranean From the 12th to the 16th Century** This course examines the artistic production of Islamic culture in the Western Mediterranean throughout the Middle Ages and the Renaissance by taking into account cross-cultural exchanges. Themes under consideration will include: the relationship between art and literature; the rise of court culture; women’s role in Islamic art, and Venice and Islam

**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 303/403 Gender and Painting in China** How are the feminine and masculine represented in art? This course considers the role of gender in Chinese painting, focusing on the Song and Yuan dynasties (spanning the 10th to 14th centuries). Topics 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, students examine the differing roles of men and women as patrons, collectors, and painters. Prerequisite: permission of the instructor. (Blanchard, 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, 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 332/432 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, Neo Expressionism, and Post Modernism. The approach is topical and thematic, drawing upon works of art in various media including: video, film, performance, earthworks, site specific sculpture, installation, etc. Individual works of art are discussed in the context of the theoretical writing informing their production. (P. Mathews, offered occasionally)

**ARTH 334/434 Manet and the Modernist Project** In nineteenth-century Paris, issues central to Modernism from consumerism to gender roles, class distinctions, racial hierarchies, and bourgeois politics were in flux. These concerns were transformed dramatically during this period, and began to shape and define modernity. Avant-garde artists represented these transformations from a variety of perspectives. We will concentrate on Edouard Manet's understanding of modernity in particular. Student presentations will focus on the Modernist Project in works by Degas, Cassatt, the Impressionists, and others. (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 336/436: Arts of the Landscape and the Garden in China & Japan** In China and Japan, the natural landscape becomes a primary theme of artistic expression, as revealed in two-dimensional works of art and architectural sites. This course will examine East Asian traditions of landscape painting, pictorial representations of gardens, and the historic gardens of Suzhou, Beijing, and Kyoto, from the premodern era through the present. We will explore how these diverse representations of landscape play upon the dichotomy between nature and artifice and consider their social, political, and religious implications. Students will read landscape and garden texts in translation, as well as selections from the secondary literature dealing with these themes. (Blanchard)

**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, Vigée Lebrun, 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, *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, *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 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 166 Introduction to Video 1: Creating Art with Moving Images** This course is an introduction to creating art with moving images using digital video cameras and nonlinear (digital) editing. Students produce a group of short works, which is contextualized by viewing and discussion of historical and contemporary video works. Emphasis will be placed on creating conceptual works that engage artists and audience in a deeper understanding of current issues and human experience. Additional techniques that may be used and discussed include stop-motion animation, sound, and installation.

**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*)

**ARTS 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: ARTS 125. (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 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 270 Words and Pictures: Topics in Contemporary Photography** This course is a hybrid discussion and studio course. Our words will stem from Alex Klein and Charlotte Cotton's Words Without Pictures, a collection of essays and responses from a year-long discussion on contemporary photographic issues, and our pictures will be produced by students as they develop and pursue independent photographic projects. Building on the skills acquired in Introduction to Imaging, students will learn advanced imaging techniques as well as research strategies and resources specific to art and photographic discourse. The remainder, and majority, of the course will follow a weekly format that devotes one class meeting to student-guided discussion and presentations of reading material and supporting imagery. The second class each week will consist of group critiques of in-progress student work, and eventually fully-realized individual projects. Through the combination of studio work and contemporary photographic research, students will explore the relative significance of concept and form, and engage with their own and other artist's work within larger art and photographic contexts.

**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 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**

### ***Architectural History and Theory***

**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 204 Introduction to Historic Preservation** This course will serve as an introduction to the field of historic preservation, focusing on the history, theories and practice of preservation in the United States. The course will explore the origins and history of the preservation movement in the United States and introduce students to the legislation and governmental entities that enable and support historic preservation at the local, state and national levels. Students will also be introduced to private efforts, both individual and collective, to preserve the American architectural heritage and the diverse motivations for such endeavors. Technical aspects of preservation will also be considered, including research and documentation, as well as approaches to adaptive reuse and the design of additions to historic buildings and districts. In the course of these explorations, students will be asked to take a critical look at these practices openly exploring preservation's strengths, weaknesses, limitations and biases. To support these investigations, the City of Geneva and its community will serve as a living laboratory, as preservation historical has been and continues to be major force in community life. (Staff, *offered occasionally*)

**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*)

**ARCH 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*)

**ARCH 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*)

**ARCH 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 hands on 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*)

**ARCH 313 History of Modern Landscape Architecture** This course presents a survey of landscape design from the 19th century to the present with an emphasis on the 20th century. Lectures, readings, and discussion will present and analyze specific parks, gardens, roads, planned communities, and other sites of invention. Works of landscape design will be physically contextualized through consideration of contemporary and allied humanities, especially philosophy, literature, painting, and architecture. The relationship of individual landscape projects to their topographic and social contexts will emerge as a central theme of the course. Students will learn to see, analyze, and appreciate works of landscape design, and also the historical trends and cultural forces that have shaped them. (Blankenship)

### **ARCH 450 Independent Study**

### **ARCH 495 Honors**

### ***Architecture Design Studios***

**ARCS 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. (Blankenship, Makker, *offered every term*)

**ARCS 202 Watercolor Sketching** This course emphasizes illustrative analytical drawing (as opposed to graphite and ink-based analytical drawing) using transparent watercolor media and the process of tonal layering. Students will gain facility with basic watercolor skills and be encouraged to explore this media as a tool for on-site study of places (art, structures and spaces), using the sketchbook to build visual literacy. Weather permitting, exercises will predominantly be done 'en plein air'-outside and the on-site in the region. Documentation and observation, the development of well-composed and layered observational watercolor sketches is the primary learning objective of this course. This course is occasionally offered by faculty leading abroad programs.

**ARCS 300 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. (Blankenship, Makker, *offered every term*)

**ARCS 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: ARCS 200. (Staff, *offered occasionally*)

**ARCS 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: ARCS 200. (Staff, *offered occasionally*)

**ARCS 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: ARCS 200 or ARCS 300. (Makker, *offered alternate years*)

**ARCS 400 Advanced Architecture Studio** 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: ARCS 200, plus ARCS 301 or ARCS 302, or permission of the instructor. (*Spring, offered occasionally*)

**ARCS 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*)

**ARCS 450 Independent Study**

**ARCS 495 Honors**

## Arts and Education

### *Program Faculty*

Patrick Collins, Education, Coordinator  
Donna Davenport, Dance, Coordinator  
Cadence Whittier, Dance, Coordinator  
A.E. Ted Aub, Art and Architecture  
Joseph M. Berta, Music  
Lara Blanchard, Art and Architecture  
Michael Bogin, Art and Architecture  
Christine Chin, Art and Architecture  
Robert Cowles, Music  
Cheryl Forbes, Writing and Rhetoric  
Robert Gross, Theatre  
Chris Hatch, Theatre  
Grant Holly, English  
Michelle Ikle, Dance  
Marilyn Jiménez, Africana/Latino Studies  
Mark Jones, Art and Architecture  
Mary Kelly, Education  
Charity Lofthouse, Music  
Elisabeth Lyon, English  
Stanley Mathews, Art and Architecture  
Patricia Myers, Music  
Mark Olivieri, 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, Davenport, 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 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, 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 (DAN 900 series)

#### **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

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
THTR	386	Shakespearean Performance

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	306	Technology for Children with Disabilities
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

### Art, Culture and Society Electives

Courses chosen from the following departments and programs with permission of an Arts and Education 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 Studies

### *Department Faculty*

Etin Anwar, Religious Studies  
Sheila Bennett, Sociology and Asian Studies  
Lara C.W. Blanchard, Art History  
Anthony Cerulli, Religious Studies  
Jack D. Harris, Sociology  
James-Henry Holland, Asian Studies  
Chi-chiang Huang, Asian Studies  
Shalahudin Kafrawi, Religious Studies  
Feisal Khan, Economics  
John Krummel, Religious Studies  
Darrin Magee, Environmental Studies  
Helen McCabe, Education  
David Ost, Political Science  
Vikash Yadav, Political Science, Chair  
Tenzin Yingyen, Asian Studies  
Lisa Yoshikawa, History  
Jinghao Zhou, Asian Studies

Working closely with other academic departments at Hobart and William Smith, the Department of Asian Studies 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 China, India, Japan, Korea, Taiwan, and Vietnam. All courses designated ASN are taught in English.

### **REQUIREMENTS FOR THE MAJOR (B.A.)**

#### *interdisciplinary, 12 courses*

Four courses in one Asian language. (Students exempted from this requirement by passing a proficiency test permitting them to enter the third year or above of an Asian language must still complete 12 courses including two courses in Chinese, Hindi, Japanese, or Vietnamese at a higher level.) The departmental introductory course: ASN 101 *Trekking Through Asia*; at least two core courses on Asia in the social sciences division; at least two core courses on Asia from the humanities division that are not language courses; at least two Asian Studies electives; and the departmental capstone course: ASN 401 *Senior Colloquium*. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **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 *Trekking Through Asia*; at least one social science course on Asia; at least one humanities course on Asia; at least two Asian Studies electives. At least one course on Asia must be at the 300 or 400 level. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### **CROSSLISTED COURSES**

#### *Social Sciences*

ANTH	206	Early Cities
ANTH	208	Archaeology of Japan and China
ANTH	213	Cultures of India
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	140	Introduction to Comparative World Politics
POL	180	Introduction to International Relations

POL	246	Politics of East Asia
POL	254	Globalization
POL	257	Russia and China Unraveled
POL	281	Politics of South Asia
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
<i>HIST</i>	<i>202</i>	<i>Japan Since 1868</i>
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	320	Asia Pacific Wars
<i>HIST</i>	<i>324</i>	<i>Qing and Tokugawa</i>
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
<i>REL</i>	<i>280</i>	<i>Negotiating Islam</i>
<i>REL</i>	<i>304</i>	<i>Buddhist Philosophy</i>
<i>REL</i>	<i>315</i>	<i>Japanese Religions</i>
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 Trekking through Asia** Welcome to the “Asian Century.” Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world’s top economies. Asia contains six of the world’s ten largest countries, and is home to over half of the world’s population and two of the world’s major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of the world. Join us on the journey!

**103 Introduction to Asian Art** This course presents a topical study of the arts and architecture of China, Japan, India, and (to a lesser extent) Korea, with some comparisons to the arts of Central Asia, Europe, and America. We will examine developments in a variety of media, including painting, sculpture, architecture, ceramics, prints, and installations, through a series of case studies. Broad topics will include connections between art, politics, philosophy, and religion; text-image relationships; artistic practice, patronage, and collecting; and international art movements in the 19th and 20th centuries. In addition, students will learn to analyze two- and three-dimensional works of art and architecture. There are no prerequisites, and no previous exposure to the arts of Asia is necessary. (Blanchard, 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?

**282 Hinduism and Popular Narratives** In this course, we look at Hindu worldview through the eyes of epic narratives in South Asia. The core text for this narrative is the epic text, Mahabharata. The course discusses the worldview of the text, belief systems, philosophical debates and the general ideology of this epic. As part of this we also look at other popular narratives from Hindu myths and regional narratives. Through all of this students will be able to explore and develop an understanding of Hindu ideas of society, God and liberation.

**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*)

**305 Shōwa Through the Silver Screen** Shōwa (1926-1989), the reign of Hirohito, is most often associated with Japan’s plunge into multiple wars, its occupation by a foreign nation, and its economic recovery to become the second largest economy in the world. Less explored is Showa as the heyday of Japanese cinema. While motion pictures were first introduced to Japan in the late 19th century, domestic production only took off in the 1920s to the 1930s. Following the Asia-Pacific Wars, Japanese film gained worldwide popularity in the 1950s and 1960s with directors such as Kurosawa Akira, Ozu Yasujiro, and Mizoguchi Kenji gaining international recognition. By the end of Showa, Japanese cinema was in decline as other forms of entertainment overshadowed movie-going and a massive recession affected the film industry. This course explores the history of the Showa period using films as artifacts of Japanese perspectives into their state and society and the Japanese role in the Asia-Pacific region and the world.

**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  
Paul Bugenhagen, Head Rowing Coach  
Mike Cragg, Head Football Coach  
Ken Dougherty, Head Golf Coach  
Ron Fleury, Head Cross Country Coach  
Shawn Griffin, Head Soccer Coach  
Scott Iklé '84, Head Sailing Coach  
T.W. Johnson, Head Lacrosse Coach  
Mike Neer, Head Basketball Coach  
Tim Riskie, Head Squash and Tennis Coach  
Mark Taylor, Head Hockey Coach

#### **WILLIAM SMITH ATHLETICS**

Deb Steward, Director of Athletics  
Sandra Chu, Head Rowing Coach  
Brighde Dougherty '04, Interim Head Lacrosse Coach  
Lindsay Drury, Head Basketball and Golf Coach  
Chip Fishback, Head Squash and Tennis Coach  
Pat Genovese, Associate Director of Athletics  
Russ Hess, Director of Recreation, Intramurals and Fitness  
Scott Iklé '84, Head Sailing Coach  
Kelly Kisner, Head Swimming & Diving Coach  
Lynn Quinn, Head Golf Coach  
Sally Scatton, Head Field Hockey Coach, Assistant Director of Athletics  
Jack Warner, Head Cross Country Coach  
Aliceann Wilber, Head Soccer Coach

#### **HOBART AND WILLIAM SMITH ATHLETICS**

Becky Bedard, Assistant Athletic Trainer  
Nick Cooke, Coordinator of Sports Medicine  
Bobby Fisk, Head Strength and Conditioning Coach  
Brian Miller, Athletic Compliance Coordinator  
Dathan Zabel, Assistant Athletic Trainer

#### **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 20 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.

Designated as an NCAA 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, ECAC and NCAA. Since William Smith teams began competing in the early 1970s, the Herons have enjoyed notable success. The Herons have won six national championships, 40 conference championships and 19 state championships.

### **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, flag 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, equestrian, fencing, field hockey, ice hockey, lacrosse, rugby, soccer, track and field, and ultimate Frisbee. 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 outings that 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 located in Bristol Fieldhouse includes an equipment rental system that provides 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 recreation, intramurals and fitness.

### **COURSE DESCRIPTIONS**

**915 Lifeguard Training** This course is for those desiring American Red Cross certification. Swimming stroke improvement, conditioning, practicing, and practical use of all phases of in the water lifeguarding and out of water prevention supervision 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)*

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 Bozzuto Boathouse off South Main Street. (Iklé, *Fall, offered annually*)

929 **Field Hockey** Refine fundamental field hockey skills and game tactics and techniques. Open to new and experienced players. (Scatton, *Spring, 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. Fee. (*Offered each semester*)

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 **Cross Country Skiing** This is a course in which basic cross country skiing techniques are taught and perfected. Transportation is furnished to ski trails. (Wilber, *Fall, offered annually*)

961 **Tennis I** This is an introductory course for tennis beginners, with an emphasis on proper grips, strokes, and technique. (Fishback, *Fall, offered annually*)

962 **Tennis II** This is a more advanced course for tennis players with playing experience; attention will be paid to proper technique, but there will be more emphasis on live hitting and point-playing. (Fishback, *Fall, offered annually*)

972 **Indoor Soccer** This course is coeducational and is held in Bristol Fieldhouse. (Wilber, *offered each semester*)

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. (*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*)

## Biochemistry

### *Program Faculty*

Kristen L. Kenyon, Associate Professor, Co-Chair  
Erin T. Pelkey, Associate Professor, Co-Chair  
Sigrid A. Carle, Professor  
David W. Craig, Professor  
Luciana Cursino Parent, Assistant Professor  
Christine de Denus, Associate Professor  
Justin Miller, Associate Professor  
Patricia Mowery, Assistant Professor  
Kristin Slade, Assistant Professor  
Alan van Giessen, Assistant Professor

The Biology and Chemistry departments offer a joint major to those students interested in both biology and chemistry. This is a rigorous major that is designed for students that are truly interested in biology and chemistry. The Biochemistry major consists of core courses from the biology and chemistry departments, cognates in math and physics, and a capstone seminar experience.

### **REQUIREMENTS FOR THE MAJOR (B.S.)**

*disciplinary, 17 courses*

The required biology courses are BIOL 167, 212, two 200-level cell/molecular biology courses (BIOL 220, BIOL 232, or BIOL 220), and two 300-level cell/molecular biology courses (BIOL 302, BIOL 335, BIOL 341). The required chemistry courses include CHEM 110, 240, 241, 280, 320, 448 and 449. All Biochemistry majors complete a capstone senior thesis. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **Biology Courses**

BIOL	167	Introductory Topics in Biology
BIOL	212	Biostatistics
BIOL	220	General Genetics
BIOL	222	Microbiology
BIOL	232	Cell Biology
BIOL	302	Immunology
BIOL	335	Molecular Biology
BIOL	341	Developmental Biology

### **Chemistry Courses**

CHEM	110	Molecules That Matter
CHEM	240	Organic Chemistry I
CHEM	241	Organic Chemistry II
CHEM	280	Chemical Reactivity
CHEM	320	Physical Chemistry I
CHEM	448	Biochemistry I
CHEM	449	Biochemistry II

### **COURSE DESCRIPTION**

BCHE 460 **Senior Seminar** This course is a capstone experience that integrates knowledge learned in previous biology and chemistry courses. Students will explore a contemporary topic in biochemistry through readings of journal articles and textbooks, as well as class discussions. The context of these discussions will enable each student to produce a Biochemistry Senior Thesis. The thesis will be a 20-25 page, well-referenced paper that incorporates the following elements: 1) an analysis and literature review of research to date, and 2) a detailed description of where the student believes the research and area/topic should go next.

## Biology

### Department Faculty

Meghan Brown, Associate Professor  
 Sigrid A. Carle, Professor  
 Bradley Cosentino, Assistant Professor  
 Susan Cushman, Director of Introductory Biology Laboratories  
 Mark E. Deutschlander, Associate Professor  
 David C. Droney, Professor  
 Kristy L. Kenyon, Associate Professor, Department Chair  
 Patricia Mowery, Assistant Professor  
 Luciana Parent-Cursino, Visiting Assistant Professor  
 Elizabeth A. Newell, Professor  
 James M. Ryan, Professor

The Biology Department offers majors a solid foundation in modern biology providing breadth in biological study through an array of diverse course topics and the opportunity for advanced coursework and independent investigation within the framework of a liberal arts curriculum. Completion of certain core courses is required for all majors. The required core courses include BIOL 167 Introductory Topics, BIOL 212 Biostatistics, and BIOL 460 Senior Seminar. However, because biology is a diverse discipline united by common principles, our curriculum allows students to select many elective courses. Elective courses are organized into two categories that represent different types of questioning and different levels of analysis within biology. Equal distribution of elective choices from these two categories ensures that students are exposed to a breadth of biological sub-disciplines which analyze levels of organization from molecules and cells to evolutionary and population thinking.

Category A	Category B
200-level <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>BIOL 220: Genetics</b></li> <li><input type="checkbox"/> <b>BIOL 222: Microbiology</b></li> <li><input type="checkbox"/> <b>BIOL 232: Cell Biology</b></li> <li><input type="checkbox"/> <b>BIOL 233: General Physiology</b></li> </ul>	200-level <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>BIOL 215: Population Genetic</b></li> <li><input type="checkbox"/> <b>BIOL 225: Ecology</b></li> <li><input type="checkbox"/> <b>BIOL 227: Behavioral Ecology</b></li> <li><input type="checkbox"/> <b>BIOL 228: Plant Biology</b></li> <li><input type="checkbox"/> <b>BIOL 234: Vertebrate Biology</b></li> <li><input type="checkbox"/> <b>BIOL 238: Aquatic Biology</b></li> </ul>
300-level <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>BIOL 302: Immunology</b></li> <li><input type="checkbox"/> <b>BIOL 324: Anatomy</b></li> <li><input type="checkbox"/> <b>BIOL 335: Molecular Biology</b></li> <li><input type="checkbox"/> <b>BIOL 340: Neurobiology</b></li> <li><input type="checkbox"/> <b>BIOL 341: Developmental Biology</b></li> </ul>	300-level <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>BIOL 316: Conservation Biology</b></li> <li><input type="checkbox"/> <b>BIOL 336: Evolution</b></li> <li><input type="checkbox"/> <b>BIOL 339: Physiological Ecology</b></li> <li><input type="checkbox"/> <b>BIOL 3xx: Agroecology</b></li> <li><input type="checkbox"/> <b>BIOL 3xx: Invasion Biology</b></li> <li><input type="checkbox"/> <b>BIOL 3xx: Ornithology</b></li> </ul> <p>3xx courses are new courses planned for future years.</p>

Table 1: Biology electives listed by categories. Category A largely reflects sub-disciplines that consider “within” organism processes. Category B largely reflects sub-disciplines that consider “between” or “among” organism processes and population analyses.

Biology offers two disciplinary majors, a B.A. and a B.S., and a disciplinary minor. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major/minor.

### **REQUIREMENTS FOR THE MAJOR (B.A.)**

*disciplinary, 12 courses*

Nine biology courses, seven of which must be completed at HWS or as part of HWS-sponsored abroad programs. Biology courses must include BIOL 167, BIOL 212, and BIOL 460. The remaining six courses are electives, three of which must be completed at the 200-level and three of which must be completed at the 300-level. Of the six biology electives for the BA, three must be completed in Category A and three in Category B (see Table 1). 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 110, and CHEM 240.

At least six courses must be unique to the major. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major. Of the nine biology courses for the BA, seven must be HWS courses or as part of HWS-sponsored abroad programs. At least five biology courses must have a laboratory.

### **REQUIREMENTS FOR THE MAJOR (B.S.)**

*disciplinary, 16 courses*

All of the requirements for the B.A. major, plus one additional 200- or 300-level course from biology, and three more courses from chemistry, computer science, geoscience, mathematics, physics or psychology. Of the 10 biology courses for the BS, seven must be completed at HWS or as part of HWS-sponsored abroad programs. At least five biology courses must have a laboratory.

Progressing through the major: During the first year, students are advised to complete BIOL 167 and either one more course in biology or at least one of the cognate courses of the major (CHEM 110, CHEM 240, or MATH 130). BIOL 212 must be completed by the end of the sophomore year and is required for entry into all 300-level biology courses. We expect most students to complete their 200-level electives by the end of the junior year, and 300-level courses should be taken mainly by juniors and seniors. 300-level electives require completion of BIOL 212 Biostatistics and at least two additional 200-level courses, one of which should be in the same category (Table 1) as the 300-level course. 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. Honors research in Biology (BIOL 495) may substitute for BIOL 460 with an advisor's permission. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **REQUIREMENTS FOR THE MINOR**

*disciplinary, 6 courses*

BIOL 167 and five additional biology courses. Students minoring in biology should work with a biology advisor to select courses that best compliment your major and your career goals. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### **Policies on C/NC and course repeats**

All BIOL courses towards the major or minor must be taken for a grade. CR/NC courses will not count. Any courses repeated for a better grade must be repeated in full—both laboratory and lecture components need to be repeated.

### **BIOL 212 substitution**

Students may substitute other statistics courses in place of BIOL 212. Statistics courses on campus, such as in Psychology of Economics, can be substituted with the permission of your adviser. Statistics courses from off campus must be petitioned for approval using the petition form on our website ([http://www.hws.edu/academics/biology/course\\_petition.pdf](http://www.hws.edu/academics/biology/course_petition.pdf)).

Taking biology courses in HWS abroad programs: Most courses in biology in HWS-sponsored abroad programs (e.g. Denmark, South America, and Australia) require only an introductory level background in biology, which is the same requirement for our 200-level courses. Therefore, students will be allowed to substitute abroad courses for 200-level electives only. If two biology courses are taken in abroad programs, each will count as 200-level elective and regardless of course content, students will be given credit for one category A and one category B elective. If only one biology course is taken abroad, the student will work with their advisor to determine the category the course will count in—both course content and the student's academic plan will be taken into account. This policy for abroad courses simplifies advising for students, ensures that students benefit from our faculty's expertise in their advanced courses, and allows students to be exposed to the breadth of biological disciplines through their coursework at HWS.

Courses taken at other institutions, which are not affiliated with HWS-sponsored abroad programs, are considered on a case-by-case basis. Students must petition the department for these courses to count towards their Biology degree. Petitions forms can be downloaded at [http://www.hws.edu/academics/biology/course\\_petition.pdf](http://www.hws.edu/academics/biology/course_petition.pdf).

## 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 in general terms the 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. (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 animal communication, sexual behavior and mating, cooperation, predator-prey interactions, and migration and navigation. (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. (Ryan)
- **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. (Kenyon)
- **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 new mechanisms to fight deadly diseases. (Carle)
- **HIV and related topics:** According to the World Health Organization, there are over 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. (Mowery)
- **Sustainable Agriculture Through Biotechnology:** Over 160,000 farms are lost every 10 years in the US due to an unfair economic concentration of agribusiness. One alternative is switch to a sustainable model. Sustainable agriculture is a way of raising food that is healthy for consumers and animals, does not harm the environment, is humane for workers, respects animals, provides a fair wage to the farmer, and supports and enhances rural communities. In this course you will explore the biology and biotechnology behind sustainable agriculture and they both can benefit different types of agriculture models. This course will also introduce you the basics principles of plant cell biology, genetics, evolution, and plant pathology. (Parent-Cursino)

- **Tropical Biology:** While tropical forests account for only 7 percent of earth's land surface, they support at least half of all 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. (Newell)

**212 Biostatistics This course is required for the major.** The concepts 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 course includes an introduction to statistical computing on Macintosh computers utilizing standard statistical packages. Prerequisite: BIOL 167 or permission of instructor. (Brown, Cosentino, Droney, offered each semester)

**215 Population Genetics** This course introduces students to major concepts in population genetics and microevolutionary theory. Students will explore evolutionary processes responsible for the origin and maintenance of genetic diversity in populations. To address the broader importance of genetic diversity, students will also examine applications of population genetics in medicine, conservation, forensics, agriculture, and anthropology. Topics include microevolution, quantitative genetics, molecular evolution, and molecular ecology. Laboratories will emphasize population genetic models and experimental design using computer simulations and molecular techniques. Students will discuss case studies from the primary literature and develop quantitative skills by analyzing and interpreting empirical data. With laboratory. Prerequisite: BIOL 167 (Cosentino, offered annually)

**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 167. (Kenyon, Parent-Cursino, offered annually)

**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. Prerequisite: BIOL 167. (Mowery, 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. (Brown, Newell, offered annually)

**227 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. With laboratory. Prerequisite: BIOL 167. (Droney, 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. Prerequisite: 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 demonstrate 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. Prerequisite: BIOL 167. (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)

**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. Prerequisite: BIOL 167. (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. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Mowery, offered annually)

**315 Advanced Topics in Biology** An in-depth study of topics of current research interest. Recent examples of courses include Restoration Ecology, Field Biology, Behavioral Neurobiology. Prerequisites: BIOL 212 and at least two additional 200-level courses. (Staff, offered occasionally)

**316 Conservation Biology** Conservation biology addresses the alarming loss of biological diversity around the globe. In this course, students will explore the causes and consequences of biodiversity loss. Emphasis will be placed on integration of ecological and evolutionary theory to address the management and protection of biodiversity. Topics include species extinction and rarity, conservation genetics, population ecology, population viability analysis, landscape ecology, land and wildlife management, and captive species management. Students will also examine social, economic, and philosophical aspects of conservation, including the role of science in environmental policy. This course combines lecture, laboratory, and discussion of the primary literature. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (Cosentino, offered annually)

**320 Agroecology** Agriculture dominates the landscape around Geneva and in this course we’ll use ecological theory to study agricultural ecosystems, exploring how their design and management affect productivity sustainability, and the surrounding environment. Our work will focus primarily on agricultural ecosystems found locally including vineyards, orchards, row crops, organic farms, and backyard gardens. We will also consider animal production systems. We’ll start by investigating how plants acquire and use resources such as light energy, water, and nutrients. Then we’ll explore the impact of species interactions in agricultural systems. Finally, we’ll examine impacts of management practices on species diversity and on the sustainability of agroecosystems. The laboratory will be field-based.

**324 Anatomy** This course presents a systemic approach to the study of the human body. Course topics begin with an introduction of anatomical terminology and an overview of cellular processes and tissue classification. Students then are introduced to the gross and microscopic anatomy of the following systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive. Students will also develop an understanding of how these systems develop during early embryology as well as learning the clinical relevance of disease and disorders

that affect anatomy. One of the goals of this course is to provide an understanding of human anatomy, which then provides the foundation for clinical diagnosis and decisions. The laboratory component of the course generally parallels and reinforces lecture concepts with practical hands-on learning. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Ryan, offered annually).

**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. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Carle, Parent-Cursino offered annually)

**336 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. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (Droney, offered annually)

**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. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (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, and (3) how more complex functions of the nervous system (such as emotions, language, etc.) are produced by neural networks. 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. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (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. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Kenyon, offered annually)

**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 Senior Seminar** This course is a capstone experience that integrates knowledge learned in previous biology and chemistry courses. Students will explore a contemporary topic in biochemistry through readings of journal articles and textbooks, as well as class discussions. The context of these discussions will enable each student to produce a Biochemistry Senior Thesis. The thesis will be a 20-25 page, well-referenced paper that incorporates the following elements: 1) an analysis and literature review of research to date, and 2) a detailed description of where the student believes the research and area/topic should go next.

**495 Honors** Attendance at all biology seminars held throughout the semester is required of all students doing Honors. Prerequisite: permission of the instructor.

## Chemistry

### *Department Faculty*

Walter J. Bowyer, Professor  
David W. Craig, Professor  
Christine R. de Denus, Associate Professor  
Justin S. Miller, Associate Professor  
Erin T. Pelkey, Associate Professor, Department Chair  
David J. Slade, Laboratory Instructor  
Kristin M. Slade, Assistant Professor  
Alan van Giessen, Assistant Professor  
William Zuk, Laboratory Instructor

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 so that students earn a degree that has prepared them for immediate employment as a chemist or 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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major/minor. 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*. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **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 course 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*. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### **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*)

**190 Accelerated General Chemistry** This course is designed for first-year students with a strong high school background in chemistry. The course will begin with a brief review of the material covered in high school chemistry and then move on to more advanced topics. Questions such as (1) whether a reaction will occur and at what rate, (2) does a reaction require heat or liberate heat? (3) To what extent will a reaction proceed? and (4) How fast does a reaction proceed? will be explored. In depth laboratory investigations will illustrate these quantitative principles with various types of reactions. Three lectures and one laboratory per week. Prerequisite: Two years of high school chemistry and a satisfactory score on the HWS chemistry placement exam or two years of high school chemistry and a 5 on the AP chemistry exam. (*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*)

**304 Bonding with Food: The Chemistry of Food Preparation, Production, & Policy** Chemistry is a fundamental component of home and restaurant food preparation, as cooking is ultimately a series of complex chemical reactions. Chemistry is also essential to the production of food, from the most basic ingredients to the most elaborate grocery store offerings. An understanding of how society produces food, and how these practices are both regulated and manipulated can be informed by an appreciation of the chemistry that underlies these techniques. This course begins by providing a background in food-related chemistry based on the foundation laid during introductory and organic chemistry, then applies this knowledge to the understanding of food production and policy. Students will design and perform experiments using food, research and write about issues of food production and policy, and communicate their findings to each other and to the campus community. Prerequisites: CHEM 241 or permission of instructor. (Miller, *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 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*)

**315 Bioanalytical Chemistry** This course will examine modern analytical and instrumental techniques as applied to biological systems. Particular focus will be placed on methods that elucidate protein structure and function as well as characterization of nucleic acids. The scope of the course will include fundamental theory and practical applications of spectroscopic methods, electrophoresis, biosensors, centrifugation, immunochemical methods, and calorimetry. Prerequisite: CHEM 280 or permission of the instructor (K. Slade, *offered occasionally*)

**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. 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. Laboratory. Prerequisite: CHEM 280, MATH 131, and PHYS 160 or permission of instructor. (van Giessen, *Spring, offered annually*)

**325 Physical Biochemistry** This course will introduce students to the behavior of biological macromolecules, such as proteins, nucleic acids, carbohydrates, and lipid membranes, with an emphasis on their behavior within living cells. Topics will include models that relate the chemical sequence of the biomacromolecule to its three-dimensional structure, the physical properties of biomacromolecules, the application of physical techniques to the study of biological systems with an emphasis on spectrographic methods (including circular dichroism, X-ray diffraction, Raman spectroscopy, and Foster Resonance Energy Transfer) and the innovative technological applications that have been developed using biomolecules.

**425 Advanced Integrated Lab** This course integrates techniques in analytical, inorganic, biochemical, and physical chemistry into project-oriented experiments. Such projects will involve synthesis, isolation, characterization, and analysis of inorganic and biomolecules. Due to the advanced nature of many of these experiments, troubleshooting and problem-solving are required elements of this course. Effective use of primary literature and communication of results will also be major components of this course. Proficiency in statistical treatment of the data is also required. This course serves as the capstone laboratory experience for chemistry majors.

**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. 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. Laboratory. Prerequisites: CHEM 241, or permission of the instructor. CHEM 320 is highly recommended. (Craig, K. Slade, *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. Laboratory. Prerequisite: CHEM 448. (Craig, K. Slade, *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*

Kendralin Freeman, Sociology  
Khuram Hussain, Education  
Mary Kelly, Education  
Julie Kingery, Psychology  
Helen McCabe, Education, Coordinator  
Lillian Sherman, Education  
Charlie Temple, Education

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, 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. All courses must be passed with a grade of C- or higher. No more than two courses with a CR grade may be counted towards 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**

AFS	208	Growing up Black
ANTH	341/441	Making Babies
ECON	310	Economics and Gender
EDUC	201	Schooling and Social Equality
EDUC	302	Disability in China
EDUC	331	Rethinking Families
EDUC	332	Disability, Family, and Society
EDUC	336	Diversity, Children, & Families
EDUC	338	Inclusive Schooling
SOC	206	Kids and Contention: The Sociology of Childhood
SOC	223	Inequalities
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
SOC	261	Sociology of Education*

(\*This course counts toward the strategies for child advocacy core only when it is accompanied by a child-related formal service-learning component)

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	209	Gender and Schooling
EDUC	221	Understanding Autism
EDUC	370	Multiculturalism
HIST	208	Women in American History
PPOL	219	Sexual Minority Movements and Public Policy
POL	236	Urban Politics and Public Policy
POL	333	Civil Rights
POL	375	Feminist Legal Theory
PPOL	219	Sexual Minority Movements and Public Policy
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 the 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 major or minor in Chinese separate from the Asian Studies major or minor, but all Chinese program courses are cross-listed with the Asian Studies Department and may count toward requirements for that major or minor. See the Asian Studies 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 real situation dialogues, write simple notes, and read authentic materials such as signs and newspaper headlines. Students can also 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 classes 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 and instruction is conducted half 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/Simplified Character Edition*, which is used along with online learning programs as well as CDs and DVDs 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/Simplified 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/Simplified Character Edition*. Prerequisite: CHIN 202 or the equivalent. (Staff, Fall, offered annually)

**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/Simplified Character Edition*. Prerequisite: CHIN 301 or the equivalent. (Staff, Spring, offered annually)

**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 in the past reflected on social and cultural issues in literary works. This course is taught in English, but Chinese is used occasionally for those who have studied Chinese language. No prerequisite. Open to all students. Upper class Asian Studies major/minor students are highly welcome. (Staff, Spring, offered occasionally)

**450 Independent Study** Students interested in Chinese language beyond 302 can arrange to take this course, which is taught exclusively in Chinese. Special arrangements are also made for individual students to study a specific subject related to traditional or modern Chinese literature and culture. (Staff, offered annually)

## Classics

### *Department Faculty*

Michael Armstrong, Associate Professor

James Capreedy, Assistant Professor

Leah Himmelhoch, Associate Professor, Chair

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.

### **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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted 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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted 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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

### **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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

### **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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

### 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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

### 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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

### 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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

### 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. Typical readings: prose—Plato, Xenophon, Herodotus, Thucydides, Lysias, Demosthenes; poetry—Sophocles, Euripides, Aristophanes. (Fall, offered annually)

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. Typical readings: prose—Cicero, Seneca, Tacitus, Livy; poetry—Horace, Juvenal, Lucretius, Ovid, Propertius, Vergil. (Fall, offered annually)

**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  
Mark Deutschlander, Biology  
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*

Two courses from each of two different core areas, as listed below, plus two additional courses that can be chosen from the core areas or from the electives listed below. In addition, one course in ancient or modern languages can be counted towards the minor. Students can petition the coordinator of the minor to include other courses, provided that the student can show evidence of a significant component relevant to cognition, logic, and language. The selection of courses is subject to the following restrictions: No more than three courses from a single department can be counted, and at least three courses must be at the 200-level or above.

### **CORE AREAS**

#### *Philosophy*

PHIL	220	Semiotics
PHIL	238	Philosophy of Natural Science
PHIL	242	Experiencing and Knowing
PHIL	260	Mind and Language
PHIL	350	Theories of Reality: Minds, Matter, Free Will, Meaning
PHIL	390	Contemporary Philosophy

#### *Formal Language and Logic*

CPSC	124	Introduction to Programming OR
CPSC	225	Intermediate Programming
CPSC	229	Foundations of Computation
CPSC	336	Robotics
CPSC	444	Artificial Intelligence
MATH	380	Mathematical Logic OR
PHIL	240	Symbolic Logic

#### *Cognitive Psychology*

PSY	100	Introduction to Psychology OR
PSY	101	Advanced Introductory Psychology
PSY	231	Cognitive Psychology
PSY	235	Cognitive Neuroscience
PSY	331	Research in Cognition
PSY	375	Topics in Cognitive Psychology

#### *The Physiological Basis of Cognition*

BIOL	340	Neurobiology
PSY	230	Biopsychology

PSY	299	Sensation and Perception
PSY	309	<i>Topics in Sensory Perception</i>
PSY	310	Research in Perception and Sensory Processes
PSY	311	Research in Behavioral Neuroscience

*Linguistics and the Structure and Use of Natural Language*

ANTH	115	Language and Culture
EDUC	304	Representations, Inferences, and Meanings
SPAN	306	¡Cómo mola! Introducción a la Lingüística Española (Note: The minor can include one language course in addition to SPAN 306.)
WRRH	201	Grammar and Style
WRRH	250	Talk and Text: An Introduction to Discourse Analysis

**ELECTIVES**

ANTH	227	Intercultural Communication
ANTH	285	Primate Behavior
EDUC	202	Human Growth and Development
EDUC	221	Understanding Autism
EDUC	222	Teaching, Learning, Schools, and Mathematics
ENG	260	Creative Writing
MATH	110	Discovering in Math
MATH	135	First Steps Into Advanced Mathematics
MUS	110	Introduction to Music Theory
MUS	120	Tonal Theory and Aural Skills I
MUS	202	Medieval and Renaissance Music
PHIL	120	Critical Thinking and Argument Analysis
WRRH	200	Writer's Seminar II
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  
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  
Alla Ivanchikova, English and Comparative Literature  
Marilyn Jiménez, Africana Studies  
George Joseph, French and Francophone Studies  
Elisabeth Lyon, English and Comparative Literature  
Nicola Minott-Ahl, 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 200, 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 in-depth 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 200, a course designated as a comparative literature seminar, and five courses in literature or an allied field that form a coherent and in-depth 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 200, 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 200, 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*

Stina Bridgeman, Associate Professor, Department Chair

David Belding, Associate Professor

Carol Critchlow, Associate Professor

David Eck, Professor

Jonathan Forde, Assistant Professor

Erika King, Associate Professor

Kevin Mitchell, Professor

John Vaughn, Associate Professor

Computers are an 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 a good choice for a second major or 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 within a particular topic area, which varies from semester to semester. Recent topics have included graphics and animation, multimedia, robots, and website development. This course is intended for students with little or no previous computer science experience, and is appropriate for those who are interested in computer science as well as those who might not have considered computer science but are interested in a particular topic area. This course counts toward the major and minor in computer science but cannot be taken after completion of CPSC 124. No prerequisites. (*Offered every semester*)

**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 Foundations 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. This course is required 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 occasionally*)

**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 that 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. Prerequisite: CPSC 225; CPSC 229 is recommended. (*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. Prerequisite: 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 WebGL, 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 225. (*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 also looks briefly at compilation of languages from other programming paradigms. Major topics in compilation are covered, including scanning, parsing, semantic analysis, and code generation. Time permitting, the course also covers 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*

Jodi Dean, Political Science, Coordinator  
May Farnsworth, Spanish and Hispanic Studies, Coordinator  
Christopher Gunn, Economics, Coordinator  
T. Dunbar Moodie, Sociology, Coordinator  
Eugen Baer, Philosophy  
Eric Barnes, Philosophy  
Betty Bayer, Women's Studies  
Rob Carson, English  
Christine Chin, Art  
Anna Creadick, English  
Kanate Dahouda, French and Francophone Studies  
Marilyn Jiménez, Africana Studies  
Cedric Johnson, Political Science  
Richard Mason, Sociology  
Renee Monson, Sociology  
David Ost, Political Science  
Paul Passavant, Political Science  
Stacey Philbrick Yadav, Political Science  
Elizabeth Ramey, Economics  
Linda Robertson, Media and Society  
Jason Rodriguez, Anthropology  
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	Women and Men 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 Trekking Through Asia
BIDS	211	Labor: Domestic and Global
BIDS	235	Third World Experience
BIDS	245	Men and Masculinity
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
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	248	Politics of Development
POL	263	Problems and Methods in the Study of Politics
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	Race and Ethnic Relations
SOC	222	Social Change
SOC	223	Inequalities
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
ARTH	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: The Global Economy
ENG	255	Victorian Literature
ENG	302	Post-Structuralist Literary Theory
ENG	312	Psychoanalysis and Literature
ENG	318	Body, Memory, and Representation
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
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	476	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	Contemporary Philosophy
POL	335	Law and Society
POL	348	Racism and Hatreds
POL	365	Democratic Theory
POL	375	Feminist Legal Theory
REL	237	Christianity and Culture
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	354	Seminar: God, Gender and the Unconscious
REL	365	Loss of Certainty
REL	370	Jewish Mysticism and Hasidism
REL	401	Literary and Theological Responses to the Holocaust
REL	461	Seminar: Towards a Theory of Religious Studies
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	465	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. (Dean/Moodie, Fall)

## Dance

### *Department Faculty*

Donna Davenport, Professor, Chair  
Michelle Iklé, Associate Professor  
Cadence Whittier, Associate Professor  
Cynthia J. Williams, 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 follow their interests within the discipline (dance performance, choreography, teaching, or dance studies) by choosing a specific track; 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. Three interdisciplinary dance major tracks are offered: Dance Education, Movement Studies, and Theory and Performance Studies. All courses toward a dance major or minor must be completed with a grade of C- or higher.

### **REQUIREMENTS FOR THE DISCIPLINARY MAJOR (B.A.) in Performance & Choreography**

*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 INTERDISCIPLINARY MAJOR (B.A.) TRACKS:**

*interdisciplinary, 12 courses*

#### **Major in DANCE EDUCATION**

Two courses from among DAN 225, DAN 305, and DAN 325; either DAN 200, DAN 250, or DAN 300; either DAN 210, 212, or 214; Dance Education Seminar DAN 432; Capstone DAN 460; two full-credit dance technique (DAN) courses at the intermediate or advanced level; one dance elective (not 900 series); and three electives drawn from Arts Education, Education, and/or Psychology approved by the major adviser.

#### **Major in Dance: MOVEMENT STUDIES**

Required courses: DAN 225, DAN 305, and DAN 325; two full-credit dance technique (DAN) courses at the intermediate or advanced level; two DAN electives, one at the 200-level or higher (not 900 series); Capstone DAN 460 (or DAN 450 or 499); one Human Behavioral/Developmental elective; and three electives outside the Department chosen in consultation with the adviser.

#### **Major in Dance: THEORY AND PERFORMANCE STUDIES**

DAN 105; Dance History DAN 210, or 212, or 214; Movement Studies DAN 225, DAN 305, or DAN 325; two full-credit dance technique (DAN) courses at the intermediate or advanced level; two DAN electives at the 200-level or higher; Capstone DAN 460; and four courses outside the Department chosen in consultation with the adviser.

### **REQUIREMENTS FOR THE MINOR**

*disciplinary, 7 courses*

DAN 105; DAN 210 or 212; either DAN 200, 250 or 300; either DAN 225, 305, or 325; one full-credit dance technique (DAN) course 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, 305, or 325; two full-credit dance technique (DAN) courses, at least one at an intermediate or advanced level; and 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 definition of dance, and an introduction to dance criticism, dance history, aesthetics, dance sciences, and movement analysis. (Fall, offered annually)

**DAN 110 Introduction to Global Dance Forms** 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.

**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 230 Community Arts: Wellness, Environment, Culture** Community Arts is a service-learning course that examines how the arts affect wellness, express one's culture, and promote environmental activism. Students explore the arts and artistic expression in their lives and in the New Zealand culture. In addition to theoretical readings and assignments in community arts and activism, the class visits community organizations in and around Auckland, specifically those that focus on the arts, Maori culture, and/or environmental stewardship. Through the in-class discussions and readings and

the out-of-class experiences with the community, students acquire a deeper understanding of how the arts can be used to promote positive social change.

**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. (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 PERFORMANCE & 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 907/DAT 907 Intro to Jamaican Dance** This is a studio-based dance course in which students are introduced to traditional and contemporary Jamaican dance. In the dance studio, students will study the significance of dance and music in Jamaican society, past and present. By examining and participating in Caribbean movement expressions, students will gain insight into Jamaica's historical journey towards the restoration of a national identity and learn how the island's people turn to dance and artistic expression as a method of cultural survival.

**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 rhythmic 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.

DAN 955/DAT 955 **Dance Techniques in Global Dance** A studio-based technique course taught from an anatomical perspective, using anatomy as the bridge to understanding dance in global cultures. In each culture studied, students are encouraged to investigate: What parts of the body are valued, and how is the body used as a tool of expression and definition of culture voice?

## Development Studies

### *Program Faculty*

Alan Frishman, Economics, Coordinator  
Chris Annear, Anthropology  
Kevin Dunn, Political Science  
Jack Harris, Sociology  
Feisal Khan, Economics  
Helen McCabe, Education  
Scott McKinney, Economics  
Stacey Philbrick Yadav, Political Science  
Filipe Rezende, Economics  
Jason Rodriguez, Anthropology  
Charles Temple, Education  
Elizabeth Thornberry, History  
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**

ANTH	212	NGO’s and Development: Diagnosing the World
ECON	344	Economic Development and Planning
ENV	120	Human Geography and Global Economy
POL	248	Politics of Development
POL	289	Political Economy of 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	280	Environment and Culture: Cultural Ecology
ANTH	296	African Cultures
ANTH	354	Food, Meaning, Voice
ECON	135	Latin American Economies
ECON	212	Environmental Economics
ECON	240	International Trade
ECON	435	Political Economy of Latin America
EDUC	302	State, Society and Disability in China
ENV	110	Topics in Environmental Studies
ENV/ASN	215	Environment and Development in East Asia
HIST	226	Colonial Latin America
HIST	283	South Africa in Transition
HIST	284	Africa: From Colonialism to Neocolonialism

HIST	285	The Middle East: Roots of Conflict
HIST	354	The African Predicament
HIST	396	History and the Fate of Socialism
HIST	465	Seminar: Revolution in the Third World
LTAM	210	Perspectives on Latin America
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
ASN	220	Male and Female in East Asian Societies
ASN	401	Asia Colloquium
ECON	146	Russian Economy: From Plan to Market
ECON	221	Population and Society
ECON	466	Seminar on Population Issues
ECON	480	Economic Globalization
ENG	317	Hearts of Darkness
ENV	330	Sustainable Consumption and Asia
FRE	243	Topics in Francophone Cultures
FRE	351	Francophone African Fiction
FRE	352	North African Literature: Narrative of Dissent and the Search for Identity
FRNE	211	Black African Literature: The Quest for Identity
FRNE	218	Memory, Culture and Identity in French Caribbean Literature
FRNE	219	Beyond Colonialism: North African Cinema and Literatures
HIST	202	Japan Since 1868
HIST	205	Modern Mexican History
HIST	231	Modern Latin America
HIST	261	20th Century Russia
HIST	298	Exploring Modern China
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	279	South African Apartheid: Before and After
SOC	291	Society in India
SOC	299	Sociology of Vietnam
SPAN	308	Culture and Identity in Spanish America
SPAN	317	Arte y Revolución
SPAN	321	Cuentos de America Latino
SPAN	365	Literature and Music of the Hispanic Caribbean
SPAN	392	Latin American Women's Writings
SPAN	420	Contemporary Latin American Novel
SPNE	311	The Latino Experience
SPNE	322	Theatre and Social Change in Latin America
SPNE	330	Latina Writing in the United States
SPNE	345	Latin American Contemporary Narrative
SPNE	355	Garcia Marques: The Major Works

## Economics

### *Department Faculty*

Thomas E. Drennen, Professor, Chair  
Brian Cooper, Assistant Professor  
Alan I. Frishman, Professor  
Geoffrey N. Gilbert, Professor  
Keoka Grayson, Assistant Professor  
Christopher Gunn, Professor  
Warren Hamilton, Assistant Professor  
Christina Houseworth, Assistant Professor  
Feisal Khan, Associate Professor  
Beth Kinne, Assistant Professor  
Patrick A. McGuire, Professor  
Judith McKinney, Associate Professor  
Scott G. McKinney, Professor  
Jo Beth Mertens, Associate Professor  
Elizabeth A. Ramey, Assistant Professor  
Joseph Rebello, Assistant Professor  
Felipe Rezende, Assistant Professor  
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. Beginning with the entering class of 2017, Calculus I (MATH 130) or equivalent is a prerequisite for Econ 300 and 301. It is strongly recommended for everyone else. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major/minor.

Students who want to pursue a career in finance or a graduate degree in economics or finance 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 (Independent Study) or 495 (Honors) can count towards the major. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **REQUIREMENTS FOR THE MINOR**

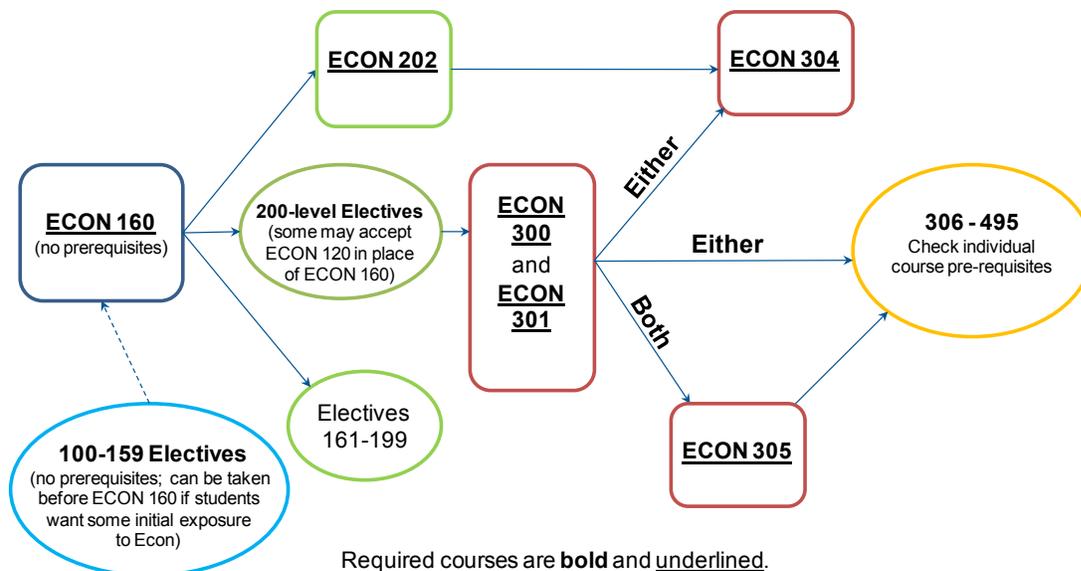
*disciplinary, 6 courses*

ECON 160; two topics/issues courses; ECON 300; ECON 301; and one additional course at the 300- or 400-level. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

**PATHWAYS TO THE MAJOR**

**Roadmap for Economics Majors**

(only two 100/200 level electives count towards the major or the minor)  
 (both ECON 300 and 301 have ECON 160 and one 200 level elective as prerequisites)  
 (three electives at the 306+ level are required for the major)



Required courses are **bold** and underlined.  
**Calculus I or equivalent recommended for all 300-level courses.**

**Possible Pathways to an Economics Major**

Courses	Year 1		Year 2		Year 3		Year 4	
	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.
Starting Major in Year 1, No Off-Campus Program								
Econ 160		X						
100-200 Level Topics	X							
200 Level Topics			X					
Calculus I		X						
Econ 300				X or	X			
Econ 301				X or	X			
Econ 305						X		
Econ 202					X			
Econ 304						X		
300 – 400 Level Elective							X	
300 – 400 Level Elective								X
300 – 400 Level Elective								X

Courses	Year 2		Year 3		Year 4	
	Fall	Spr.	Fall	Spr.	Fall	Spr.
Starting Major in Year 2, No Off-Campus Program						
Econ 160		X				
100-200 Level Topics	X					
200 Level Topics			X			
Calculus I		X				
Econ 300				X or	X	
Econ 301				X or	X	
Econ 305						
Econ 202			X			
Econ 304					X	
300 – 400 Level Elective					X	X
300 – 400 Level Elective						X
300 – 400 Level Elective						X

Courses	Year 1		Year 2		Year 3		Year 4	
	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.
Starting Major in Year 1, with Off-Campus								
Econ 160		X						
100-200 Level Topics	X							
200 Level Topics			X					
Calculus I		X						
Econ 300				X or		X		
Econ 301				X or		X		
Econ 305							X	
Econ 202						X		
Econ 304							X	
300 – 400 Level Elective						X		
300 – 400 Level Elective								X
300 – 400 Level Elective								X

Courses	Year 2		Year 3		Year 4	
	Fall	Spr.	Fall	Spr.	Fall	Spr.
Starting Major in Year 2, Off-Campus Program in 3 <sup>rd</sup> Year						
Econ 160	X					
100-200 Level Topics	X					
200 Level Topics		X				
Calculus I		X				
Econ 300				X		
Econ 301				X		
Econ 305					X	
Econ 202		X				
Econ 304					X	
300 – 400 Level Elective						X
300 – 400 Level Elective						X
300 – 400 Level Elective						X

## **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 196 Principles of Accounting  
ECON 198 Business Law  
ECON 203 Between Labor and Management: Unions  
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 245 Political Economy of Food and Agriculture  
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 Media Economics  
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 two 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](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** In this course we study the Latin American Economies, their troubled history, their boom-and-bust tendencies, the economic policies that have been implemented and their painful consequences in terms of poverty, inflation and debt. We begin with an overview of the settlement of the Americas and the economic systems that developed and end with a look at the rise of Brazil and the Chinese challenge of the 21st Century. (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*)

**196 Principles of 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*)

**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. (Kinne, *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 Between Labor and Management: Unions** 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*)

**212 Environmental Economics** The primary goal of this course is to apply basic microeconomic 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 U.S. 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. (Staff, *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 their economies, 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 annually*)

**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*)

**245 Political Economy of Food & Agriculture** This course provides an overview of the global food economy – its development, current issues and problems, alternatives and policy options. Students will learn about the following: (1) the interrelated sets of processes by which food is produced, transformed by processing, distributed for purchase, and consumed; (2) problems and debates associated with these processes; (3) solutions and alternative food practices and policies. Prerequisite: ECON 120 or ECON 160. (Ramey, *offered alternate years*)

**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/Staff, *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. (Staff, *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*)

**313 African American Economic History** This course explores the historical factors which have defined the economic trajectory of African Americans. We begin in 1619-when the first slaves arrive in the United States-up to the recent past. This includes the emancipation, reconstruction and the entire 20th century, with specific focus on the Depression, the Civil rights period pre- and post-. We use an interdisciplinary approach incorporating social psychology, anthropology, philosophy, along with economic theory to contextualize and subsequently analyze historical data and events that have shaped the economic reality of Africans in America. Prerequisite: ECON 160 (Grayson, *offered each Fall*)

**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. (Khan, *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 economic thought by institutional economists. This approach emphasizes the cultural components of economic behavior and the evolution of economic provisioning processes. The course also examines 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 macro economy 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’ contributions. Finally, they explore the development of Keynes’ 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*)

**415 Seminar: Game Theory** This course is an introduction to game theory. Game theory is the study of strategic behavior among parties having interests that may be quite similar or in direct opposition. The student will learn how to recognize and model strategic situations, and how to predict when and how actions influence the decisions of others. We will begin with an analysis of normal form games in which we have a static setting and players move simultaneously. Concepts such as a player’s best response, dominant strategies, and the Nash equilibrium are presented, along with various applications. Then we will turn to extensive form games to analyze games in which players move sequentially. Lastly, we will study situations in which players have less than full information.

**425 Seminar: Public Macroeconomics** This course looks at the role government plays in stabilizing and destabilizing the macro economy 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** In this seminar we study the interaction of domestic economic structure, society and politics, and global pressures in Latin America by means of case studies of particular places and periods. The case studies change from year to year: they have included the coffee sector in Central America, the manufacturing sector in Brazil during the rise of Embraer and CVRD, and the rise of the multinationals in the 21st Century. Prerequisites: ECON 135, ECON 240 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/Staff, *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 both mainstream economic theory and 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, 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

Laurie Asermily, Teacher Certification and Student Placement Director  
Pat Collins, Professor, Co-Chair  
Sherry Gibbon, Assistant Professor  
Khuram Hussain, Assistant Professor  
Paul Kehle, Associate Professor  
Mary Kelly, Assistant Professor  
James MaKinster, Associate Professor  
Helen McCabe, Associate Professor  
Jeremy Ortloff, Assistant Professor  
Susan Pliner, Assistant Professor, Associate Dean for Teaching, Learning, and Assessment  
Naomi Glenn-Levin Rodriguez, Visiting Instructor  
Lilian Sherman, Assistant Professor, Coordinator of Field Supervisors  
Charles Temple, Professor, Co-Chair

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.

### **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 arts (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 any major at the Colleges except Studio Art.

### **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.

### **Teaching English to Speakers of Other Languages Certification (P-12)**

Students may prepare to Teach English to Speakers of Other Languages (TESOL) in preschool through grade 12. In addition to completing a similar complement of teacher education seminars, field placements, and distribution requirements to students in the adolescent program, students pursuing TESOL certification must take a set of dedicated seminars, four courses in one or more foreign languages, and also Education 230, "Teaching English Language Learners," and Education 231, "Linguistics and English Grammar for Teaching English Language Learners."

### **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.

### **Teacher Certification in Music (P-12)**

Students may prepare to teach music in preschool through grade 12. Students pursuing certification in music complete their fieldwork in music 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 music must also complete a major in music (B.A.) as described on page 39 in the College's *Catalogue*, with the proviso that the major must include the following requirements: a) MUS 305 (Conducting); b) at least one course credit (two semesters) of ensemble participation; c) at least one course credit (two semesters) of private applied instruction on a primary instrument or voice; d) at least two additional course credits (four semesters) of private applied instruction (methods) in any four of the following areas: brass, woodwinds, strings, voice, piano, guitar or percussion. Unless the student's primary instrument is piano, one of the applied methods courses (two semesters) must be in piano.

## **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: Elementary
- 072-02 Teaching Students with Special Needs: Secondary
- 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
- 083-08 Teaching TESOL

### **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- or 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, 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.

The MAT program is currently available only to students in the classes of '13, '14, '15 and '16.

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 three 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.

#### **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/Kelly, *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. (Collins/Sherman/Hussain *Fall, offered annually*)

082-01 **Teaching Reading and Writing in the Elementary School** 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, to a range of children including children with special needs and to speakers of other languages. The seminar addresses the New York State English Language Arts Learning Standards and the P-12 Common Core Learning Standards for English Language Arts & Literacy. (Temple, *Spring, offered annually*).

082-02 **Teaching Reading and Writing in the Secondary School** This seminar, in conjunction with the accompanying field placement, shows students contemporary approaches for assessing and teaching reading and writing in all subjects taught in secondary schools. Attention is given to developing vocabulary, fluency, and comprehension in reading, and to strategies for writing to learn. Accommodations for students with special needs are considered, along with teaching speakers of other languages. The seminar addresses the New York State English Language Arts Learning Standards and the P-12 Common Core Learning Standards for English Language Arts & Literacy. (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. Students make connections between what they are seeing in their field placements and what they are learning in the seminars. Included in the course is 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/Hussain, *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*)

**083-10 Teaching English Language Learners** This seminar is required of those pursuing certification as Teachers of English to Speakers of Other Languages, and is available, with the instructor's permission, to students enrolled in other teacher preparation programs at the Colleges. Methods, materials, and assessment for teaching English Language Learners are covered. (Staff, *Spring, 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 that 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 that 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. (Gibbon, *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. (Staff, *Fall, offered occasionally*)

**220 Storytelling and the Oral Tradition** Storytelling is the oldest form of teaching. Knowing how to marshal words, voice, gestures, and meaning to orchestrate an audience's imaginative experience is still an essential part of any communicator's competence, whether in leadership, peace building, religious education, teaching, or artistic performance. The scholarship concerning story and the oral tradition is hefty and interesting, and students will read from it. The main emphasis of the course is developing skill as storytellers, as students consider dozens of stories from many traditions and practice telling stories in many ways to different audiences both in and out of class. The course is intended to fulfill a performing arts goal. (Temple, *Spring, offered*)

**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, Asperger Syndrome, 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. Cross-listed 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 occasionally*)

**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. Cross-listed 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** Children's literature is roughly as old as the United States, and in recent years it has evolved into the most energetic branch of the publishing industry, with works in the genres of folk tales, poetry, picture books, "easy readers," informational books, chapter books, and novels for middle grades and young adults. Children's books regularly spawn films, and even as we speak the medium is rapidly becoming digital. Children's books can be read carefully for their literary qualities, and are an interesting testing ground for skills in literary criticism. Children's books have been part of the effort to promote multicultural education and social justice in the schools, too; and with the recent robust push-back of conservative religious and political books for children, it is useful to examine the political and social dimension of children's literature. This course examines a set of children's books from many angles, and is suitable for those interested in writing or publishing for children, for future teachers, and for people interested in literature generally. (Temple, *Fall, offered alternate years*).

**323 Comparative and International Education** Schools in Finland do a far better job of educating students from all corners of society than American schools, by pursuing approaches that are virtually the opposite of what policy-makers in the US are currently demanding. Research methods from comparative education can guide us as we ask what other countries do that might succeed in our own context. In recent decades the Partnership for Global Education for All) has brought hundreds of millions more students into the primary school classrooms of poor countries. Yet in 2013 few sixth graders in Mali could read a sentence, and of the high school seniors in Liberia who took university entrance exams, none passed. International education is the study of what the children's educational needs are in developing countries, what is being done about them, and what is working. This course is a survey of both comparative and international education, with case studies from countries with both high and low educational achievement.

**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** Sixty million adult Americans are said to be functionally illiterate. So are nearly a billion other adults on the planet. In this course, we consider what these people are missing, in terms of ways of thinking and seeing the world as well as in civic and economic life. Then we will plunge into what we might do to help them. Solutions are not simple. We will need to explore the history of the English conventions of writing and spelling, the linguistic basis for reading skill, and "best practices" of teaching reading and writing. Since promoting literacy is a major concern of the international development community, the course will briefly consider international literacy efforts like Education for All, EGRA, and the work of CODE-Canada, and other agencies. The course is relevant to those interested in educational aspects of public policy, international development, and teaching in the schools. It will also be useful to students involved in tutoring projects such as America Reads. (Temple, *Spring, 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 computer technology is 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 may require 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. Cross-listed 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. (Staff, *Spring, offered occasionally*)

**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 as they critically examine teaching, learning, and curriculum development. Emphasis is placed on application of the above to the teaching of English Language 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. (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 EDUC 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 EDUC 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 (Staff, *Spring, offered annually*)

**Please note that in the Music Certification section on page 3, we need to include the page number in the new catalogue for the Cultural Life section (p. 38 in the 2010-12 catalogue). Thanks!!**

## English

Laurence Erussard, Associate Professor, Chair  
Biman Basu, Associate Professor  
Eric Bulson, Assistant Professor  
Rob Carson, Assistant Professor  
Melanie Conroy-Goldman, Associate Professor  
Anna Creadick, Associate Professor  
Stephen Cope, Assistant Professor  
Kathryn Cowles, Assistant Professor  
Grant I. Holly, Professor  
Alla Ivanchikova, Assistant Professor  
Yisrael Levin, Assistant Professor  
Elisabeth Lyon, Associate Professor  
Caroline Manring, Instructor  
Nicola Minott-Ahl, Assistant Professor  
Karl Parker, Assistant Professor  
Eric Patterson, Associate Professor  
Vinita Prabhakar, Instructor  
Sarah Russo, Assistant Professor  
David Weiss, Professor

The Department of English offers a wide variety of courses, including some without prerequisites that are open to non-majors. The department offers majors and minors in both English and Comparative Literature. The English curriculum is presently under review. Consequently, courses will be added and some current courses will be renumbered. Please refer to the English Department webpage for current listings: <http://www.hws.edu/catalogue/engl.aspx>.

### **REQUIREMENTS FOR THE MAJOR IN ENGLISH (B.A.)**

#### **Classes of 2015 and earlier:**

*disciplinary, 11 courses*

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 adviser, students will develop a plan of study that includes a three-course concentration. Starting in the fall 2012 semester, ENG 101 will no longer be offered. ENG 200 will replace ENG 101.

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 2016 and later:**

*disciplinary, 12 courses*

ENG 200; 10 courses; a capstone experience. Of the 10 electives, four should be at the 300-level or above. Up to three courses may be taken outside the department and may count towards the major and the fulfillment of requirements, with permission of the adviser. Requirements include the following areas: one Early Period course; one American Literature; one Global Literature; one UK/European Literature; two Literary History. (A single course may fulfill more than one requirement.)

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.

### **REQUIREMENTS FOR THE MINOR IN ENGLISH**

#### **Classes of 2015 and earlier:**

*disciplinary, 5 courses*

ENG 101 plus four courses, 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 2016 and later:**

*disciplinary, 6 courses*

Introductory Requirement (ENG 200); two courses at the 300-level or above; three additional courses, one of which may be from outside of the department with permission of the adviser.

### **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. As of fall 2012, ENG 101 will be replaced by ENG 200.

### **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 adviser 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.

**ENG 104 Literature and Social Movements** Can books change the world? In the U.S., readers of slave narratives and Stowe’s novel *Uncle Tom’s Cabin* were swayed to the abolitionist cause. The counterculture went *On the Road* with Kerouac. Second-wave feminists clutched copies of *The Bell Jar*, while anti-Vietnam War protestors were fluent in Heller and Vonnegut. Ayn Rand’s fiction has been a powerful force for new conservatives, while Malcolm X’s autobiography helped radicalize the Civil Rights movement. And why were Occupy protestors wearing masks made famous by a graphic novel? This course considers how literature has shaped and been shaped by social movements. Weaving together contextualizing historical readings with poetry, memoir, novels, and other literary forms, students will investigate the relationships between revolution and the word.

**105 Global English Literature** What comprises English literature? From the first, this question may be complicated. American literature is taught in English departments, as is Canadian and Australian, yet the legal place of English in each of these places varies. The official status of a language has power, and plays itself out in a nation's writing. Works in translation from the two hundred-or-so non-English speaking countries of our world may teach us about other cultures and literatures, but we stand to learn something about English itself by examining another category of literature that thrives in the gap between translation and native English. The authors of this literature come from countries (South Africa, India, China, Nigeria, Chile, Japan among others) where English is not the assumed language of communication, and yet they choose to write in English. These works are both outside of and in relationship with the more familiar works of traditional English literature. This literature, and the way it reveals things about the more familiar canon of English literature will be the focus of this course. This question will lead us to considerations of language, identity—personal and national—and literary form: In what ways do these “Engl-ish” authors’ use of language both reflect, and depart from, the rhythms or mechanics of their own culture and that of the West? Concerning identity, we will ask what it means to consider something or someone “foreign,” to consider someone, or ourselves, an insider or an outsider. We will think about how these stories have been influenced by western aesthetic values and literary forms, and how they might in fact be transforming and reinventing this form, in turn possibly influencing the West. As we explore the historical and cultural contexts that are important to understand the perspectives and ideas presented in the texts, we will also consider how these novels and stories reveal the experiences of a particular time and place. How do they speak to our ways of knowing? What does each historical movement reveal about our own time? And ultimately, what do we have to learn from literature?

**106 Love, Dreams, and Madness** This course is an introduction to themes of love, dreams, and madness in European literature from the 14th to the 20th centuries. This course belongs to a new series of courses that the English Department proposes to design for first-year students and non-majors interested in taking an English class. However, English majors will be allowed to count one of these 100-level courses towards their major. This course will strive to complement the students’ First Year Seminars by offering new opportunities to read and write. At the same time, it could awaken the students’ interests in English studies. (Berry)

**107 From Novel to Film** 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, and 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 a film is made. We will address narrative technique, ask how filmmakers use the visual medium to transform difficult but profoundly arresting narratives into engaging and comprehensible films, while also asking what makes an adaptation effective? Why bother if the book is satisfying? Can an adaptation ever be as good as the book? There is another focus here as well; we also want to raise important questions about how and by whom meaning is made in both novels and films and about the role of the imagination of the reader and viewer in completing the picture. We will be reading *Ivanhoe*, *All Quiet on the Western Front*, *The Defense*, *Dangerous Liaisons*, and *Jurassic Park*.

**108 Travel Literature** The mobilities of populations have been crucial to the ways in which human beings have been organized across the planet- in empires, in nations, on continents, in hemispheres. Several factors encourage or deter mobility or travel- technological, economic, demographic, and so on. But travel inevitably introduces an encounter with otherness. We begin and end the course with an encounter with “America.” We will encounter embodiments of racial and gendered otherness, but we will also examine the encounter between the human and the machine, the technological otherness of the android.

**120 Partial Magic** In the second half of *Don Quixote*, Don Quixote meets characters who have read the first half of the novel. That would include us. Lewis Carol describes a map of England which represents everything in England, which would include the map, and on that map, a map of the map, and so on into infinity. In this course we will explore these disconcerting examples of what we are calling “partial magic,” in both literature and the visual arts, in an effort to see that they are not unusual, but are in fact, fundamental to the way art endeavors to immerse us in its world. We will also consider the consequences of this immersion. In what sense is what Coleridge called “the willing suspension of disbelief,” a loss of our critical faculties? In what sense is art related to propaganda and advertising? (Holly)

**121 Medieval Genres** This course is an introduction to the medieval world through some examples of its literature. This course belongs to a new series of courses that the English Department proposes to design for first-year students and for non-majors interested in taking an English class. However, English majors will be allowed to count one of these 100-level courses towards their major. This course will strive to complement the students’ First Year Seminars by offering new opportunities to read and write. At the same time, it could awaken the students’ interests in English and/or curiosity for this historical and literary period. (Erussard)

**136 Shakespeare on Screen** Shakespeare's plays, so far as we can tell, were written for the stage rather than for the page: in other words, they were meant to be experienced in public performance rather than read in solitude. In this introduction to Shakespeare's work, we will draw upon the rich archive of Shakespeare on film to study six of his most influential plays, exploring how different directors have brought them to life in different ways in different social and political contexts.

**160 Creative Writing for First-years and Sophomores** 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. (Cowles, Conroy-Goldman, Staff, offered each semester)

**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 Critical Methods** This course is required of all majors and minors to prepare students for upper-level study in the department. This course will train students in the concepts, vocabulary and research methods required for advanced textual analysis and writing in the discipline. Required books include core reference texts in the discipline and will be supplemented by individual professors.

**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)

**202 Modern Short Story** This course includes formal analysis and explication of selected stories by masters of the genre, with some attention to its history and development. (Staff, offered alternate years)

**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 linguistic 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)

**209 Contemporary Israeli Literature** We often think of Israel as a war-torn country whose citizens' only concern is with political conflict and survival in a hostile environment. But in reality, Israel of the last three decades has become a place that encourages creativity and culture, where artists of different backgrounds, as well as different political and religious inclinations are engaged in an ongoing conversation with each other and with their surroundings. This course will focus on Israeli literature written over the last thirty years as a way of introducing students to the intricacies of contemporary Israeli culture and familiarizing them with the different ideologies and attitudes within the Israeli literary world. We will explore the manner in which important historical events such as the Holocaust, the Lebanon war, and the ongoing Palestinian conflict found their way into the work of Israeli authors. We will discuss the manner in which international artistic movements influenced Israeli literature. Finally, we will try to define a unique Israeli aesthetic and explore its relationship with contemporary Israeli reality. (Levin)

**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, comix 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)

**313 Bible as Literature** The Bible is a formative text of major religious, political, philosophical, and, in some cases, national significance, but the Bible is also a phenomenal literary project that has influenced generations of readers and writers. This course surveys the main books of the Old and New Testaments through a literary prism by focusing on the rhetorical, formal, narrative, and generic aspects of select biblical stories. Students will be introduced to the historical and theological contexts that allowed the formation of the Bible, but this course aims to look beyond those contexts and read the Holy Scriptures as a literary work. By exposing students to different genres within the biblical texts such as creation myths, poetry, prophecies, parables, and visions, we will try to define a "biblical aesthetic," and explore the relationship between content and form. (Levin)

**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)

**325 Geographies of Nowhere: Mapping the Frontier** This course will examine representations of the frontier, its structure, its role in our collective imagination, and the part it played in Western colonial expansion by focusing on 20th and 21st century world literature and film. A frontier is usually imagined as a place that is far away from the “center”: it is where civilization meets wilderness and humans face nature. The frontier is thus usually a contested space, a place of tension and uncertainty. In this course, we will focus on spaces that can be called global frontiers, among them the High Arctic (Alaska and Northern Canada), the Global South (interior Africa), and the Mysterious East (Afghanistan). All these spaces are fantasy locations that we view as either uncharted territories where nothing goes on (such as the Arctic) or as all-too-chaotic locations where too much goes on (such as Afghanistan). In this course, we will explore the reasons why these places continue to fascinate us. Benjamin Disraeli, a nineteenth-century British politician, wrote, famously, that the East is not a place, “it is a career.” More than a century later, frontiers still offer us the fantasy of self-reinvention, a second career, a possibility of living our life differently, perhaps more freely. We will explore the stereotypes that define representations of such places in literature and film while also exploring the potential that they present. The course’s secondary pursuit is the study of space in literature and through literature. In the last decade, space has become an important, if not the dominant critical idiom in the study of literature and culture. The course will make extensive use of old and tried tools such as maps along with new open-source digital technologies that allow visualization and mapping. The course will test whether digital mapping technologies are useful in the study of literary spaces.

**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)

**358 Experience of War in Literature** This course is designed as an exploration of the literature of the Cold War (1945-1991) in terms of the major social, political, and cultural issues of the period. Our focus will be primarily North American, but we will seek contextualization of (and counterpoint to) North American texts by exploring poems, novels, stories, essays, and films from Europe, Asia, Africa, and Latin America. We will encounter representations, both subtle and blatant, of a number of the major issues associated with the period, including nuclear anxiety, conformism (and rebellion), xenophobia, homogeneity, the changing nature of privacy and domesticity, "containment" culture, espionage, and paranoia in genres and forms ranging from political tracts to lyric poems, experimental novels, science fiction stories, and film noir. Authors whose writing we may address include Ralph Ellison, Thomas Pynchon, Sylvia Plath, Robert Lowell, Anne Sexton, Allen Ginsberg, Jack Kerouac, William S. Burroughs, Georges Perec, Carlos Fuentes, Ernesto Cardenal, Julio Cortázar, Luisa Valenzuela, Philip K. Dick, Kurt Vonnegut, Adrienne Rich, William Carlos Williams, Yevgeny Yevtushenko, Tim O'Brien, and Leslie Marmon Silko. Additionally, we will view a handful of representative films from the period from a list that includes Hitchcock's "North By North Northwest," Tarkovsky's "Solaris," Siegel's "Invasion of the Body Snatchers," and Aldrich's "Kiss Me Deadly."

**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 Who am I? Literature and Identity** Jean-Paul Sartre said that a human being ((seeks to live his life as though he were telling it)). Can stories shape our understanding of who we are and help us find our own unique place in the world? How would you tell a story of your own life? By engaging with a variety of contemporary narratives from around the globe, students will examine how personal and collective identities are constructed, expressed, and transmitted. Our analysis of narratives of identity will be supplemented with the discussion of theories of identity formation ( primarily psychoanalytic and cultural theory ). We will talk about identity in its relationship to desire, power, asceticism, consumption, faith, and nihilism. We will consider the ways in which narratives of identity shed light on one of life's greatest mysteries-the mystery of the self.

**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 post colonialism 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 filmmaker'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)

**398 Religious Poetry** This course will review the works of British and American poets from the sixteenth to the 20th century, and will introduce students to the long tradition of English religious poetry. We will explore the ancient association of religion and poetry, and will try to explain what makes poetry a perfect medium for religious expression. We will trace the manner in which poetic style changes alongside religious attitudes, and will look for a correlative relationship between theological and prosodic developments. Most importantly, we will try to acquire a better understanding of poets' own spiritual experiences based on their poetic treatment of those experiences.

**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.

**403 Senior Seminar on LGBT Literature and Film** The course is a weekly seminar for advanced studies with a strong interest in Lesbian, Gay, Bisexual, Transgender issues. Each student would plan and research a project on a topic of her/his choice, with support and advice from the instructor. We would meet weekly for individual student reports and discussion, and the instructor would meet individually with students as well.

#### **450 Independent Study**

**456 JR/SR Seminar: Reading Faulkner** William Faulkner (1897-1962) sits comfortable atop a hierarchy of Great American Writers. Famous for his modernist prose experimentation in such classic works as *The Sound and The Fury* or *Absalom, Absalom!*, Faulkner also boldly explored dark and disturbing themes of race and place in America through works like *Light in August*, *Go Down, Moses*, and *Intruder in the Dust*. But Faulkner also wrote Hollywood screenplays, wrote short stories for cash, and wrote other sorts of novels--works of picaresque comedy, doomed romance, and potboiler noir criminality. Faulkner himself "read everything," from pulps to classics, and that reading, inevitably, shaped his own writing. In this course we will "read Faulkner" by investigating a broader range of his literary production, from the most canonical works to the more marginalized ones. We will situate his works by incorporating a book-length critical biography of Faulkner into our reading, as well as exploring an array of literary criticism. Our aim is not simply to read (some of) what William Faulkner wrote, but to "read" Faulkner himself, to understand how he wrote, why he wrote, to whom, and to what effect.

Reading Faulkner is a jr/sr seminar, which means it is a rigorous course intended for upper-level majors. The expectation is that you already have at a solid understanding of how to analyze, interpret, synthesize, research, and write about literary texts. The reading load is heavy (expect at least one book per week, plus articles), and the class period is entirely discussion-based and frequently student-led. It is therefore crucial that you come to class every session, well-prepared and ready to contribute. The course will culminate in a lengthy "seminar paper," which is an opportunity for you to showcase your most advanced scholarly writing in your discipline.

#### **495 Honors**

## Environmental Studies

### *Department Faculty*

Kristen Brubaker, Environmental Studies  
Thomas Drennen, Economics  
John Halfman, Chair, Environmental Studies and Geoscience  
Joel Helfrich, Visiting Assistant Professor  
Beth Kinne, Environmental Studies  
Robin Lewis, Visiting Assistant Professor  
Darrin Magee, Environmental Studies

### *Coordinating Committee*

Christopher Annear, Anthropology/Sociology  
Nan Crystal Arens, Geoscience  
Jeffrey Blankenship, Art and Architecture  
Walter Bowyer, Chemistry  
Scott Brophy, Philosophy  
Meghan Brown, Biology  
Sigrid Carle, Chemistry  
Anthony Cerulli, Religious Studies  
Lisa Cleckner, Finger Lakes Institute  
Tara Curtin, Geoscience  
Susan Cushman, Biology  
Christine de Denus, Chemistry  
Mark Deutchlander, Biology  
Christopher Gunn, Economics  
Jessica Hayes-Conrey, Woman Studies  
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/Sociology  
James MaKinster, Science Education  
Kirin Makker, Art and Architecture  
Richard Mason, Anthropology/ Sociology  
Stanley Mathews, Architecture  
Brooks McKinney, Geoscience  
Susanne McNally, History  
Nicholas Metz, Geoscience  
Kevin Mitchell, Mathematics and Computer Science  
Elizabeth Newell, Biology  
Ilene Nicholas, Anthropology/Sociology  
Carol Oberbrunner, Philosophy  
Eric Patterson, English/American Studies  
Erin Pelkey, Chemistry  
Elizabeth Ramey, Economics  
Craig Rimmerman, Public Policy  
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 must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major/minor.

### **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, 13 courses*

ENV 110 or ENV 101; ENV 300 or ENV 301; two ES Core courses from different departments in each division; one ES Tools course; and four ES Elective courses from the ES Core and/or ES Elective course lists at the 200-level or above. The ES Tools course cannot also count as an ES Core or Elective. 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 resources, and compliment your program with another major in a discipline. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

### **REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MINOR**

*interdisciplinary, 6 courses*

ENV 110, ENV 101 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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

### **Environmental Studies Core Courses**

*Humanities Core*

AFS	211	Black Earth
AMST	201	American Attitudes Towards Nature
ENG	223	Environmental Literature
ENV	202	Human Values and the Environment
ENV	240	Environmental Justice in Film
ENV	245	Radical Environmentalism
ENV	333	Environmental Justice & American Literature
ENV	335	Food Justice: Literature, Art, & Activism
HIST	151	Food Systems in History
HIST	215	American Urban History
HIST	246	American Environmental History
HIST	286	Plants and Empire
PHIL	154	Environmental Ethics
REL	226	Religion and Nature
WMST	309	Ecofeminism
WMST	325	Rhetoric and Place

### *Natural Sciences Core*

BIOL	167	Introductory Topics in Biology
CHEM	110	Molecules that Matter
ENV	191	Introductory Environmental Science
GEO	140	Environmental Geology
GEO	141	Science of Climate Change
GEO	142	Earth System Science
GEO	143	Earth and Life Through Time
GEO	182	Intro to Meteorology
GEO	184	Intro to Geology
GEO	186	Intro to Hydrogeology

### *Social Sciences Core*

ANTH	210	Prehistoric Ecology
ANTH	280	Environment and Culture
ECON	212	Environmental Economics
ECON	245	Economics of Food & Agriculture
EDUC	360	Teaching for Sustainable Environment
ENV	120	Human Geography
ENV	201	Environment and Society
ENV	204	The Geography of Garbage
ENV	205	Intro to Environmental Law
ENV	215	Development and Environment in East Asia
ENV	330	Sustainability, Commodities and Consumption
ENV	340	Water and Energy in China
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

### *Tools Courses*

BIOL	212	Biostatistics
ECON	202	Statistics
ENV	203	Fundamentals of GIS
ENV	310	Advanced GIS
ENV	351	Sustainable Community Dev. Methods
POL	261	Research Methods
PSY	210	Statistics and Research Methods
SOC	211	Research Methods
WRRH	300	American Print Journalism
WRRH	308	Reporting Online
WRRH	351	Writing in the Natural Sciences
WRRH	352	Writing in the Professional Workplace

### **Environmental Studies Elective Courses**

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	326	Patterns and Processes in Ancient Mesoamerican Urbanism
ANTH	340/440	Anthropology of the Global Commons
ANTH	354/454	Food, Meaning, Voice
ARCH	311	History of Modern Architecture
ARCH	312	Theories of Modern Architecture and Urbanism
ARCH	313	History of Modern Landscapes

ARCH	400	Geneva Studio
ARCS	301	Design II: The Immediate Environment
ARCS	302	Design III: The Wider Environment
ARTS	265	Intermediate Imaging
ARTS	365	Imaging Workshop
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	233	General Physiology
BIOL	236	Evolution
BIOL	238	Aquatic Biology
BIOL	315	Advanced Topics
BIOL	316	Conservation Biology
BIOL	327	Behavioral Ecology
BIOL	339	Physiological Ecology
CHEM	240	Introduction to Organic Chemistry
CHEM	241	Intermediate Organic Chemistry
CHEM	260	Environmental Chemistry
CHEM	280	Chemical Reactivity
CHEM	310	Quantitative Chemical Analysis
CHEM	448	Biochemistry I
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	220	Geomorphology
GEO	230	Problems in Earth History
GEO	240	Mineralogy
GEO	255	Global Climates
GEO	260	Weather Analysis
GEO	270	Paleoclimatology
GEO	280	Aqueous Geochemistry
GEO	290	Paleontology
GEO	299	Geoscience Field Studies
GEO	320	Sediments and Sedimentary Rocks
GEO	330	Limnology
GEO	360	Applied Climatology
GEO	365	Environmental Meteorology
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	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	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

**101 Sustainable Communities** This course surveys and introduces students to the concept of sustainable development as applied to real world communities. It will not only focus on the United Nation's three "interdependent and mutually reinforcing pillars" of sustainable development—economic development, social development, and environmental protection—but will also touch on intertwined subjects such as culture, education, public policy, landscape design, architecture, ecology, urban planning, and historic preservation. Rochester, Geneva, and other local communities in the Finger Lakes area will serve as case studies to discern how cities and towns are working to become more sustainable; students will learn about various opportunities to become civically engaged and involved within these communities. Evening lectures by local, regional and national experts are planned. This course can substitute for the ENV 110 requirement. (Staff, *offered annually*)

**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. (Staff, *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. (Brubaker, Lewis, Arens, *offered annually*)

- **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, Magee/Penn, *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, *offered occasionally*)
- **Sense of Place** This course emphasizes the importance of understanding and embracing sense of place from diverse perspectives across a range of environmental issues. We will begin by exploring what it means to have a "sense of place" and then examine the vast ecological consequences that are tied to a person's or community's sense of place. Readings from the course textbook will offer examples of the central debates on particular issues so that we build a foundation of knowledge for environmental studies. Supplemental readings and films will enhance our understanding of these issues by adding social justice perspectives and challenging us to consider the importance of place—and, more importantly, responsibility to place and our communities—in the face of ecological devastation. Our approach will be interdisciplinary, involving scientific, social, political, economic, and humanistic study that accurately reflect the complexity and interconnectedness of environmental issues. (Crawford, Staff, *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. (Lewis, Magee, *offered occasionally*)

**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. (Brubaker, Halfman, *offered occasionally*)

**201 Environment & Society** This course introduces students to the study of relationships between people and the environment from a social science perspective, and provides a context for thinking about the social causes and consequences of environmental changes in different parts of the world. It focuses on how and why the human use of the environment has varied over time and space, analyzes different approaches to decision-making about environmental issues and examines the relative roles of population growth, energy consumption, technology, culture and institutions in causing and resolving contemporary environmental problems around the world. (Lewis, Staff, *offered annually*)

**202 Human Values and the Environment** This course emphasizes the role of the humanities in imagining a just and sustainable planet. Through the study of literature, art, and critical/cultural theory, students will uncover the workings and origins of human values that shape how we relate to the environment. We will read well-known authors of U.S. environmental literature, including Aldo Leopold, Henry David Thoreau, Rachel Carson, and Edward Abbey. In addition to the classics, students will be introduced to lesser-known works by environmental thinkers writing from the margins of society. Topics will include environmental ethics, nature and culture, industrialization, and globalization, ecotheology, environmental justice, ecofeminism, and queer ecology. (Crawford, *offered annually*)

**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). (Brubaker, *offered each semester*)

**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, *offered annually*)

**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. The course would be a good course for students considering a legal career, a career in environmental studies, municipal planning or land use, or just a general interest in law. (Kinne, *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). (Lewis, Magee, *offered each semester*)

**234 Sustainable China** The three-week summer study-abroad course will allow a small group to examine China’s environmental challenges. In Beijing, students will learn of the work on the Ministry of Environment, the Legal Aid Center for Pollution Victims, and other organizations to address environmental health concerns. In Yunnan, students will conduct participant observation with Yunnan EcoNetwork regarding rural biogas and watershed protection, and learn of the challenges of hydropower development in one of China’s most biologically and culturally diverse provinces. Finally, in Shanghai, students will visit China’s largest steel manufacturing facility to understand BaoSteel’s efforts to reduce energy and water consumption. Prerequisite: A demonstrated interest in Environmental Studies and Asian studies as evidenced by coursework or independent research; students with some language training will be given priority consideration. (Magee, *occasional summers*)

**256 The Sustainability of American Urban and Suburban Development** This course investigates the interrelated histories of urban design and environmental planning, during the 20th century to the present. This course will cover early city planning, urban renewal, suburbanization, neo-traditionalism and landscape urbanism and other major movements. This history will serve as the basis for analyzing the varying degrees to which each explicitly and implicitly considered issues of sustainability in their theory and application.

**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, *offered each semester*)

**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. (Brubaker, *offered annually*)

**320 Natural Resource Law** Natural Resource Law is a broad category of law that includes the law of public lands (state and federal), private lands, parks, monuments and roadless areas, tribal lands, and laws governing water, forests, minerals, rangelands, wildlife, and other environmental resources. After completing this course, students will have a well-developed sense for the complexity of the laws that govern our natural resources, and an understanding of the respective roles of state and federal governments, agencies and courts in managing natural resources. They will be able to make a well-researched and well-articulated legal argument in support of or against an existing or proposed law that governs (or may govern) one or more natural resources in the United States. In the process, students will learn how to do legal research, how to form a legal argument, and how to write and speak persuasively. (Kinne, *offered annually*)

**330 Sustainability, Commodities & Consumption** In light of increasing calls for sustainable development, complex geographies of production and consumption continue to emerge from global economic relationships. In tracing a range of everyday commodities from their points of origin to the consumers who purchase these products, this course introduces students to the relationship between consumption trends, market forces, and natural resource extraction. In addition to different theoretical perspectives on “ethical” and “green” consumerism, special attention will also be paid to major eco-labeling programs like “Fair Trade” and “organic.” (Lewis, *offered annually*)

**333 Environmental Justice and American Literature** Environmental justice scholars explain that people of color, the poor, and women suffer disproportionately from environmental hazards. The course will study literary works grounded in this material reality of simultaneous ecological and human devastation specific to U. S. minority groups and raise questions about the power of literature to document, illustrate, arouse, and instruct in the face of environmental crisis. Topics will include ecofeminism, environmental racism, urban ecology and planning, sexuality and environment, and U. S. environmental imperialism. We will read critical theory alongside poetry and prose from a diverse range of 19th- and 20th-century American writers. The course will also emphasize activism; we will explore the role of the arts in environmental justice activism and apply what we learn by creating our own activist projects. (Crawford, *offered alternate years*)

**335 Food Justice: Literature, Art, and Activism** Mahatma Gandhi once said, “Earth provides enough to satisfy every man’s need, but not every man’s greed.” In a world of diminishing resources, the complex balance of the global food supply calls into question issues of justice and human values. Why is it that certain groups of people—namely people of color, women, and the poor—suffer disproportionately from food scarcity and contamination? How do we ensure affordable, nutritious, and culturally appropriate food for all in the face of overconsumption, climate change, and population growth? The course will explore these questions through a humanist lens. We will study a diverse range of contemporary media—including novels, poems, visual art, and film—as we engage in critical discussion of the production, distribution, and consumption of food. Topics will include food sovereignty and security; food disparities related to race, class and gender; and new food technologies. (Crawford, *offered alternate years*)

**337 American Indian Environmentalism** American Indians have since “time immemorial” had an immediate relationship to the natural world and their physical surroundings. Many native peoples are rooted to place. This seminar course explores American Indian relationships to nature, sense of place, and environmental justice. Topics will include: land struggles regarding sacred and ecologically unique places such as Mount Graham, the San Francisco Peaks, and Mauna Kea; uranium mining and other resource struggles; fishing and whaling; dam removal along the Penobscot River in Maine; the ‘crying Indian’ in the Keep America Beautiful Public Services Announcement; and genetics and the patenting of indigenous foods such as wild rice. We will pay close attention to the alliances and conflict between native and non-native peoples. Students in this seminar will study the writings, ideas, and activism of Chief Seattle, Vine Deloria, Jr., Gregory Cajete, Winona LaDuke, Klee Benally and Kealoha Pisciotto, among many others. Students will also investigate the role of native and non-native organizations such as the Indigenous Environmental Network and the Black Mesa Indigenous Support Collective, in addition to other groups.

**340 Water and Energy in China** Water and energy are at the heart of China’s environmental challenges, and addressing those challenges (or failing to) has very real human and ecological implications now and in the future. This is so not only for the people of China, the most populous country on Earth, but also for the rest of the world: pollution from China’s coal-fired power plants brings acid rain and heavy metals to the Koreas, Japan, and even the western US, and manufactured products (including foodstuffs) tainted with industrial toxins have made their way to store shelves around the world. Yet the roots of many of China’s environmental challenges are global: just as more developed countries have outsourced many of their manufacturing activities to China, so, too, have they outsourced the pollution of water, air, soil, and bodies resulting from those activities, along with the energy and other resource demands necessary to carry them out. This course explores the challenges and opportunities of sustainability in China - from ecological, socioeconomic, and geopolitical perspectives - through a close examination of the country’s water and energy resources. (Magee, *offered annually*)

**499 Environmental Studies Internship** (Staff, *offered each semester*)

## 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  
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
ARTH	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	476	Seminar: Western Civilization and Its Discontents
POL	160	Introduction to Political Theory
POL	265	Modern Political Theory
POL	279	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.

ARTH	210	Woman as Image and Image Maker
ARTH	223	The Poetry of Color: Painting in Venice (1470-1600)
ARTH	226	Northern Renaissance Art
ARTH	230	The Age of Michelangelo
ARTH	232	Rococo Art and Architecture
ARTH	240	European Painting in the 19th Century
ARTH	250	20th-Century European Art: Reality Remade
ARTH	256	Art of Russian Revolution
ARTH	270	First Christian Millennium
ARTH	332/432	Roman Art and Politics
ARTH	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 multidisciplinary 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*

ARTH	389	Rococo to Revolution
FRNE	395	Society and Culture of the Ancien Régime
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*

ARTH	270	First Millennium 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 Ancien Régime
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

Jodi Dean, 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, arts and activism, religion and politics, and imprisonment. The 2011-2012 theme was The Politics of Food.

### **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 visiting scholar seminars. Courses are cross-listed with other departments or programs as approved on an annual basis. (Fall, offered annually)

**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. The course requires attendance at the Fisher Center lecture series as well as visiting scholar seminars. Courses are cross-listed with other departments or programs as approved on an annual basis. (Spring, offered annually)

## French and Francophone Studies

### *Department Faculty*

Catherine Gallouët, Professor, Chair  
Kanaté Dahouda, Associate Professor  
George Joseph, Professor  
Courtney Wells, Assistant Professor  
Thierry Toréa, Instructor

French is one of the most important European languages. It is spoken on five continents, and 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. The French and Francophone Studies Department offers an integrated curriculum with courses in language, culture, and literature that reflect the rich diversity of the French culture throughout the world.

Most departmental courses are taught in French (FRE), and some courses in English (FRNE). Students in the French and Francophone Studies Department are strongly advised to study abroad in the programs sponsored by the Department: Rennes or Aix-en-Provence in France (every semester), Québec, Canada (every semester), or Saint-Louis, Sénégal (alternate years). Students in these programs will receive four departmental credits for courses taken abroad. These credits can be applied toward a major or a minor in French and Francophone Studies. All arrangements for off campus programs are made through the Center for Global Education.

The French and Francophone Studies faculty participate in programs with cross-listed courses in Africana Studies, American Studies, Comparative Literature, European Studies, International Relations, Media and Society, Middle Eastern Studies, and Women's Studies. The department faculty also teach First-Year Seminars, and collaborate with their colleagues from other departments in multidisciplinary 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 minor "Concentration in French" is designed for students enrolled in language classes at any level who participate in the French program abroad.

The interdisciplinary Francophone Studies minor will interest students majoring in such fields as Anthropology, Studio Art, Art History, History, Economics, Environmental Studies, Political Science, Psychology, Education, and Women's Studies.

All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major/minor.

### **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 in the spring semester of their senior year. This major includes two possible tracks. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **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 in the spring semester of their senior year. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards 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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### **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 Rennes, France; Quebec, Canada; Saint-Louis, Sénégal; Geneva, Switzerland; or Hanoi, Vietnam, is strongly recommended. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### **COURSES IN FRENCH**

*Language Acquisition*

Level I: Fundamentals Language Skills

FRE	101	Beginning French I
FRE	102	Beginning French II

Level II: Intermediate Language Skills

FRE	120	Intermediate French I
FRE	130	Intermediate French II

Level III: Advanced Language Skills

FRE	226	French in Review I: Parler et comprendre
FRE	227	French in Review II: Lire et écrire

### *Culture and Literature*

#### Level IV: Introduction to Culture and Literature

FRE	230	Senegal: An Orientation
FRE	241	Prises de Vues: 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: Mystics, Friends, and Lovers
FRE	252	Introduction to Literature II: Que sais-je?
FRE	253	Introduction to Literature III: Paris-Outre-mer

#### Level V: Advanced Culture and Literature

FRE	351	Francophone African Fiction
FRE	352	North African Literature: Narrative of Dissent and the Search for Identity
FRE	355	Francophone Caribbean Literatures
FRE	364	Voix Lyriques: From Baudelaire to Surrealism
FRE	380	Images de Femmes
FRE	382	French Theater
FRE	383	Topics in Middle-Ages and Renaissance
FRE	384	Topics in XVIIth and XVIIIth century
FRE	385	Topics in XIXth and XXth century

### **COURSES IN ENGLISH**

FRNE	111	Them and Us: Diversity in Modern France
FRNE	211	Black African Literature: The Quest for Identity
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	341	Boulevard Saint-Germain: Beauvoir, Sartre, and Camus
FRNE	395	Race, Society and Culture in the Ancien Régime

### **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	222	Women in Renaissance Art and Life
ARTH	232	Rococo Art and Architecture
ARTH	233	Renaissance Architecture
ARTH	240	European Painting in 19th Century
ARTH	255	French Roots of Modernism
ARTH	389	Rococo to Revolution
BIDS	206	Multiculturalism in Canada
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
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. Typical readings: Ben Jelloun, Cardinal, Cohen, Charref, Memmi, Sebbar. (Staff, offered occasionally)

**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. Typical readings: Sundiata, Wolof oral poetry, Camara Laye, Ousmane Sembène, Chinua Achebe, Ngugi, Emechetta, Gordimer, Wickham, Head. (Staff, offered occasionally)

**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? (Staff, 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. Typical readings: Césaire, Damas, Fanon, Condé, Ollivier, Zobel, Danticat. (Dahouda, offered occasionally)

**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, and 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. Typical readings: Ionesco, Beckett, Genet, Anouilh, Sartre. (Staff, offered occasionally)

**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. (Staff, offered occasionally)

**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)

**102 Beginning French II** For students who had French I in 12th grade. This course is a continuation of FRE 101. It includes two mandatory laboratories per week. Prerequisites: FRE 101 or equivalent, or permission of instructor. (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. (Staff, offered alternate years)

**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. Typical readings: Edmiston, *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*. (Gallouët, offered annually)

**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 Quebec'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. Typical readings: Lacombe, Roy, Miron, Gagnon, Ollivier, Vallières, Nepveu, Bouchard. (Dahouda, offered regularly)

**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. Typical readings: selections from journal articles, newspapers, books and web materials dealing with current events related themes examined in class. (Dahouda, offered regularly)

**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. Typical readings: History of Provence, Troubadours, Daudet, Mistral, Giono, Pagnol, Mauron. Films: La Gloire de mon pere, Jean de Florette, Marius et Jeanette. (Staff, offered alternate years)

**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. (Staff)

**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. Typical readings: selections from Montaigne, Descartes, Voltaire, Rousseau, Camus, de Beauvoir, 1789 Declaration des droits de l’homme et du citoyen. (Gallouët, offered regularly)

**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. Typical readings: selections from Camus, Cesaire, Djebbar, Pham Duy Khiem, Montaigne, Montesquieu, Duras, Senghor, Kourouma, Maalouf. (Staff, offered regularly)

**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. Typical readings: Soundjata, Diop, Kourouma, Laye, Sembene, Bâ. (Staff, offered occasionally)

**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. Typical readings: Fanon, Jelloun, Chraïbi, Djebbar, Mimouni, Yacine, Bey, Khadra. (Gallouët, offered occasionally)

**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. Typical readings: Césaire, Fanon, Dépestre, Zobel, Condé, Danticat; Glissant, Schwartz-Bart, Chamoiseau. (Dahouda, offered occasionally)

**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. Typical readings: Baudelaire, Rimbaud, Mallarmé, Valéry, Breton, Eluard, Appolinaire. (Staff, offered occasionally)

**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. Typical readings: Malleus Maleficarum et Nerval, Gautier, Baudelaire, Cocteau. (Staff, offered occasionally)

**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. Typical readings: Molière, Marivaux, Hugo, Sartre, Beckett, Racine. (Staff)

**383 Topics in Middle Ages and 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. (Wells, offered occasionally)

**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, offered occasionally)

**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. (Staff, offered occasionally)

**450 Independent Study**

**495 Honors**

## Geoscience

### *Department Faculty*

Nan Crystal Arens, Associate Professor  
Tara M. Curtin, Associate Professor, Department Chair  
John D. Halfman, Professor  
David C. Kendrick, Assistant Professor  
Neil F. Laird, Associate Professor  
D. Brooks McKinney, Professor  
Nicholas D. Metz, Assistant 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 two courses transferred from another institution may count toward the major unless the student has previously been matriculated at another institution. Only those courses in which a student has obtained a grade of C- or better will be credited toward a geoscience major or minor. Credit/no credit options cannot be used for departmental or cognate courses counted for the major or minor except for GEO 299 Geoscience Field Studies. GEO 299 may be counted twice for the major and once for the minor.

### **REQUIREMENTS FOR THE MAJOR (B.A.)**

#### *disciplinary, 12 courses*

GEO 182, GEO 184, GEO 186; seven additional geoscience courses that form a coherent program of study, approved by the department; CHEM 110, PHYS 150, or BIOL 167; MATH 130 or BIOL 212. Credit/no credit options cannot be used for departmental or cognate courses except GEO 299. No more than two courses from another institution may count toward the major. Only three 100-level GEO courses can count toward the B.A.

### **REQUIREMENTS FOR THE MAJOR (B.S.)**

#### *disciplinary, 15 courses*

GEO 182, GEO 184, GEO 186; seven additional geoscience courses that form a coherent program of study, approved by the department; CHEM 110; PHYS 150; MATH 130; MATH 131 or PHYS 160; BIOL 167, CHEM 240, CHEM 280, or PHYS 160. Credit/no credit options cannot be used for departmental or cognate courses except GEO 299. No more than two courses from another institution may count toward the major. Only three 100-level GEO courses can count toward the B.S.

### **REQUIREMENTS FOR THE MINOR**

#### *disciplinary, 5 courses*

Any two introductory courses from this list: GEO 14x, GEO 182, GEO 184, GEO 186; four additional geoscience courses at the 200-level or greater. All courses for the minor must be completed with a grade of C- or better. Credit/no credit options cannot be used for departmental or cognate courses except GEO 299. No more than two courses from another institution may count toward the minor.

#### *Introductory Courses*

GEO	140	Environmental Geology
GEO	141	Science of Climate Change
GEO	142	Earth Systems Science

GEO	143	Earth and Life Through Time
GEO	144	Astrobiology and the Search for Life in the Universe
GEO	182	Introduction to Meteorology
GEO	184	Introduction to Geology
GEO	186	Introduction to Hydrogeology

#### Upper Level Elective Courses

GEO	210	Environmental Hydrology
GEO	215	Hydrometeorology
GEO	220	Geomorphology
GEO	230	Problems in Earth History
GEO	240	Mineralogy
GEO	255	Global Climates
GEO	260	Weather Analysis
GEO	262	Physical Meteorology
GEO	265	Weather Measurement
GEO	270	Paleoclimatology
GEO	280	Aqueous and Environmental Geochemistry
GEO	290	Paleontology
GEO	299	Geoscience Field Studies
GEO	320	Sediments and Sedimentary Rocks
GEO	330	Limnology
GEO	336	Macroevolution
GEO	340	Petrology
GEO	350	Synoptic-Dynamic Meteorology I
GEO	351	Synoptic-Dynamic Meteorology II
GEO	355	Mesoscale and Severe Weather
GEO	360	Applied Climatology
GEO	365	Environmental Meteorology
GEO	370	Structural Geology
GEO	380	Evolution of Plants in Geological Time
GEO	390	Gondwana
GEO	450	Independent Study
GEO	495	Honors

#### 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. (Curtin or Halfman, offered annually)

**141 Science of Climate Change** Climate change is one of the great challenges of our society. Scientists warn that if we ignore the problem, by the end of this century the changes will be large enough to have significant consequences for global societies and ecosystems. But how certain are scientists that human activity is altering Earth's climate? What is known about past climate changes? How much more warming might we expect over the next century? What will be the impacts on hurricanes, tornados, floods and droughts? This course will explore the scientific evidence underlying each of these questions using lecture, discussion, and lab-equivalent classroom exercises. The course will also compare past natural fluctuations in climate to our current situation, introduce how scientists study climate, present the current thinking on future changes, and discuss what can be done to minimize the effects. (Laird, Metz, or Curtin, offered annually)

**142 The Earth System** Our planet is an integrated system in which rocks, water, ice and air interact and influence each other. This applied geoscience course investigates Earth and its systems for non-majors. The course focuses on global environmental change by exploring the complex links between the geosphere (Earth's rocky surface), hydrosphere (oceans, lakes, rivers and ice), atmosphere and biosphere (living things). This course examines each of these "spheres." What are they made of? How are they structures? How do they work? How do they interact with each other? We will consider how humans manipulate Earth's system, particularly considering climate change, nutrient pollution, ozone

depletion and loss of biodiversity. We recognize that the geologic past is the key to the present and future, and explore how contemporary environmental change has analogues in Earth history. This course is designed to fulfill a student's goal of experiencing scientific inquiry. It does not count toward the Geoscience major. (Arens, Halfman, or Kendrick, offered annually)

**143 Earth and Life Through Time** Is Earth's current condition—with a global ocean, polar ice caps and an oxygen-rich atmosphere—an inevitable consequence of the planet's size and position in the solar system? Should we expect all such Goldilocks Planets to have the same habitable environment? Or has our planetary home been shaped by the chance events of history? This course will begin with an examination of history. What makes a system like the Earth historical? Then we will explore how scientists ask and answer questions about historical systems and understand how this method differs from the classic "experiments" that most students performed in science class. Finally, we will study a series of moments in Earth's history where everything really did change. These may include the origin of life, the transition to an oxygen-rich atmosphere, the origin of animals, land plants, flowering plants, dinosaurs, mammals, and consider why our species—Homo sapiens—is the last bipedal ape standing. We will consider ice ages, wandering continents, meteor impacts and titanic volcanic eruptions. We will examine episodes of mass extinction when life hit the reset button. And we will conclude with a final question: If chance events can change the course of Earth's history, can we? (Arens or Kendrick, offered annually)

**144 Astrobiology and the Search for Life in the Universe** Astrobiology is the scientific study of the origin and evolution of life in the Universe. It brings together perspectives from astronomy, planetary science, geoscience, paleontology, biology and chemistry to examine the origin of life on Earth and the possibility of life elsewhere in the Universe. This course is designed to help students understand the nature and process of science through the lens of astrobiology. We will explore questions such as : What is life? How did I arise on Earth? Where else in the Universe might life be found? How do we know about the early history of life on Earth? And how do we search for life elsewhere? We will evaluate current theories on how life began and evolved on Earth and how the presence of life changed the Earth. We will review current understanding on the range of habitable planets in our solar system and around other stars. And we will discuss what life might look like on these other planets and what techniques we could use to detect it. This course is designed to fulfill a student's goal of experiencing scientific inquiry and understanding the nature of scientific knowledge. It does not count toward the major in Geoscience or Physics. (Arens, Hebb, Kendrick, offered annually)

**182 Introduction to Meteorology** The influence of weather and climate affect our daily activities, our leisure hours, transportation, commerce, agriculture, and nearly every aspect of our lives. In this course many of the fundamental physical processes important to the climate system and responsible for the characteristics and development of weather systems will be introduced. We will examine the structure of the atmosphere, parameters that control climate, the jet stream, large-scale pressure systems, as well as an array of severe weather phenomena including hurricanes, tornados, thunderstorms and blizzards. Upon completion of this course, we will have developed: (a) a foundation of basic scientific inquiry, (b) a basic comprehension of the physical processes that govern weather and climate, and (c) an understanding of the elements of weather and climate that are most important to society. **Prerequisite:** MATH 100 or a score of 20 or better on the math placement test. This course is a prerequisite for many geoscience courses. (Laird or Metz, offered each semester)

**184 Introduction to Geology** We will explore the form and function of the solid Earth, using plate tectonics as a central paradigm. From this framework, we investigate minerals and rocks, volcanoes, earthquakes, the rise and fall of mountains, the origin and fate of sediments, the structure of our landscape and geologic time. We analyze geological resources such as minerals and fossil fuels, and the many other ways human society interacts with our restless planet. We work extensively in the field and may take one mandatory weekend field trip. **Prerequisite:** MATH 100 or a score of 20 or better on the math placement test. This course is a prerequisite for many geoscience courses. (Arens, Kendrick or McKinney, offered each semester)

**186 Introduction to Hydrogeology** Water and water resources are critical issues for the sustenance of every society. This course is an introduction to hydrogeology and explores water in the atmosphere, lakes, oceans, and other reservoirs found on land and the movement among reservoirs. Discussion of the role of water in natural systems results in an exploration of (1) atmospheric moisture; (2) floods and stream processes; (3) the physical, chemical, and ecological characteristics of lakes and oceans; (4) aquifers and groundwater processes; and (5) wetlands. We will use quantitative reasoning to examine the characteristics and importance of water across environmental and geophysical sciences.

Prerequisite: Math 100 or a score of 20 or better on the math placement test. This course is a prerequisite for many geoscience courses. (Curtin or Halfman, 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 184 and GEO 186, or permission of instructor. (Halfman, Spring, offered occasionally)

**215 Hydrometeorology** Water availability is vital to human survival. However, water can also be a destructive force of nature. This course will examine water from many perspectives with a particular emphasis on meteorological impacts of water. Key topics covered in this course will include floods, droughts, probabilistic forecasts of precipitation, summertime rain-producing convective systems, snowfall, evapotranspiration, and a general overview of the hydrologic cycle. Meteorologists often have trouble producing accurate precipitation forecasts, and even when the precipitation location can be accurately predicted, the precipitation amount is often in error. Students will examine the difficulties that water creates in the forecast cycle by utilizing numerical models and the current weather to understand the impact that water, or the lack thereof, has on atmospheric and environmental processes. Prerequisite: GEO 182. (Metz, Fall, offered alternate years)

**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. Note: Weekend field trips are required. Prerequisites: GEO 184 and GEO 186. (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 184 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 184 and CHEM 110 (or concurrent enrollment). (McKinney, Spring, offered annually)

**255 Global Climates** The climate of a particular region is defined by annual and seasonal temperature and precipitation variations. 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 atmospheric composition, heat budget, circulation and moisture will be covered with a focus on global climate and regional climates. (Laird, Fall, offered annually)

**260 Weather Analysis** Few things capture the public’s attention and influence daily decisions like weather. In this course, we will examine day-to-day weather patterns with an emphasis on understanding the basics of meteorological processes and forecasting, independent analysis of weather events and mastery of hands-on data analysis. We will

examine and discuss conceptual models of the structure of mid-latitude cyclones and convection weather systems, including the processes of cyclogenesis and frontogenesis. Interpretation of atmospheric kinematic and dynamic processes on weather charts is emphasized along with an introduction to weather prediction. Prerequisite: GEO 182. (Metz, Spring, offered annually)

**262 Physical Meteorology** Polar regions are important areas in understanding and monitoring changes in the Earth's atmospheric environment and have some unique weather systems, as well as climate characteristics. Perhaps surprisingly to many, the polar atmosphere is governed by the same physical principles that operate in middle latitude and tropical regions. This course will use the context of the Arctic and Antarctic to introduce and discuss the thermodynamic, radiative, and precipitation processes in the atmosphere. Additional topics that will be discussed include Polar lows, interactions between the atmosphere, cryosphere, and ocean, and stratospheric ozone. Related to many of these topics, we will use current, relevant data sets and collect our own measurements in a local winter environment to compare to observations from Polar regions. (Laird, Spring, offered alternate years)

**265 Weather Measurements** New atmospheric observation systems are being introduced frequently with the accelerated development of technology in today's world. This course will describe methods and instrumentation used to collect direct and remotely sensed observations of the atmosphere. Directly measured quantities discussed will include temperature, pressure, moisture, wind, and solar radiation. Atmospheric remote sensing of clouds, precipitation, and air motion by weather radars, satellites, profilers, and lidars will also be examined. Students will gain experience in observation techniques and data interpretation, and will learn about uncertainty and error assessment using basic statistical analysis methods. Prerequisite: GEO 182. (Laird, Spring, offered alternate years)

**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 184 and GEO 186; or permission of instructor. (Curtin, Spring, offered alternate years)

**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 are required weekend field trips. Prerequisites: GEO 184 and GEO 186, 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, Spring, offered alternate years)

**299 Geoscience Field Studies** The course is designed to introduce you to field-based scientific investigations in an intensive two-week course. We will conduct several mapping and data collection projects that will provide you experience with field observations in areas of geology, meteorology, and climatology. Students completing the course receive one full course credit. The course is offered as credit/no credit and can be counted toward a Geoscience major or minor. (Offered annually)

**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. Note: There are required weekend field trips. Prerequisite: GEO 184. (Curtin, Fall, 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 184 and GEO 186, 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 are required. Prerequisite: GEO 240. CHEM 280 is also recommended. (McKinney, Fall, offered alternate years)

**350 Synoptic-Dynamic Meteorology** Synoptic and dynamic meteorology are the cornerstones of meteorological forecasting and the foundation of modern weather prediction computer models. Synoptic meteorology describes large-scale atmospheric weather systems, while dynamic meteorology quantitatively utilizes mathematical equations to explain atmospheric motion. This course will examine common synoptic-scale weather features such as mid-latitude cyclones, jet streams, and other large-scale aspects of tropospheric weather systems, by relating near real-time atmospheric conditions to the mathematics that govern atmospheric motion and structure. Students will make regular use of archived atmospheric datasets and numerical models along with the current weather to develop and interpret the atmospheric equations of motion in terms of sensible weather. Prerequisites: GEO 260 and MATH 130. (Metz, Fall, offered alternate years)

**351 Synoptic-Dynamic Meteorology II** The second semester of synoptic-dynamic meteorology will continue to intertwine the qualitative study of large-scale atmospheric weather systems, with the quantitative mathematical equations of atmospheric motion. This course will focus on advanced meteorological topics such as quasi-geostrophic theory, potential vorticity, baroclinic instability, frontogenesis, ensemble forecasting, atmospheric waves, and instabilities. Students will utilize numerical model simulations along with current atmospheric data to explore the large-scale meteorological circulation from both a theoretical and observational viewpoint. Prerequisite: GEO 350. (Metz, Spring, offered alternate years)

**355 Mesoscale and Severe Weather** Many of the most destructive, severe and awe-inspiring weather events, such as tornadoes, squall lines, hurricanes, and lake-effect snow occur with spatial and temporal dimensions described as mesoscale. Mesoscale meteorology typically encompasses atmospheric phenomena that are smaller than 1000 km in size. Thus, in addition to severe weather systems, this course will investigate fronts, mountain wind systems, land-sea breezes, and precipitation bands, with a focus on the processes and dynamics that govern their formation and distribution. Mesoscale weather is inherently difficult to predict given the relatively small size and complex nature of the various phenomena. In order to facilitate investigation of mesoscale meteorology and severe weather, this class will regularly utilize archived meteorological measurements, mesoscale computer models, and current observations of the atmosphere, which continuously provides interesting and dynamic situations to learn from. Prerequisite: GEO 260. (Metz, Spring, 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. (Laird, Spring, offered alternate years)

**365 Environmental Meteorology** The atmospheric boundary layer can be viewed as the most important layer of the atmosphere since it directly impacts humans, animals, plants and the Earth's surface. Additionally, it is within this portion of the atmosphere where pollutants are typically introduced to the air and directly influence air quality through their transport and dispersion. In this course, we will examine the relationships and controls on the transfer

of properties (mass, energy, and moisture) between the Earth's surface and the overlying atmosphere, and within the atmospheric boundary layer itself. We will examine the sources, sinks, and transport of atmospheric pollutants under a variety of atmospheric conditions. To achieve these goals, we will use current, relevant data sets and conduct analyses to examine properties of the atmospheric boundary layer and pollutant transport. *Prerequisites: GEO 182 and PHYS 150.* (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 184. (McKinney, Fall, offered alternate years)

**390 Gondwana** Formed in the latest Proterozoic and finally rifting apart in the Cretaceous, the supercontinent Gondwana lasted around 500 million years, making it one of the Earth's most enduring features. The complex history of its assembly and eventual breakup, its dramatic range of topographic and climatic variation, and its remarkable biological passengers make up a fascinating chapter of Earth history. In this course we will probe the history of Gondwana from tectonic, climatic, and evolutionary viewpoints, integrating the data into a coherent narrative. Discussion of readings from the primary literature are an integral part of this course. Prerequisite: GEO 184 and GEO 290. (Kendrick, offered annually)

**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 intercultural 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 intercultural competence as its guiding principle, 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.

All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major/minor.

### **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, GERM 301, and two further 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 course must be upper-level German course. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

### **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 GERM 301, 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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

### **CROSS LISTED COURSES**

#### *Cultural Legacies*

ARTH	226	Northern Renaissance Art
ARTH	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, as well as for GERM 201, 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 intercultural competence is the overriding goal. Completing the *Auf geht's!* course materials, GERM 201 both solidifies and expands upon students' linguistic proficiency and challenges them to be intercultural learners. (Offered annually)

**202 Intermediate German II** Fourth-semester German is designed to develop further the skills acquired in previous semesters. Moving beyond the *Auf geht's!* curriculum, the thematic content of GERM 202 varies from year to year, but possible topics include German detective stories (*Krimis*), or radio plays. Intercultural competence plays a prominent role in course work as students conceive and design of intercultural projects to present their knowledge of culture in a public forum. (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 improving 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 in various forms and expressions. Besides learning about canonical texts and figures, students will also explore film, music, politics, and pop-culture as contributors to the culture of central Europe. In addition, the skills that constitute intercultural competence are also developed and honed via projects, for example the role of geography in the construction of German culture. 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. 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 aesthetic 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 **Imagining the Self: the Bildungsroman** This course focuses on German novels from the 18th through the 20th centuries and takes as its guiding concept the paradox of the Self: the Self is a stabilizing yet fluid construct. The Self, or a “stable” identity, is vital to feel secure in a volatile modern world; yet to secure a stable identity over time, one must constantly integrate the volatility of the world into the Self—the individual is forced to re-write and re-imagine his/her identity over time to remain a (seemingly) stable entity. Besides this paradox, the class will explore the mutually-constitutive dialogue between identity and culture, between the individual and society, and between aesthetics and intellectual currents from the Enlightenment through postmodernism. Along with critical literature on the Bildungsroman, we will read novels by Goethe, Novalis, Thomas Mann and Patrick Süskind. (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  
Kristy Kenyon, Biology  
Justin Miller, Chemistry and HP Committee Chair  
Erin Pelkey, Chemistry  
Scott MacPhail, Health Professions Counselor

Hobart and William Smith Colleges have a record of excellence in the health professions. HWS graduates gain admission to highly selective programs, and our alumni go on to become leaders in their fields. Our small class sizes, high-quality faculty, strength in the sciences, and community of collaborative, diverse and high-achieving students promote strong learning outcomes. Professional schools know this, and value our graduates for what they learn at HWS and for our graduates' records of success in taking on new challenges after college.

At HWS, health professions advising is individualized. In addition to the information provided on the Health Professions webpage, the Health Professions Advising Office, located in the Salisbury Center for Career Services and Professional Development, maintains a wealth of additional resources. Materials are regularly posted to the Health Professions Group on Blackboard. Workshops, guest speakers, information sessions and other special opportunities are widely advertised on campus and shared with students through a health professions email distribution list.

### **Health Professions Club**

This active, student-run group sponsors multiple health professions related programs both on and off campus.

### **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. HWS has partnered with Finger Lakes Health and a number of other local providers. Interns commit to 50 hours of shadowing/volunteer time during the semester. The Health Professions Advising Office can also arrange short-term job shadowing and off-campus experiences.

### **Blackwell Medical Scholarship Program**

Qualified high school seniors are considered for admission to this combined BA/BS and MD program. Those who meet and maintain the standards of the program are guaranteed a seat at the College of Medicine at SUNY Upstate Medical University upon graduation from Hobart and William Smith Colleges. See the HWS Admissions webpage for more information about criteria and application materials.

### **Early Assurance Programs**

SUNY at Buffalo School of Medicine and SUNY Upstate Medical University both allow qualified students to apply and be accepted to medical school at the end of the sophomore year.

The Health Profession Advisory Committee (HPAC), comprised of faculty members, administrators, and the health professions counselor, advises students regarding all aspects of the application process.

## **THE PROGRAM**

### **Majors and Minors**

Pre-health students can and should major in disciplines that they are passionate about. While many pre-health students select majors in the sciences, this is often not required. The minor in Health Care Professions is a popular choice, but students can and should also minor in a subject of interest. Minors in foreign languages, Public Policy, Women's or Men's Studies, International Relations, Child Advocacy, or a host of others could serve pre-health students well.

### *Prerequisite courses*

Health professional schools set prerequisites for gaining admission to their programs. Students should consult regularly with their faculty advisers and the Health Professions Adviser to plan an academic program that best prepares them for their chosen profession. Information is also available on the Health Professions webpage and the Health Professions Group on Blackboard.

### Standardized Exams

Prerequisite courses are the best initial preparation for standardized exams such as the MCAT, DAT and PCAT. Exams must be taken a year (or more) before entry into professional school. The Health Professions Counselor can provide additional information about exams and how best to prepare for them.

### THE HEALTH PROFESSIONS MINOR

The health professions minor enables students to study health care from a variety of perspectives in the social sciences and the humanities. Tier 1 courses and experiences directly focus on health care related topics, while Tier 2 courses engage with issues that often impact human health or provide skills useful to health care professionals. Note that the minor is not a pre-professional program, and you should consult with the health professions adviser for information about prerequisites for admission to professional training programs in health care fields.

The Health Professions Advisory Committee Chair acts as the program coordinator and approves all minor declarations and audits. In addition to the courses listed below, selected courses may be taken abroad and designated as Tier 1 or Tier 2 with the approval of HPAC.

**\*\*Note:** The curriculum for the minor is being revised. Students should check the online catalog and the Health Professions web page for the most up-to-date information.

#### Requirements

A minimum of six courses, internships or certifications, all of which must be unique to the minor.

At least three courses must be from Tier 1. No more than three 100-level courses.

#### Tier 1: At least three of these courses or experiences

ANTH	341/441	Making Babies (offered alternate years)
BIDS	(SOC) 295	Alcohol Use and Abuse (offered occasionally)
DAN	305	Somatics (offered alternate years)
ENG	115	Stories of Illness and Healing (offered only in Spring, 2013)
ENG	328	Health & Social Justice (offered only in Spring, 2013)
ENG	372	Cultures of Medicine (no longer offered)
HIST	313	Darwin and the Darwinian Revolution (offered in fall semesters alternating with HIST 325)
HIST	321	The Evolution of Human Emotion (offered every spring)
HIST	325	Medicine in Modern Europe (offered in fall semesters alternating with HIST 313)
HIST	371	Life-Cycles in History (offered every fall)
MDSC	307	Medicine and Society (offered every 2 to 3 years)
PHIL	156	Biomedical Ethics (offered 3 out of every 4 semesters)
PSY	203	Introduction to Child Psychology & Human Development (EDUC 202 Human Growth & Development may be substituted for PSY 203) (offered annually)
PSY	205	Adolescent Psychology (offered annually)
PSY	221	Introduction to Psychopathology (offered annually)
REL	213	Death & Dying (offered annually)
WMST	204	Politics of Health (offered at least in alternate years, alternating with WMST 362)
WMST	211	Place and Health (no longer offered)
WMST	362	Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)
HCP	450	An appropriate Independent Study approved by HPAC

An HWS-sponsored Hospital Internship (50-60 hours) OR EMT Certification

#### Tier 2: Additional Courses

AFS	200	Ghettoscapes (offered alternate years)
ANTH	10	Introduction to Cultural Anthropology (offered every semester)
ANTH	205	Race, Class, Ethnicity (offered alternate years)
ANTH	220	Sex Roles: A Cross Cultural Perspective (offered annually)
DAN	225	Anatomy and Kinesiology (alternate years)
HIST	151	Food Systems in History (offered every semester)
ECON	122	Economics of Caring (offered every fall)
ECON	160	Principles of Economics (offered every semester)
ECON	248	Poverty & Welfare (offered alternate years)
ENG	213	19th Century American Literature and Women Healers (no longer offered)

PHIL	157	Multicultural Ethics (offered alternate years)
PHIL	234	What Should I Do? Possible Answers (offered occasionally)
PHIL	235	Morality & Self-Interest (offered at least in alternate years)
PHIL	315	Social Justice (offered at least in alternate years)
PSY	100	Introduction to Psychology (offered every semester)
PSY	245	Cross-Cultural Psychology (offered once a year)
REL	260	Religion and Philosophy from a Global Perspective (offered alternate years)
SOC	100	Introduction to Sociology (offered every semester)
SOC	221	Race and Ethnic Relations (offered every year)
SOC	224	Social Deviance (offered every year)
SOC	225	Sociology of Family (offered alternate years)
SOC	226	Sociology of Sex and Gender (offered alternate years)
SOC	241	Sociology of Sport (offered occasionally)
SPAN	101 & 102	Beginning Spanish I and II (counts as two credits toward the minor)
SPAN	102, 121, 122, 203, 204	(up to 2 Spanish language courses at the 102 level or above)
WMST	100	Intro to Women's Studies (offered every semester)
WMST	220	The Body Politic (offered occasionally)
WMST	305	Food, Feminism and Health (offered occasionally)
WRRH	351	The Science Beat (offered alternate years)
WRRH	352	Writing in the Professional Workplace (offered alternate years)

\*½-credit, must be taken twice to count towards the minor

^Spanish language courses can be counted toward the minor, to a maximum of two such courses. SPAN 101 (or the equivalent) can only be used for the minor if the student also completes SPAN 102. The idea is to give the participant a foundation for communicating with the increasing number of Spanish-speaking Americans. If your career plans in health care make another language desirable, up to two courses in a language other than Spanish can be incorporated similarly into the minor. Permission of your minor adviser AND the Health Professions Advisory Committee Chair must be obtained BEFORE you embark on any language other than Spanish toward the Health Professions minor.

Examples of coursework for a Health Care Minor

Example 1:

Tier 1: PHIL 156, PSY 203, PSY 205

Tier 1 or 2: PSY 100, ANTH 205, Internship

Example 2:

Tier 1: HIST 371, REL 213, Internship

Tier 1 or 2: HIST 151, SOC 100, ENG 213

## History

### *Department Faculty*

Mathew Kadane, Associate Professor, Chair

Mathew Crow, Assistant Professor

Maureen Flynn, Professor

Laura Free, Associate Professor

William Harris, Instructor

Clifton Hood, Professor

Derek Linton, Professor

Susanne E. McNally, Professor

Colby Ristow, Assistant Professor

Daniel J. Singal, Professor

Elizabeth Thornberry, Assistant Professor

Lisa Yoshikawa, Assistant Professor

Historians seek to understand what humanity is by investigating what humanity has done. The Department of History conceives the human community:

- 1) in time, attempting not merely to chronicle events but to explain events in their various connections;
- 2) in space, juxtaposing events and their explanations in one part of the world with events and explanations in other parts of the world; and
- 3) in a system of analytic categories, exploiting every explanatory feature of the humanistic disciplines and of the social and natural sciences that offers insight into human thought and activity in the past.

The History Department offers a disciplinary major and minor. All history majors select an area of concentration by their junior year (see below). The area of concentration may be geographic (African and Middle Eastern, North American, Latin American, Asian, and European [including Russian]); thematic (for example: industrialism, gender, revolutions); or chronological (medieval, early modern, modern). All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major/minor.

### **REQUIREMENTS FOR THE MAJOR (B.A.)**

#### *disciplinary, 10 courses*

At least two 100-level introductory courses (EUST 102 and ASN 101) may substitute for one or more introductory history courses); four 200-level or higher history courses in one area of concentration (geographic, thematic, or chronological); four additional history courses, only one of which may be at the 100-level. Of the 10 courses in the major, at least three courses must cover different geographical areas. At least two of the 10 courses for the major must be at the 300-level or above. At least one of the 300-level or higher courses must be a research seminar, history independent study, or history honors project. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

### **REQUIREMENTS FOR THE MINOR**

#### *disciplinary, 5 courses*

At least one 100-level introductory course (EUST 102 and ASN 101 may substitute for one or more introductory history courses); at least one 300- or 400-level history course; three additional history courses, not more than one of which may be at the 100-level. At least two of the courses must be in two different geographic areas. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### **COURSE CONCENTRATIONS**

#### *Introductory Courses*

ASN	101	Foundations of Asian Studies
HIST	101	Foundations of European Society
HIST	102	Making of the Modern World
HIST	103	Early Modern Europe
HIST	105	Introduction to the American Experience
HIST	111	Topics in Introductory American History
HIST	151	Food Systems in History
HIST	190	History in East Asia
HIST	212	Historical Research Methods

### *African and Middle Eastern History*

BIDS	235	Third World Experience
HIST	203	Gender in Africa
HIST	283	South Africa in Transition
HIST	284	Africa: From Colonialism to Neocolonialism
HIST	285	The Middle East: Roots of Conflict
HIST	331	Law in Africa
HIST	332	Slavery in Africa
HIST	364	The African Predicament
HIST	380	History of North Africa
HIST	461	Seminar: War and Peace in the Middle East
HIST	465	Seminar: Revolution in the 3rd World
HIST	472	Seminar: Africa through the Novel

### *Asian History*

HIST	190	History in East Asia
HIST	202	Japan Since 1868
HIST	292	Japan Before 1868
HIST	298	Exploring Modern China
HIST	320	History and Memory in the Asia-Pacific War
HIST	324	Qing and Tokugawa
HIST	392	Seminar: Japanese History-Topics
HIST	394	Russia and Central Asia
HIST	396	History and the Fate of Socialism: Russia and China
HIST	492	Seminar: Chinese History
HIST	493	Seminar: Japanese History

### *European History*

HIST	201	Tudor-Stuart Britain
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 19th Century Russia
HIST	261	20th Century Russia
HIST	263	The Russian Land from 1000-2000
HIST	264	Modern European City
HIST	272	Nazi Germany
HIST	276	The Age of Dictators
HIST	286	Plants and Empire
HIST	301	The Enlightenment
HIST	313	Darwin and the Darwinian Revolution
HIST	318	Seminar: Making of the Individualist Self
HIST	319	Seminar: Puritanism: 1560-2000
HIST	321	The Evolution of Human Emotion
HIST	325	Seminar: Medicine and Public Health in Modern Europe
HIST	371	Life Cycles in History
HIST	375	Seminar: Western Civilization and Its Discontent
HIST	394	Russia and Central Asia
HIST	395	Asia & European Expansion
HIST	396	History and the Fate of Socialism: Russia and China
HIST	473	Seminar: Britain in the Age of Industry and Empire

### *U.S. History*

HIST	206	Colonial America
HIST	207	American Revolution
HIST	208	Women in American History
HIST	214	Labor in America
HIST	215	American Urban History
HIST	227	African American History I: The Early Era
HIST	228	African American History II: The Modern Era
HIST	229	Public History
HIST	233	History of American Thought to 1865
HIST	234	History of American Thought from 1865 to Present
HIST	240	Immigration and Ethnicity in America
HIST	243	US Legal and Constitutional History to 1865

HIST	244	US Legal and Constitutional History Since 1865
HIST	246	American Environmental History
HIST	300	Race & Violence in American History
HIST	304	The Early American Republic: 1789-1840
HIST	305	American Colonial History
HIST	306	Civil War and Reconstruction: 1840-1877
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	317	Women's Rights Movements in the U.S.
HIST	322	Slavery in Americas
HIST	323	Enterprise & Society
HIST	340	Seminar: Faulkner and History
HIST	352	Seminar: Wealth, Power & Prestige: The Upper Class in American History
HIST	397	Seminar: Environmental History
HIST	462	Seminar: Civil Rights
HIST	463	Seminar: Topics in American History
HIST	471	Seminar: Civil War in American Memory

#### *Latin American History*

HIST	205	Modern Mexican History
HIST	226	Colonial Latin America
HIST	231	Modern Latin America
HIST	327	Seminar: Human Rights: Cold War & US Intervention in Central America
HIST	330	The Mexican Revolution
LTAM	210	Perspectives on Latin America

#### **ADVANCED COURSES**

HIST	450	Independent Study
HIST	495	Honors
HIST	499	History Internship

#### **COURSE DESCRIPTIONS**

**ASN 101 Foundations of Asian Studies** 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)

**107 Trekking through Asia** Welcome to the “Asian Century.” Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world’s top economies. Asia contains six of the world’s ten largest countries, and is home to over half of the world’s population and two of the world’s major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of the world. Join us on the journey!

**111 Topics in Introductory American History** These courses investigate different topics, but they all explore critical episodes or themes in American history to help you: 1) understand the complex nature of the historical record; 2) engage in historical inquiry, research, and analysis; 3) craft historical narrative and argument ; and 4 ) practice historical thinking in order to better understand and engage with present-day society. Prerequisites: none. ( Offered every 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)

**203 Gender in Africa** From the mid-nineteenth century to the present, African conceptions of gender and sexuality have undergone dramatic change as a result of encounters with European colonialism, the spread of major world

religions, the growth of market economies, large-scale urbanization, and the spread of new diseases such as HIV/AIDS. African feminist movements have emerged as a political force, and have challenged Western conceptions of feminism on the international stage. This class will examine the causes of these developments, as well as their consequences for African economic, social and political history and their likely implications for the future. (Thornberry)

**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)

**206 Colonial America** This course examines the transplanted 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)

**207 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)

**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 precontact 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)

**229 Public History** This course will examine the origins and evolution of public history from the 19th to the 21st centuries. Public history blends academic research and a wide variety of production skills to engage popular audiences in discovering history; museum exhibits, television networks such as The History Channel, and national historical sites are examples of public history. We will develop critical thinking skills by visiting exhibits; viewing documentaries; reading historic markers, brochures, and popular books; and evaluating the content of public history websites. The course will explore the wide range of public history career options and examine the required skills. We will be creating public history products throughout the course. Prerequisites: No first year students; at least one 100-level history course. (Marks, 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)

**233 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)

**234 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)

**235 The Civil War & Reconstruction, 1840-1877** In America's mid-nineteenth century, rising tensions over slavery's expansion, diverging ideas about federalism, and polarizing sectional identities erupted into violence, leading to four years of protracted, brutal war. The outcome was nothing less than revolutionary: the nation's political structures, economic systems, and social hierarchies were transformed. Paying careful attention to Americans' lived experiences, in this course we will seek 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.

**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)

**243 US Legal and Constitutional History to 1896** This course examines the development of constitutionalism in what would become the United States from its origins in medieval and early modern English law and institutions to the ratification of the US Constitution, the codification of slavery, the Marshall Court, expansion policy, the American Civil War, Reconstruction and segregation, and the ramifications of the industrial revolution in America for the power of the state. Major themes include the legacy of colonial and imperial governance for subsequent American history, the changing politics of constitutional interpretation, and the shifting grounds of legitimacy for the exercise of power on the national level.

**244 US Legal and Constitutional History from 1896 to the Present** This course will examine the history of American constitutionalism and constitutional politics from Jim Crow segregation and the pinnacle of the Gilded Age through to progressivism, legal realism and pragmatism as modes of constitutional interpretation, the New Deal and the Supreme Court, the Civil rights Movement, modern struggles over abortion, affirmative action, the Equal Rights Amendment, and gay rights, originalism and the impact of the rise of modern conservatism, the imperial presidency, and the constitutional implications of the threat of terrorism and the condition of perpetual war. Major themes will include the status of the Constitution in national political life, the dramatic increase in the size and power of the state, and the relationship between political conflict, social change, and economic development on the one hand and constitutionalism on the other.

**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 Race & Violence in American History** American society emerged, at least in part, through the labor of slavery, the "removal" of Native Americans from the western frontier, and from Chinese aid in building the Transcontinental Railroad. The nation's promise of freedom and equality came to fruition alongside a legacy of the Ku Klux Klan, Jim Crow, and the struggles of the Modern Civil Rights Movement. As such, a full understanding of the history of America requires an examination of the centrality of race and racial violence in the American experience. This course is not designed to make heroes, villains or victims out of those involved, but rather to raise questions concerning the role that various acts of racial violence played in shaping American culture and society. Did concepts of race lead to the brutality of slavery, or was racism a consequence of this abusive system? Did preconceived ideas of difference and "savagery" create conditions for western expansion? How did concepts of race determine who would be included or excluded from various segments of society, and in what ways was violence used to control those deemed the 'other'? These questions and more will be addressed through the use of a variety of texts and films throughout the semester. (Harris)

**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)

**305 Shōwa Through the Silver Screen** Shōwa (1926-1989), the reign of Hirohito, is most often associated with Japan's plunge into multiple wars, its occupation by a foreign nation, and its economic recovery to become the second largest economy in the world. Less explored is Showa as the heyday of Japanese cinema. While motion pictures were first introduced to Japan in the late 19th century, domestic production only took off in the 1920s to the 1930s. Following the Asia-Pacific Wars, Japanese film gained worldwide popularity in the 1950s and 1960s with directors such as Kurosawa Akira, Ozu Yasujiro, and Mizoguchi Kenji gaining international recognition. By the end of Showa, Japanese cinema was in decline as other forms of entertainment overshadowed movie-going and a massive recession affected the film industry. This course explores the history of the Showa period using films as artifacts of Japanese perspectives into their state and society and the Japanese role in the Asia-Pacific region and the world.

**306 Sem: The Civil War and Reconstruction—America's Second Revolution** This seminar-style course is a follow up to History 235, exploring in greater depth and complexity the causes and outcomes of the American Civil War. Some questions we may consider: Why did the War begin? What role did slavery's expansion play? How did Americans understand the idea of "Union"? Why did they engage in "total war"? How did the massive casualty rate change how people experienced and understood death? How did the formerly enslaved claim power in the post-war period? Was Reconstruction a failure? Why does the Civil War continue to matter? Ultimately, we will hope to better understand why Americans went to war with themselves in the mid-nineteenth century, and how that war transformed the nation.

**308 The Historian's Craft** This course will introduce the methods and theories that have been particularly influential in shaping the work and profession of historians in the last several decades. Attention will be given to a broad range of approaches, with the goal of understanding the arguments, assumptions, and perspectives that mold our sense of the past.

**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)

**315 Contemporary America: The United States, 1974-the Present** This course examines the history of the United States since the mid-1970s, including diverse approaches such as political, social, economic and cultural history, as well as U. S. foreign policy. Topics discussed include the cultural shift of the 1970s, the gay rights movement, the environmental movement, the Reagan and Gingrich revolutions, new immigrants and demographic shifts, third wave feminism, the development of the internet, the two Iraq wars, the American reaction to 9/11, and the entrenchment of the red/blue state divide. Special attention is paid to the connection between cultural and political change and to the increasing diversity of American society and culture. **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)

**323 Enterprise & Society** 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)

**324 Qing and Tokugawa** In 1600, Tokugawa Ieyasu ended decades-long civil war on Japanese archipelago, “united” the realm, and founded the Edo (Tokugawa) period. In 1644, the Manchu overthrew the Chinese Ming dynasty and established the Qing rule. Both regimes lasted for 268 years, until 1868 and 1912. This course explores the political, social, economic, ecological, cultural, and intellectual histories of these two regimes. Through examination of major secondary sources on these topics, students will become familiar with the recent historiographical trends in the two subjects. They will also assess the relevance of comparative or parallel historical approaches when studying these two important eras in North East Asia. (Yoshikawa, 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)

**327 Seminar: Human Rights: Cold War & U.S. Intervention in Central America** This seminar will investigate massive human rights violations, their documentation’s, and the peace process in Central America in the second half of the twentieth century, with a special focus in the role of United States’ intervention. During the Cold War, no region in the world was more integrated into the security strategy and political economy of the United States that was Central America, and nowhere did the transformation of U.S. foreign policy from the principle of national self-determination to overt military and economic imperialism ring clearer. At the same time, no region in the world experienced more egregious and violent crimes against human rights than, in particular, Guatemala, El Salvador, and Nicaragua. While these governments actively thwarted and violently suppressed democratic social movements, revolutionary forces, and regimes committed to social justice, the United States used civil conflicts in the region as a pretext for intervention, and

actively aided in their escalation. That said, the U.S. government's support for brutally repressive regimes in Central America also generated a powerful humanitarian response both within the United States and in the international community. Finally, this course will examine how humanitarian instruments and organizations sought to uncover the truth about human rights abuses, negotiate peace, and, less successfully, implement justice in Central America. Prerequisites: At least one course in Latin American Studies or cross-listed, or instructor permission. (Ristow, Spring, offered alternate years)

**330 The Mexican Revolution** The first "great" revolution of the twentieth century, the Mexican Revolution of 1910 transformed Mexican political culture and shaped the modern Mexican State. In this course we will study the coming and process of the Mexican Revolution from its nineteenth-century roots, through a decade of violence, terror, and hunger (1910-1920). We will examine how the process of revolution expanded the Mexican State to include previously excluded groups in a new political sphere. Specifically, we will look at land reform, class politics, racial ideology, public education, patriarchy, religion, and popular art to get a sense of how Mexico changed with the Revolution. Finally, we will address the question that has haunted Mexican politics to the present day: did Mexico even have a revolution? (Ristow)

**331 Law in Africa** Contemporary African legal systems combine many different forms of law, from precolonial "customary law" to shari'a to constitutions that explicitly protect human rights. The legal systems of some countries contain all three of these types of law, and more. In this class, we will explore the roots of Africa's legal pluralism. We will analyze the way that precolonial systems of "customary law" were changed by European colonization, the writing of African constitutions during decolonization, the spread of Islamic law, and the development of new forms of international law such as the International Criminal Court. (Thornberry, offered alternate years)

**332 Slavery in Africa** Between 1525 and 1875, more than 12.5 million Africans departed the continent as part of the trans-Atlantic slave trade. How did this massive forced migration change the continent? Why did some African rulers participate in the slave trade? How did the trans-Atlantic slave trade change the institution of slavery in Africa itself? Did the trans-Atlantic slave trade contribute to later forms of political instability in Africa? In this class, we will trace the political, social, economic, and cultural impact of the rise and fall of the trans-Atlantic slave trade on the African continent. (Thornberry, offered alternate years)

**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)

**341 Beyond Sprawl: Suburb and City in Modern America** Since World War II, American cities have experienced drastic transformations of suburbanization, urban decline, gentrification, a regional shift from the East to the West and the South, the energy crisis, and the application of information technologies. This course provides an historical perspective on these social and spatial transformations. Using the literature of urban history, we will examine the social dynamics, economic forces, government decisions, and cultural values that are responsible for creating the form and structure of today's American metropolis.

**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)

**375 Seminar: Western Civilization and Its Discontent** 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)

**392 Seminar: Japanese History-Topics** 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)

**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)

**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)

**467 Seminar: American Pragmatism in Historical Context** Pragmatism was the single most important philosophical school to be born in the United States; it also broadened out to include a great deal of social activism and social thought in the progressive era. This class will examine the intellectual history of the movement, including serious discussion of its major thinkers, with particular attention to Charles Sanders Peirce, William James and John Dewey, considering their ideas within the broader historical context in which Pragmatic thought arose. Some attention will also be paid to the more recent revival of pragmatic thought, spurred by the work of Richard Rorty. Is there something particularly American about Pragmatic thought, or was its origins in this country mere happenstance?

**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)

# 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**

HIST	269	Modern Germany: 1764-1996
HIST	271	Nazi Germany
HIST	237	Europe Since the War
HIST	238	The World Wars in Global Perspective
REL	271	History of the Holocaust
REL	401	Literary and Theological Responses to the Holocaust

### **Core Group 2**

HIST	276	The Age of Dictators
PHIL	130	Moral Dilemmas: Limiting Liberty
POL	180	Introduction to International Relations
POL	348	Racism and Other Hatreds
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

### **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

The Individual Majors program provides students with the opportunity to create an individually tailored major when the focus of study lies outside an established departmental or program-based major, or combines multiple disciplines. To create an Individual Majors proposal, the student works closely with a faculty adviser and designs a specific curriculum of study and articulates the goals and scope of the major. The Individual Majors Committee reviews each student's proposal and decides whether to approve the major, require changes, or ask for revisions. Once an Individual Major is approved, any subsequent changes to the student's curriculum must be approved by the Individual Majors Committee and the student's adviser. While most Individual Majors earn a B.A., it is possible to plan a program of study which results in a B.S. degree; this requires 16 courses in the natural sciences division and the prior approval of the Individual Majors Committee.

Courses to be counted toward an Individual Major must be passed with a grade of C- or better, including courses taken credit/no credit if the student receives "Credit." The Individual Majors Committee takes the role of departmental/program chair for certifying the student's program of study (senior audit) and provides feedback on course availability, registration, and scheduling.

The process of designing and receiving approval for an Individual Major requires a substantial time commitment. Students who are interested in pursuing an Individual Major are encouraged to begin the process in their sophomore year by contacting a faculty advisor and the Individual Majors Committee.

## International Relations

### *Program Faculty*

Christopher Annear, Anthropology  
Kevin Dunn, Political Science  
Jack Harris, Sociology  
Matthew Kadane, History  
Judith McKinney, Economics  
Scott McKinney, Economics, Coordinator  
David Ost, Political Science  
Thelma Pinto, Africana Studies  
Colby Ristow, History  
Jason Rodriguez, Anthropology  
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 and international trade as an established subfield of economics. 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 history and anthropology, 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 ALST 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:**

ANTH	212	NGOs and Development
ECON	233	Comparative Economics
ECON	344	Economic Development
POL	248	Politics of Development
POL	254	Globalization
SOC	240	Gender and Development

#### **Politics, Culture and Identity**

##### **Keystone Courses:**

ALST	240	Third World 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.

## Japanese

### *Program Faculty*

James-Henry Holland II, Asian Studies, Coordinator

The Japanese Program is very strong, and we are proud of what our students accomplish. Classes meet five days a week, and are team-taught: two days a week we explain grammar and Japanese culture in English, and three days a week you'll be taught by a very experienced native-speaking drill instructor. We teach you about the language, and make sure you get plenty of practice actually using Japanese as well. We want our students to be confident and comfortable when they use Japanese.

The Colleges do not offer a major or minor in Japanese, but interdisciplinary majors or minors in Asian Studies can include a large Japanese language component. For such a major, four language credits are required, and up to seven credits may be applied. For an Asian Studies minor, two credits are required, and up to four credits are possible. Asian Studies has a wide array of courses that deal with Japan, a much better selection than most other liberal arts colleges. For details, please see the Asian Studies section.

The Japanese Program sponsors the student anime (Japanese animation) club, and students are encouraged to become involved.

For students who take a lot of Japanese, we have a program in Japan for the fall semester of their senior year. This is a language-intensive program, and it dovetails very nicely with the program at HWS.

After graduation, most students either work in Japan, work for a Japanese company in the U.S., or go to graduate school to do more research on Japan. The Japanese Program gives them the tools they need to succeed in these areas.

Please note that the Japanese sequence begins with JPN 101 in the spring semester, followed by JPN 102 the next fall. If you have already studied a lot of Japanese, and believe you should start somewhere other than with JPN 101, please contact Professor Holland as early as possible for a placement interview.

### **COURSE DESCRIPTIONS**

**101 Beginning Japanese I** This course provides an introduction to modern spoken Japanese. Open to seniors by permission only. (Holland, Spring, offered annually)

**102 Beginning Japanese II** This course is a continuation of JPN 101. Prerequisite: JPN 101 or placement by instructor. (Holland, Fall, offered annually)

**201 Intermediate Japanese I** Prerequisite: JPN 102 or placement by instructor. (Holland, Spring, offered annually)

**202 Intermediate Japanese II** Prerequisite: JPN 201 or placement by instructor. (Holland, Fall, offered annually)

**301 Advanced Japanese I** Prerequisite: JPN 202 or placement by instructor. (Holland, Spring, offered annually)

**302 Advanced Japanese II** Prerequisite: JPN 301 or placement by instructor. (Holland, Fall, offered annually)

**450 Independent Study**

## 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 the HWS Engineering Program Liaison, 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 Syracuse, 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. The Simon School offers Early Leaders and a traditional two-year program leading to a Master’s degree in Business, Finance, or Marketing. For more details, consult Pre-Business Adviser Warren Hamilton, Assistant Professor of Economics.

### Nursing

HWS and the University of Rochester School of Nursing have established a 4+3 program that provides third-year students a guaranteed seat in either the one-year post baccalaureate program leading to RN licensure or the three-year program leading to nurse practitioner certification.

For more details, contact the Health Professions Adviser, Salisbury Center for Career Services.

### 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) 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  
Neeta Bhasin, Writing and Rhetoric  
Michael Bogin, Art  
May Farnsworth, Spanish and Hispanic Studies  
Marilyn Jiménez, Africana Studies  
Juan Liébana, Spanish and Hispanic Studies  
Brenda Maiale, Anthropology  
Beth Newell, Biology  
Edgar Paiewonsky-Conde, Spanish and Hispanic Studies  
Colby Ristow, History  
Fernando Rodriguez-Mansilla, Spanish and Hispanic Studies  
Richard Salter, Religious Studies  
Caroline Travalia, Spanish and Hispanic Studies  
Carlos Villacorta Gonzales, Spanish and Hispanic Studies

The Latin American Studies program provides students with an understanding of the many facets of Latin America: its art, literature and history, culture, economics, politics, and environment. The program encourages its majors and minors to develop a theoretical framework for interpreting these facets and to build the skills in language and research methods that will enable them to work effectively in the area. The Latin American Studies program offers an interdisciplinary major and minor. Cross-listed courses, and many courses taken abroad through the programs in Ecuador/Peru, Brazil, Argentina, and elsewhere 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	Third World 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, C. Ristow, Spring)

**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  
Matthew Crow, History (committee member)  
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	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
HIST	337	History of American Thought since 1865
PHIL	232	Liberty and Community
PHIL	234	What Should I Do? Possible Answers
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, Bisexual and Transgender Studies

### *Program Faculty*

Leah Himmelhoch, Classics, Co-Coordinator  
James-Henry Holland II, Asian Studies, Co-Coordinator  
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  
Craig Rimmerman, Public Policy

Students in LGBT Studies explore the cultural and historical construction of sex, sexuality and gender in cross-cultural contexts. The program examines the lives of sexual and gender minorities throughout history, as well as the relation of gender and sexuality to the social body more generally. Among its primary concerns are the study of the embodiment, cultures, political formations, and creative expressions of queer and transgender people. It also fosters critical analysis of the formation of sexual and gender identities, and the role of sexuality and gender across human time and space. LGBT Studies is therefore not only for, by, or about LGBT people, but seeks to provide an analysis of sex and gender as they function in relation to human history and its cultural diversity.

LGBT Studies draws on methodologies from a range of fields in the humanities and social sciences, including history, anthropology, sociology, public policy, rhetoric, literary studies, religious studies, cultural studies and art history. Our students choose from a variety of introductory and advanced courses that theorize practices and concepts of sex, sexuality and gender within an intersectional framework.

A major or minor in LGBT Studies helps prepare students for careers in: Psychology and Counseling, Social Work, Health and Helping Professions, Education, Law, Politics, Media and Fine Arts, Business, Non-profits, Activism and Organizing. The program in Lesbian, Gay, Bisexual and Transgender 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).

**CROSS-LISTED 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	101	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	Third World 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
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

**101 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.

**201 Transgender Identities & Politics** This course expands the field of LGBT Studies by examining transgender history, identity formation, and politics. Additionally, it promotes student understanding of the cultural and historical construction of sex/gender from a specifically transgender perspective. The course asks students to analyze transgender identities through the framework of feminist, queer, anti-racist, and social justice perspectives, theorizing how transgender experiences intersect with ideas about sexuality, race, class, law, and kinship. In doing so, it challenges dominant assumptions about gender and sexual identities internal to both U.S. culture as well as feminist and LGB discourses. Course materials include books, films, and scholarly essays from a variety of disciplines, including history, anthropology, critical theory, philosophy, literature, legal studies, and film studies.

**203 Queer Popular Culture** Entertainments, recreation, social gatherings, and stage spectacles have a long and deep relationship to sexual and gender identities, communities, and the politics that emerge from them. In this course we will examine the history of queer gender and sexuality in relation to popular entertainment discourses and their deployment in burlesque halls, balls, theaters, musicals, music festivals, films, television, parades, and other spaces. Our approach will be primarily historical, as we consider how modern genders and sexualities are playfully forged via social interaction in spaces of entertainment. Our focus will be the United States in the 19th and 20th centuries. Students should emerge from the program with a sophisticated understanding of how popular media has related to the display and communication of sexual and gendered identities and communities. In addition to the physical environment, we will attend closely to representations on stage, and on screens both large and small. Both stage and screen are locations—often battlegrounds—where ideas about queer genders and sexualities are unfolded, communicated, and contested. We will study many films and some television. Our working assumption is that our classroom space can itself become a site for the intellectual pleasure of understanding gender and sexuality afresh.

**204 Bodies of Difference** This course brings queer studies and disability studies together to analyze modern scientific and institutional languages about the queer body, examining how the archive of queer self-documentation interacts with and confronts “official” forms of knowledge. The course engages critically with the development of modern science by tracing its cultural and political effects on queer and disabled bodies as these subjects historically reported them. It promotes an understanding of the limitations and oppressive institutional effects of scientific thought from the perspective of those labeled “crippled,” “deformed,” “perverted,” “criminal,” and “insane” by an emerging complex of discourses: medicine, psychiatry, the law, demographics, and capitalist economics. We will consider the political and historiographic qualities of memoir, poetry, painting, self-portraiture, performance art, ethnography and film as we analyze how diverse queer subjects have historically struggled to create and understand what life inside a “queer body” might mean.

**205 Sexuality and Israel/Palestine** This course will introduce the history, politics, and culture of Israel/Palestine in order to understand the impact of nationalism on daily life. One of the key aspects of the relationship between Israel/Palestine is the politics of sexuality, so we will simultaneously think critically about sexual identity and the histories of sexuality. Students will explore the connections between nationalism, sexual identity, and political economy. We will work through the ways nationalism constructs gender roles, and as a result, how advocating for the rights of gay, lesbian, bisexual, and transgender people must necessarily contend with nationalism. This class will analyze political rhetoric, strategies, and tactics within the context of the occupation, alongside films, literature, and personal essays. We will ask the following questions: Why is focusing on sexuality, particularly queer sexuality, important for understanding the relationship of Israel/Palestine? What defines LGBTQ rights and freedoms under occupation? What changes in our discussions of sexual politics in the context of the Middle East? How and when do LGBT Israelis and Palestinians come into contact with each other? What kinds of politics do they mobilize, together and apart?

**301 Queer Geographies and Migrations** This course explores the relations of historical queer identity-formation to cultural memory and aesthetic practice by addressing a series of interrelated questions: Are all LGBT people “queer?” Who do those categories enable and who do these terms exclude? What are the various historical relationships of sexual/gendered practices and politics to identity? How have LGBT/queer contact and culture been imagined and communicated over time/distance? How do desires and identities emerge through the stories of individual lives and through the stories of cultures? What role has aesthetic representation played in the creation and communication of the queer political imagination across time and space?

**304 Queer Theories** This course delves into the variety of theories developed by LGBTQ scholars and activists to theorize non- and anti-normative modes of sociality, sexuality, gender, politics, art, and cultural expression. The course prepares students for sophisticated analyses of conditions of social inequality and their grounding in gender, race, class, sexuality, and ability, and how these discourses themselves are formulated through hegemonically enforced ideas about nature and power. Queer theories interrogate categories of “the natural” and “the normative” and the manner in which these categories permit the creation of other, abjected categories such as “the deviant,” “the perverted,” and “the irrational.” Facility with queer theory gives students powerful discursive tools with which to decenter, deconstruct, and analyze systems of naturalized oppression.

**303 Queer Methods** Because the word “queer” asks that we question and destabilize systems and hierarchies, Queer Methods will explore the question of whether or not “queer methods” are possible what are they and how do we access them and use them? Situated as it is in both theory and social action, this course will focus on methods for both research and social action with a particular focus on praxis, cultural production, social action, and inclusivity-assuming that these are core concerns for queering inquiry and production. The course will approach the problem of “method” from a wide-range of interdisciplinary perspectives, considering how a range of LGBTQ scholars have attempted to queer methods. Students will also explore the ways these methods have both opened up new possibilities as well as restricted and restrained LGBTQ subjects. Finally, as part of their problematizing of these methods, students will also consider ways that queer subjects might call for new methods, what those may be, and will be encouraged to generate new methods.

**403 LGBTQ Senior Capstone Seminar** This senior seminar is a culminating experience for the major, requiring majors to engage in a sustained research/praxis project which brings together queer methods and theories and applies them to a socially engaged context. Students will also be exposed to the most recent debates and developments in the field, and be asked to situate their work in this context. Professional development will also be emphasized by bringing majors together to form community and intellectual exchange, preparing them to enter into a wider job market and/or graduate level studies with a no-traditional major.

# Mathematics

## In the Department of Mathematics and Computer Science

### *Department Faculty*

Stina Bridgeman, Associate Professor, Chair

David Belding, Associate Professor

Carol Critchlow, Associate Professor

David Eck, Professor

Jonathan Forde, Assistant Professor

Erika King, Associate Professor

Kevin Mitchell, Professor

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. A problem-solving lab is an integral part of the course. 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)

**115 Foundations & Problem Solving in Elementary Mathematics** Students will study the mathematical foundations of elementary school mathematics. This course will develop a student's abilities to reason mathematically, to solve mathematical problems, and to communicate mathematical ideas effectively. Primary attention will be devoted to mathematical reasoning in areas drawn from number systems and algebraic structures, number theory, algebra and geometry, probability and statistics, and discrete mathematics. Students will gain a deeper understanding of the nature and structure of mathematics and more specifically of how elementary school mathematics is embedded within the broader discipline of mathematics. ( Prerequisite: must be in the Teacher Education Program pursuing certification to teach in an elementary school setting.)

**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 an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (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, and linear transformations and their matrix representations. It is designed to develop an appreciation for the process of mathematical abstraction and the creation of a mathematical theory. Prerequisites: 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 theoretical 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)

**313 Graph Theory** A graph is an ordered pair  $(V, E)$  where  $V$  is a set of elements called vertices and  $E$  is a set of unordered pairs of elements of  $V$  called edges. This simple definition can be used to model many ideas and applications. While many of the earliest records of graph theory relate to the studies of strategies of games such as chess, mathematicians realized that graph theory is powerful well beyond the realm of recreational activity. In this class, we will begin by exploring the basic structures of graphs including connectivity, subgraphs, isomorphisms and trees. Then we will investigate some of the major results in areas of graph theory such as traversability, coloring and planarity. Course projects may also research other areas such as independence, domination, and matching. Prerequisites: MATH 135 and MATH 204. (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. Some past topics include combinatorics, numerical analysis, and wavelets. Prerequisites: 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

Gloria Kim, Post Doctoral Fellow

Liz Lyon, English

Patricia Mathews, Art

Allison McGuffie, Post Doctoral Fellow

Nicola Minnott-Ahl, English

Lisa Patti, Visiting Professor, Media & Society

Linda Robertson, Media and Society

Nick Ruth, Art

Leah Shafer, Media and Society

William Waller, Economics

Kristen Welsh, Russian Studies

“Media studies” refers to the examination of visual, aural, and textual information and entertainment that is reproduced and transmitted to mass audiences using a series of complex and changing technologies. HWS was among the first liberal arts colleges in the country to offer a major in Media Studies in 1966. From its inception, the Media and Society Program has fostered a sustained, sophisticated, and comprehensive analysis of the media’s pervasive cultural influence from a variety of perspectives and guided by two fundamental goals:

- To engage students in the critical analysis of the influences of the mass media from both the socio-political and cultural/artistic perspectives.
- To stimulate students to express their creative imaginations through self-expression in writing and the visual arts.

With these goals in mind, our classes emphasize how media and culture reflect, refract, manipulate, and interconnect with each other.

The central nature of the Media and Society program embodies the core principles of a liberal arts education that merges history, theory, and production to media studies and practice. The core concepts of media literacy we foster include: analytical and critical skills, historical consciousness, aesthetic theory and practice, and contemporary applications. Recognizing Media Studies as an inherently interdisciplinary field, classes at Hobart and William Smith Colleges intersect with a wide range of courses from various departments in the humanities, social sciences and the arts. These broad campus offerings are thoroughly integrated with core Media and Society courses that focus attention on fundamental issues relevant to exploring the formal elements and ubiquitous power of the media. Students are expected to engage in self-expression by exploring their creative capacities in at least one of the visual and plastic arts. This requirement for “hands on” experience is met through courses in documentary filmmaking, scriptwriting, digital editing, video gaming, photography, and digital design.

### **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 three core areas before deciding on a concentration. All majors are required to take at least one production course in the creative arts. Majors are required to complete cognate courses in American history or social consciousness and social or political theory. The major culminates with a required Senior Seminar. All courses to be counted for the major must be taken for a letter grade. To remain in good standing as a MDSC major, all courses must be completed with a C- or better. The internship is an elective which may be counted as part of any concentration.

The complete list of requirements for the major is:

- MDSC 100 (Introduction to Media and Society);
- MDSC 400 (Senior Seminar);
- In addition to MDSC 100 and 400, students must take at least four other MDSC classes (or approved equivalents).
- One course in each of three core competencies (a course used to fulfill a core competency cannot be used to fulfill the concentration requirements);
- Five courses to comprise a concentration
- 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 or political 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 cultural history of the fine arts or mass media; one course in critical analysis or media theory. 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. All courses to be counted for the minor must be taken for a letter grade.

#### **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 3 below. A course used to fulfill a core competency cannot be used to fulfill the concentration requirements.

#### **Core Competency 1: Techniques of Performance and Creativity**

(majors choose one):

ARTS		Any studio art course
DAN	200	Dance Composition I
DAN	300	Dance Composition II
DAN		900 series
DAT		A total of 1 full credit is required,
ENG		Any creative writing course
ENG	308	Screenwriting
MDSC	206	Script to Screen
MDSC	305	Film Editing I
MDSC	308	Film Editing II
MDSC	315	Introduction to Social Documentary
MUS		Private Instruction and Ensembles (1/2 credit per semester; two semesters required)
MUS	400	Orchestration
THTR	178	Acting I
THTR	275	Acting II
THTR	307	Playwriting Workshop

**Core Competency 2: Critical Analysis or Media Theory**

(majors choose one):

AFS	200	Ghettoscapes
AFS	226	Screen Latinos
AFS	300	Black Auteurs
AFS	309	Black Cinema
AFS	310	Black Images/White Myths
AFS	430	The Films of Spike Lee
ANTH	115	Language and Culture
ARTH	210	Woman As Image-Maker
ARTH	335	Femme Fatale and Film
ASN	342	Chinese Cinema
ENG	176	Film Analysis I
ENG	201	Jane Austen in Film
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	Prises de Vue
FRNE	219	Beyond Colonialism: Maghreb Cultures and Literatures
ITAL	204	Italian Cinema
MDSC	200	Cultures of Advertising
MDSC	203	History of Television
MDSC	204	Imagining the West
MDSC	205	America in the Seventies
MDSC	304	Media and Theory
MDSC	307	Medicine and Society
MDSC	224	Age of Propaganda I
MDSC	225	Age of Propaganda II
MDSC	303	Social Documentary
MDSC	311	Stars and Avatars
MDSC	320	Media Economics
MUS	190	History of Rock & Roll
MUS	205	Music at the Movies
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 3: Cultural History of the Fine Arts or Mass Media**

(majors choose one):

AFS	200	Ghettoscapes
AFS	310	Black Images/White Myths
AFS	430	The Films of Spike Lee
ARTH		Any art history course
DAN	210	Dance History I
DAN	212	Dance History II
DAN	214	Dance History III
ENG	231	Graphic Novels/Graphic Forms
ENG	287	Film Histories I
ENG	288	Film Histories II
ENG	289	Film Histories III
ENG	264	Globalism and Literature

ENG	294	Documentary Film History
ENG	376	New Waves
EUST	101	Foundations of European Studies I
EUST	102	Foundations of European Studies II
ITAL	204	Italian Cinema
MDSC	200	Cultures of Advertising
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	311	Stars and Avatars
MDSC	315	Introduction to Social Documentary
MUS	135	Music in the Americas: 1750 – 2000
MUS	190	History of Rock & Roll
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	205	Music at the Movies
MUS	207	Big Band to Bossa, Bop to Blues: A History of Jazz
MUS	216	Music of Asia
MUS	217	Folk and Traditional Music of Africa and the Americas
RUSE	204	Russian Film
THTR	270	American Drama

### Concentrations

A concentration for the major consists of five courses from any one of the clusters below. A course used to fulfill a core competency cannot be used to fulfill the concentration requirements. A minor chooses any three courses from the following as electives, one of which must be in the creative arts:

#### 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	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	Prises de Vue

MDSC	200	Cultures of Advertising
MDSC	203	History of Television
MDSC	205	America in the Seventies
MDSC	224	Age of Propaganda I
MDSC	225	Age of Propaganda II
MDSC	303	History of the Social Documentary
MDSC	307	Medicine and Society
MDSC	311	Stars and Avatars
MDSC	315	Intro to Social Documentary
MDSC	320	Media Economics
POL	363	Cyber Politics/Cyber Culture
RUSE	137	Vampires: From Vlad to Buffy
RUSE	204	Russian Film

#### **Studies in Critical Method and Mass Media Theory**

ARTH	110	Visual Culture
ENG	368	Film and Ideology
MDSC	304	Media and Theory
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		Any studio art course
ENG		Any creative writing course
ENG	308	Screenwriting
MDSC	206	Script to Screen
MDSC	305	Film Editing
MDSC	308	Film Editing II
MDSC	315	Introduction to Social Documentary
MDSC	415	Advanced Social Documentary
MUS	400	Orchestration
THTR	178	Acting I
THTR	275	Acting II
THTR	307	Playwriting Workshop
WRRH	300	Journalism
WRRH	302	Op-Ed: Writing Political and Cultural Commentary

#### **Cognate Courses**

##### **Social or Political Theory**

(majors choose one; none of these courses can be counted for the minor)

BIDS	200	Critical Social Theory
ECON	122	Economics of Caring
POL	160	Introduction to Political Theory
POL	175	Introduction to Feminist Theory
POL	265	Modern Political Theory
POL	266	Contemporary Political Theory
POL	267	Twentieth Century Political Theory
POL	279	Radical Thought from Karl Marx to George Bush
POL	363	Digital Networks
POL	366	Theories of American Democracy
REL	272	Sociology of the American Jew
SOC	100	Introduction to Sociology
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	258	Social Problems
SOC	259	Theory of Social Movements
SOC	375	Social Policy
WMST	300	Feminist Theory

### **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
AMST	101	Myths and Paradoxes
ANTH	222	Native American Religions
ANTH	354/454	Food, Voice, Meaning
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	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	110	Introduction to American Politics
POL	215	Minority Group Politics
POL	366	Theories of American Democracy
PPOL	101	Democracy and Public Policy
REL	109	Imagining American Religions
REL	237	Christianity and Culture
REL	249	Native American Religion and Histories
WMST	100	Introduction to Women's Studies
WMST	204	Politics of Health
WMST	215	Feminism and Psychoanalysis
WMST	220	The Body Politic
WMST	243	Gender, Sex, and Science
WMST	300	Feminist Theory

### **COURSE DESCRIPTIONS**

**100 Introduction to Media and Society** This course provides an introduction to various media and their modes, methods, and themes. We will explore the role of the media in shaping social consciousness, global economies, and material culture. Examples drawn from film, television, print media, and digital environments will be contextualized, analyzed, and theorized as crucial elements of our media culture. Students will gain an appreciation for the social, cultural, economic, and political influences of global communications while performing close readings of conventional media objects. Writing assignments, exams, and projects will help to cement insights gained through close investigation of films, TV shows, advertisements, video games, music videos, and more. (Staff, offered each semester)

**150 The Visual Story** This course is about the theory and practice of visual storytelling. The old adage 'show don't tell' is familiar to most of us, but putting into practice in an effective way requires a profound knowledge of dramatic or narrative structure, the visual elements of composition, camera movement, actor movement etc., sound design and

finally editing. Moreover, the filmmaker must be aware of all of these elements at every moment of the creation of a film; editing, for example is implied in the script and made possible in the shooting. The editor, in turn, must be aware of the scene structure laid out in the script and compositional and other choices made during the shooting of the film. All of this is at the service of manipulating the audience--making them cry, laugh, jump out of their seats, feel sad, feel happy, or moving them to act to change their world. Using contemporary Hollywood films and short films of different genres, we will analyze the multiple creative choices involved in the visualization of the story and craft our own simple story or set of scenes.

**200 Cultures of Advertising** Advertising is among the most pervasive forms of cultural representation in our global society. In this course, we approach advertisements as economic, aesthetic, and ideological forces whose analysis reveals crucial information about cultural attitudes and ideologies of their time and place. We will study the industrial and aesthetic history of advertising by analyzing advertising campaigns as well as their strategies, themes, and practices. Our materials will be drawn from both corporate and non-profit campaigns, global and local campaigns, and from anti-consumerist actions and other resistant practices. Our work will cover diverse media, including: print culture, television, film trailers, mobile marketing, social networking sites, and a new media branding and marketing campaigns. (Shafer, offered annually)

**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)

**303 History of the Social Documentary** Photography and moving images have been used to enlighten those who do not suffer to the lives of those who do, to forward social change, and to influence social policy, sometimes progressively and sometimes not. This course examines visual social documentary's influence, largely confined to consideration of American social documentarians, including influence of photographers of immigrants' conditions in major cities during the early 20th century; government-sponsored documentation of rural Americans' lives during the Great Depression; and documentary films which have shaped social conscience from consciousness. (Robertson, Spring, 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.

**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)

**308 Film Editing II** This course is an introduction to more advanced editing techniques including special effects. Using industry-standard editing and compositing software (After Effects and Shake), students will learn basic compositing techniques, such as green screen, rotoscoping and matchmoving, within the context of the history and art of visual effects. Since its inception, film has been drawn to the possibility of altering reality through visual effects in the works of Gorges Melies; with the advent of digital compositing, special effects have gained added importance in contemporary filmmaking. Moreover, visual effect as 'staged' reality go beyond film to encompass the function of illusionism in Western representation as shown by Norman Klein in "the Vatican to Vegas: A History of Special Affects." Prerequisites: MDSC 305. (Jimenez, course offered alternate years).

**311 Stars and Avatars** This course will bring together two emerging fields in media studies—star studies and gaming studies—in order to explore the production and reception of virtual stardom. We will analyze the presence of various stars in contemporary digital gaming culture—the film, television, and sports stars whose voices and images appear in digital games; the corporations who design games; the characters who emerge from games as franchise stars; and the players who achieve stardom through digital recordings of their gameplay. Our investigations will focus on the nature of interactivity in video games; the relationships between gaming and other media industries in the era of media convergence; and the presentation of race, gender, and sexuality in games. The course will draw on theories of performance and fandom to analyze a roster of stars and avatars that may include Lara Croft, Michael Vick, Marlon Brando, Batman, The Beatles, and Electronic Arts. Students will have an opportunity to play a variety of games across multiple platforms. (Patti)

**313 Global Cinema** This course investigates contemporary global cinema, charting the boundaries of the term global cinema as a critical and industrial framework. What is global cinema? Why do some films circulate internationally while others remain fixed within national or regional cultures? How have new media modes of distribution like instant streaming shaped global cinema? Through a focus on the politics and economics of film distribution, we will explore global cinema and its intersections with various national cinemas, including the cinemas of the US, Italy, India, China, Mexico, Japan, Senegal, Iran, Peru, and Canada, among others. We will consider the impact of international film festivals, trade policies, immigration, transnational stardom, piracy, translation, and censorship on contemporary global cinema.

**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)

**330 Special Topics: Studies in Media & Production** This course will address a range of topics in accordance with the current scholarly interests of the Media and Society faculty and visiting artists. Therefore, the topics do vary as they address timely issues of research in Media Studies and Production as well as emerging areas in the field. Typical topics could include: portrait documentary, animation beyond Disney, cinematic video games, the end of celluloid and transmedia narratives.

**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-intense course. (Staff, Spring, offered annually)

**450 Independent Study**

**495 Honors**

**499 Internship**

## Men's Studies

### *Coordinating Committee*

Jack Harris, Sociology, Coordinator  
Etin Anwar, Religious Studies  
Rocco Capraro, History  
Iva Deutchman, Political Science  
Renee Monson, Sociology  
T. Dunbar Moodie, Sociology  
Craig Rimmerman, Political Science  
Jim Sutton, Sociology  
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	Women in 19th Century Art and Culture
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 Cross Cultural 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	205	Men and Masculinity
SOC	225	Sociology of the Family
SOC	226	Sociology of Sex and Gender
WRRH	221	He Says, She Says: Language and Gender

## Middle Eastern Studies

### *Coordinating Committee*

Stacey Philbrick Yadav, Political Science, Coordinator  
Etin Anwar, Religious Studies  
Sheila Bennett, Sociology  
Michael Dobkowski, Religious Studies  
Catherine Gallouet, French and Francophone Studies  
Salahudin Kafrawi, Religious Studies  
Feisal Khan, Economics  
Michael Tinkler, Art and Architecture

The Middle Eastern Studies minor offers students an interdisciplinary and historically grounded understanding of the societies, politics, economies, and cultures of the Middle East and North Africa. It can be fruitfully combined with a wide range of disciplinary majors to prepare students for work or graduate study, with the ability to think critically and constructively about the region's internal dynamics and relationship(s) to other regional and global communities.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

The minor consists of three core courses and three electives. No more than three courses from one division may be counted toward the minor. Students may choose to take the fourth core course as one of their electives, and may count one of the available regional language courses (Arabic, Hebrew, or French) at or above the equivalent of the fourth semester. Courses taken abroad on non-HWS programs will be considered on a case-by-case basis. Other relevant courses offered less frequently may be counted toward the minor in consultation with the minor adviser. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### **CORE COURSES**

POL	258	Comparative Politics of the Middle East
POL	285	International Politics of the Middle East
REL	219	Introduction to the Islamic Religious Tradition
REL	274	Zionism, Israel and the Middle East Conflict

### Electives

ARTH	249	Islamic Art and Architecture
ASN	202	Ottoman World: Islam and the West
ECON	233	Comparative Economics
ENG	209	Contemporary Israeli Literature
FRNE	219	Beyond Colonialism: North African Cinema & Literature
JORD	400	Modernization and Social Change in Jordan
JORD	402	Independent Field Study in Jordan (division dependent on focus)
POL	289	Political Economy of Development in Egypt
POL	312	Political Reform in the Middle East
POL	401	Yemen: Politics on/of the Periphery
POL	486	Islamic Political Thought
REL	236	Gender and Islam
REL	242	Islamic Mysticism
REL	248	Islamic Ethics and Politics
REL	280	Negotiating Islam
REL	335	Jihad
REL	347	Gender and Globalization in the Muslim World
REL	370	Jewish Messianism

One independent study course may also be counted toward the minor with permission of the minor adviser.

## Music

### *Department Faculty*

Robert Cowles, Professor, Chair  
Joseph M. Berta, Professor  
Charity Lofthouse, Instructor  
Patricia Ann Myers, Professor  
Mark Olivieri, Assistant Professor  
Robert Barbuto, Applied Instructor (Jazz Piano), Director of Jazz Ensemble  
Angela Calabrese, Applied Instructor (Voice)  
Anthony Calabrese, Applied Instructor (Percussion), Director of Percussion Ensemble  
Gregg Christiansen, Applied Instructor (Piano)  
Steve Curry, Applied Instructor (Drums)  
Meg Cognetta Heaton, Applied Instructor (Piano)  
Greg Wachala, Applied Instructor (Guitar), Director of Jazz Guitar Ensemble  
MaryAnn Hamilton, Applied Instructor (Organ)  
Alan Mandel, Applied Instructor (Jazz Saxophone)  
Kenneth Meyer, Applied Instructor (Guitar), Director of Classical Guitar Ensemble  
Suzanne Murphy, Applied Instructor (Voice)  
John Oberbrunner, Applied Instructor (Flute)  
Jeananne Ralston, Applied Instructor (Piano)  
Troy Slocum, Applied Instructor (Piano)  
James Trowbridge, Director of Brass Ensemble  
Wendra Trowbridge, Applied Instructor (Voice)  
Walden Bass, Applied Instructor (Cello)  
Andrew Zaplatynsky, Applied Instructor (Violin/Viola), Director of String Ensemble

The Department of Music 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. The department maintains the goal of demystifying the study of music by helping students to develop the necessary vocabulary to describe what is heard and empowering them to make critical judgments and argue interpretations of aural phenomena. No matter which course one takes in the Department of Music, the faculty promote the idea that listening to music cannot be a passive experience. Music, like the other fine and performing arts, involves the mind, aesthetic perception, emotions, and the body, in both listening and music-making activities.

Music courses are open to all students who have fulfilled the necessary prerequisites or gained permission of the appropriate individual instructors. The Department of Music 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. New York State music education certification is available to students majoring in music.

In courses for non-majors, students are presented a comprehensive survey of the material at hand sufficient to provide non-music students with a broad understanding and to enable students to continue successfully in their music coursework if they so choose. Music, by its very nature interdisciplinary, connects to many programs of study at the Colleges: Asian Studies, European Studies, Africana and Latino Studies, to name just a few. Music study can also serve as a microcosm for a given culture's macrocosmic view; the relationships between performers and audience, within the performing group, the style of presentation, etc., can communicate in a symbolic way a culture's underlying structure and values.

It is the Department of Music's wish that all interested HWS students be able to sing or play in an ensemble or take private lessons, whether that be as a continuation of earlier musical experiences or as a first-time endeavor. Admission to HWS's choral and instrumental ensembles is obtained by audition, and private instruction in applied music is available to all students for a per-semester fee for a total of 14 half-hour lessons. Private composition lessons are also available as an independent study.

Music majors and minors are expected to develop a deep and comprehensive understanding of music, with the aim of preparing students who are interested in continuing musical studies for graduate-level work. In-depth exploration is a natural hallmark of formal musical training; the music theory, history, and upper-level courses all embody thorough intellectual engagement, whether through rigorous theory and ear training study, style analysis, or research of a musicological topic. Students also 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 collaboration with a faculty mentor.

Note: The Department of Music is in the process of revising its major/minor requirements. Reference the Department of Music webpage, <http://www.hws.edu/academics/music> for the most current information.

### **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 non-music 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.

### **TEACHER CERTIFICATION**

Students seeking to obtain New York State teacher certification to teach in the public schools (pre-k – 12) are required to fulfill all requirements of the regular music major (disciplinary) in the Department of Music, with the following additions:

The required music major elective must be replaced by MUS 305 Conducting

In addition to the standard ensemble and applied study requirements for the music major—i.e., at least one credit (two semesters) of ensemble participation and at least one credit (two semesters) of applied study on a primary instrument or voice—at least two credits (i.e., four semesters) must be earned through private applied instruction in any four (i.e., one semester each) of the following areas: brass, woodwinds, strings, voice, piano, guitar, and percussion. It should be noted that only two out of the four credits required in this area of ensemble participation and lessons may be counted towards the general baccalaureate requirement of 32 credits for graduation from the Colleges.

Students seeking to obtain New York State teacher certification should arrange early in the process to meet with Professor Mark Olivieri as well as a faculty member from the Department of Education to ensure that all education requirements are being addressed.

### **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. (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. (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. (Offered each semester)

**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. (Offered each semester)

**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. (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. (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. (Offered periodically)

**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. (Offered alternate years)

**180 World Music and Percussion Survey** This course will explore the realm of percussion from many perspectives incorporating both history and practice. Students will examine the historical development of percussion including rhythmic concepts and the variety of instruments as well as their use in various cultural traditions, not only in western classical music but in the music of indigenous peoples throughout the world. Students will also consider the way those traditions have influenced one another to shape the use of percussion in contemporary music.

**190 History of Rock and Roll** The course provides a survey of rock and roll from its roots through contemporary times. Beginning with a study of the development of rock from earlier sources, such as mainstream popular music, rhythm and blues, and country and western, the course proceeds by considering the artists and trends that serve to define rock music through the decades. The course places a strong emphasis on hearing the music that is discussed; students receive guidance in listening to basic musical features such as form, rhythm and meter, and instrumentation. Attention is also given to content of lyrics and to the role that rock music plays as a general, sociological phenomenon. (Offered annually)

**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. (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. (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. (Offered every third semester)

**205 Music at the Movies** This course provides a comprehensive survey of film music from the silent era through the present day, exploring its role and relation to the plot and visual elements at small-scale and large-scale (narrative) levels. Topics covered will include general elements of music, musical forms and stylistic periods, as well as film score compositional developments including instrumentation, theme structures, diegetic (part of the film's narrative sphere) and non-diegetic (purely soundtrack) music, music as narrative participant, subliminal commentary, and music as iconographic character. Films viewed will include those with soundtracks by major 20th-century composers and specialized soundtrack composers. The course is designed for varying levels of musical knowledge; reading musical notation is helpful but not necessary. (Offered annually)

**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. (Offered periodically)

**207 Big Band to Bossa, Bop to Blues: a History of Jazz** This course studies the development of contemporary styles and techniques in jazz and American popular music of the Western hemisphere since 1900. (Offered annually)

**209 Women in Music** This course surveys the careers and works of women composers and performers, primarily of European art music and American popular music, from Antiquity to the present day. Issues explored will include women's achievements and contributions, women's roles as composers, patrons and performers, portrayals of women in opera, feminist musical criticism, cultural values that have affected women's participation in musical life, and the way in which women present themselves publicly as women and as artists. (Offered periodically)

**213 Musical Aesthetics** This course introduces students to the aesthetic tradition in music by examining its most important and enduring claims. Musical aesthetics is a branch of philosophy whose goal is to provide persuasive answers to questions about music's nature, purpose, and value: What is art? What is the nature of aesthetic experience? What is a musical work, and what determines its value? What is the relationship between music and other art forms? How would music function in an ideal society? Over the course of the semester, students will critically engage some of the most canonical answers to these questions, and learn to apply them to musical works from a variety of time periods and traditions. (Ability to read music helpful but not required.)

**214 Music Criticism in Theory and Practice** This course draws from recent critical theory to uncover diverse ways of experiencing, interpreting, and articulating musical meaning. The course combines theoretical and practical components. As budding critical theorists, students will become literate in major contemporary "isms,"-including Structuralism, Post-Structuralism, Formalism, Queer Theory, Semiotics, Race Studies, and Postcolonial Theory- interrogating the beliefs, agendas, and biases that underlie these schools and their applications to music. As practicing music critics, students will generate and articulate individual responses to a variety of musical works-including those by Mozart, Beethoven, Berlioz, Chopin, Shostakovich, Gerschwin, Coltrane, Madonna, Ice Cube, and Radiohead-- in dialogue with the critical methods studies over the course of the semester. Through these combined efforts, students will come to view a musical work as a many-sided entity supporting multiple interpretations; they will grapple with the continuum between objective and subjective experience, and be able to locate interpretive moments on that continuum; and they will deepen their appreciation and understanding of music, while making visible and interrogating their own-as well as broader cultural-biases and tastes.

**215 Music and Race in U. S. Popular Culture** This course uses music as a lens to examine race and racism in the cultural, political, and economic arenas of the United States from 1900 to the present day. Through non-technical analysis of selected examples from the U.S. popular canon, students will learn to identify ways in which music and performative gesture underscored, subverted, and sometimes transcended racial stereotypes. Through focused engagement with topics including (1) Primitivism in the Jazz Age of the 1920s; (2) Black Power, white Money, and 1960s Soul; (2) Gender, Sexuality and Gangsta Rap; and (4) Racial Cross-Dressing- Minstrelsy from Jim Crow to Eminem, students will learn to hear discourses of race and identity that reside below the surface of popular music in the United States while developing analytical tools for engaging music as an expression of cultural identity.

**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. (Offered periodically)

**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. (Offered periodically)

**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. (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. (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. (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. (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. (Offered alternate years)

#### **495 Honors**

Course Offered as Needed:

BIDS 298 The Ballet Russes: Modernism and the Arts

#### **PRIVATE INSTRUCTION COURSES**

MUS	906	Cello (Bass)
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 (Angela Calabrese, Murphy, or W. Trowbridge)
MUS	914	Woodwinds (Berta)
MUS	916	Organ (Hamilton)
MUS	917	Guitar (Meyer or Wachala)
MUS	918	Drums (Curry)
MUS	919	Jazz Piano (Barbuto)
MUS	927	Percussion (Anthony Calabrese)

See page 39 for additional information related to taking private lessons. [Student Life "Music" section]

#### **ENSEMBLES**

MUS	920	Jazz Ensemble (Barbuto)
MUS	922	Classical Guitar Ensemble (Meyer)
MUS	923	Jazz Guitar Ensemble (Wachala)
MUS	924	Percussion Ensemble (Anthony Calabrese)
MUS	926	Colleges Woodwind Ensemble (Olivieri)
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, Classical Guitar, Jazz Guitar, Percussion, String, Woodwind, Brass, or 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 peacemaker 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 one 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
SJSP	100	Foundations of Social Justice
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]
PHIL	234	Theories of Right and Wrong
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
SJSP	101	Community-Based Research: Introduction to the Scholarship of Engagement
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	317	Hearts of Darkness
ENG	358	The Experience of War in Literature
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)

# Philosophy

## *Department Faculty*

Scott Brophy, Professor, Chair  
Eugen Baer, Professor  
Eric Barnes, Assistant Professor  
Greg Frost-Arnold, Assistant Professor  
Karen Frost-Arnold, Assistant Professor  
Rodmon King, Assistant Professor  
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 six courses must be unique to the major.

No more than three 100-level courses may be counted toward the major.

### **The following three courses:**

PHIL	370	Ancient Philosophy
PHIL	372	Early Modern Philosophy
PHIL	460	Senior Seminar

### **At least two 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 five 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 two 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*)

**110 Puzzles and Paradoxes** Puzzles can be both fun and frustrating. In some cases, working to solve them can also provide fascinating insights about our world. Philosophical puzzles and paradoxes are like that. This course will cover a variety of challenging puzzles about the nature of reality, morality, language and what we can know about the world. Some of these puzzles have been solved, but many are not yet solved, and we can learn much from both of these. Even if you don't solve a particular puzzle completely, working toward the answer can help you with future problems by giving you a set of tools that you can use again and again to get other answers. Puzzles and paradoxes make you a better thinker. And, for some, they are lots of fun too. (Staff, *offered alternate years*)

**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 annually*)

**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 alternate years*)

**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*)

**162 Ethics of Civic Engagement** How can I participate in my community in an ethical manner, and what can we, as a community, do to promote responsible civic engagement? Students will study traditional ethical theories and learn how to apply them to the many complex ethical dilemmas facing individuals who engage in volunteering, service, civic engagement and community activism. We will also address contemporary analyses of the ethical challenges posed by social inequalities of gender, race, sexuality, and class. Topics explored include: professionalism, confidentiality, respect for autonomy, conflict of interest, appreciation of difference, trust and honesty. Students will learn ethical and non-oppressive strategies for engaging with both local and international communities. This course is a service-learning course with a civic engagement component. (K. Frost-Arnold, *offered alternate years*)

**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 Sophistic 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*)

**208 The Scientific Revolution** The present-day scientific view of the world has not always existed: it began in a particular time and place. This course studies the birth of the modern conception of the natural world in seventeenth century Europe, an event often called the "Scientific Revolution." We begin with an overview of ancient Greek ideas in philosophy, medicine, and cosmology. Then, the main portion of the course will focus on the profound intellectual transformations in Europe during the 17th century, when our knowledge of the natural world first became "modern." We will aim to understand the scientific revolutionaries on their own terms and for their own sake, but we will also study how their ideas relate to earlier and later periods. Finally, we look at the most influential theory of scientific revolutions, that of Thomas Kuhn, and compare it (and its successors) to the historical data.

**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 Morality: Understanding Right & Wrong** We'll examine the three dominant theoretical approaches to answering the fundamental practical question of what makes actions right and wrong. In the process, we'll also investigate questions like: What makes 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** 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 alternate years*)

**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 occasionally*)

#### 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  
Larry Campbell, Research Professor  
Ileana Dumitriu, Assistant Professor  
Joshua Nollenberg, Visiting Assistant Professor  
Steven Penn, Associate Professor  
Peter Spacher, Laboratory Technician and Instructor  
Donald Spector, Professor, Chair

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 periodically*)

**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*)

**113 The Solar System and Extra-solar Planets** This course is designed to help the student understand the nature and process of science by studying the subject of astronomy. Specifically, this course provides an introduction to the general physical and observational principles necessary to understand the celestial bodies. We will specifically discuss what is known about our Solar System, including the Sun, the rocky and gaseous planets and their moons, and the minor planets and asteroids. The course will culminate in an overview of the discovery and characterization of planets around other stars where we will begin to put our Solar System in the context of other recently discovered exo-solar systems.

**115 Astrobiology and the Search for Life in the Universe** Astrobiology is the scientific study of the origin and evolution of life in the Universe. It brings together perspectives from astronomy, planetary science, geoscience, paleontology, biology and chemistry to examine the origin of life on Earth and the possibility of life elsewhere in the Universe. This course is designed to help students understand the nature and process of science through the lens of astrobiology. We will explore questions such as : What is life? How did I arise on Earth? Where else in the Universe might life be found? How do we know about the early history of life on Earth? And how do we search for life elsewhere? We will evaluate current theories on how life began and evolved on Earth and how the presence of life changed the Earth. We will review current understanding on the range of habitable planets in our solar system and around other stars. And we will discuss what life might look like on these other planets and what techniques we could use to detect it. This course is designed to fulfill a student's goal of experiencing scientific inquiry and understanding the nature of scientific knowledge. It does not count toward the major in Geoscience or Physics. (Arens, Hebb, Kendrick, offered annually)

**120 Physics of Dance** The course is an exploration of the connection between the art of dance and the science of motion with bout lecture/discussion sessions and movement laboratories. Topics include: velocity, acceleration, mass, force, energy, momentum, torque, equilibrium, rotation and angular momentum. "Dance it-Measure it" is the movement laboratory which combines personal experience of movement with scientific measurements and analysis. This is a science lab, not a dance technique course.

**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; reversible and irreversible classical computation; the no-cloning theorem; EPR states and entanglement; Shor's algorithm and other quantum algorithms; quantum error correction; 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 symmetries, superconductivity, superstrings and other attempts at unification, phase transitions, cosmology and the early universe, and non-linear systems 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 offers a series of experiments for students who have moved on to the 200- and/or 300-level physics 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  
DeWayne Lucas, Associate Professor, Chair  
Joseph Mink, Assistant Professor  
David Ost, Professor  
Paul A. Passavant, Associate Professor  
Stacey Philbrick Yadav, Assistant Professor  
Vikash Yadav, Associate 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 passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major/minor.

### 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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards 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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### 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	205	Religion and American Politics
POL	207	Governing through Crime
POL	211	Visions of the City
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	332	American Constitutional Law
POL	333	Civil Rights
POL	334	Civil Liberties
POL	335	Law and Society
POL	366	Theories of American Democracy

**Comparative Politics Subfield**

POL	140	Introduction to Comparative Politics
POL	202	Politics of Afghanistan
POL	208	Gender and Politics in the Middle East and North Africa
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	285	International Politics of the Middle East
POL	289	Political Economy of Development in Egypt
POL	297	Europe and America
POL	312	Political Reform in the Middle East
POL	348	Racism and Hatreds
POL	387	State and Markets

**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	289	Political Economy of Development in Egypt
POL	290	American Foreign Policy
POL	296	International Law
POL	297	Europe and America
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	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

**Methods Courses**

POL	261	Quantitative Research Methods in Political Science
POL	263	Problems and Methods in the Study of Politics

## CROSSLISTED COURSES

PPOL	101	Democracy and Public Policy
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, Lucas, Mink, Passavant, *offered each semester; subfield: AMER*)

**140 Introduction to Comparative World Politics** An ambitious introductory course aimed at teaching students basic theoretical and empirical concepts necessary for comparison across the world's political systems. Students will be introduced to the fundamental tenets of diverse political and economic systems and ideologies, explore the foundations of political order and disorder (including discussions of nationalism, state-building, globalization, revolution, and more), and consider the myriad ways in which relationships between state, society, and market are ordered. Theoretical discussions will be supplemented with empirical case studies from around the world. Combining theoretical insights with political, social, and economic history and current events will help students as they endeavor to understand 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*)

**201 The Politics of Climate Change** This course focuses on the domestic political implications of the issue of climate change. That is, alongside the international negotiations, how is climate change affecting the domestic politics of individual nations? We will examine how climate change is translated through political systems, focusing on the US case. What explains the contemporary positions of the US government with respect to climate change? We will look at the process of political discussion leading to changes in public opinion, and also how these opinions are filtered through various organized forms of political participation. We will then look at the institutional structures-international and domestic- that channel public opinion and political participation, and enforce policy decisions. In tracing this process for the issue of climate change we also establish a broad understanding of how institutions translate preferences into outcomes. Finally, we discuss how climate change as a political issue helps shed light on how democratic systems relate to ultimate ethical goals.

**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*)

**208 Gender and Politics in the Middle East and North Africa** This course will provide an overview of the politics of gender in the contemporary Middle East and North Africa, including the Arab countries, Iran, Israel, and Turkey. Topics covered will include women's engagement in revolutions, political parties, monarchical government, and resistance movements; state intervention into questions of gender, including family law, inheritance and citizenship rights, dress codes, laws regulating sexuality, and state feminism; and women's and feminist movements, including peace movements, Islamist feminisms, pro-democracy activism, and diasporic feminism. In particular, it will analyze recent and current revolutionary transformations in the Middle East and North Africa, in light of the ways that gender intersects with them. (Philbrick Yadav, *offered alternate years; subfield: COMP*)

**210 Campaigns and Elections** This course provides a critical examination of American midterm elections and the campaigns that lead up to them. By examining the current general literature on campaigns and elections within the US, students will grapple key questions such as: Do elections matter? How? How is the best way to run a campaign? Given redistricting, does party trump everything so that it really does not matter who is running? (Deutchman, *offered alternate years; subfield: AMER*)

**211 Visions of the City** This course examines the changing and contested meaning of urban life in the United States. Cities have been cast as disordered spaces that corrupt our most fundamental attachments. But cities have also been presented as well-ordered cosmopolitan spaces in which the American experience could be almost perfectly expressed. In interrogating the tension between these two depictions of urban life, we will specifically discuss: attempts to inform daily practices through the design of the city; anxieties about immigration and mobility; architecture's relationship to nature and democracy; the origins of housing reform and urban planning movement; and the significance of gender, race, and class in the American experience. (Mink, *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. (Staff, *offered occasionally; 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. (Staff, *offered occasionally; subfield: AMER*)

**221 Voting and Elections in America** This course examines the relationship between voting patterns and electoral outcomes in the United States. It explores various theories to explain the voting habits of the American electorate as well as strategies and tactics used by candidates in order to win elections.. (Lucas, *offered occasionally; 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 the context of the wishes of the American public, the desires of political officials, and the needs of the nation. 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 factors that influence congressional behavior and to examining the (in)ability of the legislative branch to effectively represent the nation. (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 the president's place in the constitutional order and American political development. Presidential power will be assessed not only in terms of whether the presidency has the necessary resources to pursue presidential objectives, but also in terms of the potential danger that presidential power poses to broader democratic commitments. (Mink, *offered annually; 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 course interrogates how American political and economic commitments have informed the urban experience. Specifically, the course examines the organization of urban governments, the relationship between local, state, and federal governments, and the concentration of power in urban settings including the politics of segregation, suburbanization, and urban renewal. More specifically, this course considers these topics in terms of the challenges posed by American democratic commitments and gives special attention to 'public' space (both material and figurative) as a necessary requirement for democratic practice. This is one of the core courses in the Urban Studies program. (Mink, *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 post-communist 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 course contrasts 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 occasionally; 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; subfield: COMP*)

**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 alternative years; subfield: Methods*)

**263 Problems and Methods in the Study of Politics** What is politics? Is there a science of politics? Ought we to 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 alternate years; subfield: Methods*)

**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 self-criticism 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, 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. (Staff, *offered occasionally; 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 nationstate 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. (Philbrick Yadav, *offered annually; subfield: COMP, IR*)

**289 Political Economy of Development in Egypt** This three-week faculty-led short course combines an analysis of basic concepts in the political economy of development with the detailed study of a range of development initiatives and challenges in contemporary Egypt. In particular, we will address issues of gender and development, the challenge of a persistent and growing divide between the needs and interests of urban and rural residents, the unique challenges of agricultural development in the politically-charged Nile Valley region, desert development, and other topics. Admission to the off-campus Egypt program is required. (Philbrick Yadav, *offered occasionally; subfield: COMP, 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, 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. (Deutchman, *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. (Mink, *offered alternate years; subfield: AMER, 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 annually; 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. (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)

- **Evangelical Christians and the Republican Party**

This seminar will examine the long and complicated relationship between Christian evangelicals and the modern Republican Party. It will focus on many of the issues which have galvanized evangelicals like abortion, gay rights, science versus creationism, etc. Regarding these issues (and others) evangelicals position themselves on the right side of the political divide. Hence, this helps explain both their affinity with the Republican Party and their success in helping to move the party further and further to the right. However, the traditional relationship between evangelicals and the right wing of the Republican Party is now being challenged by a small, but important, emerging evangelical movement more concerned with issues of social equality than the hot button issues of abortion, etc. The seminar will focus on that emerging movement as well. (Deutchman)

- **Popular Music, Globalization and Political Critique**

What are the complex processes of cultural transmission and transculturation 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**

Since the early 1980s, there has been a remarkable upsurge in the level of partisan polarization in American discourse. Party voting in both chambers of Congress, in national and state elections, and in policy and ideological preferences has increasingly split the country along Democratic and Republican lines. Despite calls for more compromise and less division, the American public nevertheless continues to return these polarized forces to Washington every year. The goal of this course is to examine the factors that have fostered contemporary polarization in the electorate and among elected officials. This seminar looks at the role of a variety of socioeconomic groups within each political party and examines how those groups relate to and influence the country's partisan divides. (Lucas)

• **America Voted? Patterns and Assessments of Voting**

Since the founding of the United States, the nation has at least rhetorically placed considerable emphasis on the value and importance of citizen participation in the electoral process. Admittedly, in its initial decades, the United States restricted voting to property-owners. Nonetheless, over the last century the country systematically has removed many of the barriers to voting. Despite these efforts voter turnout rates for the U.S. remain staggeringly—and disappointingly—below our democratic counterparts. Likewise, while arguments have suggested that more educated, better off, and more politically aware citizens are more likely to participate, the nation has witnessed an increase in educational and economic well being associated with increased political participation—and a related decline in voter turnout. 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—and don't vote. 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)

- **Colloquium: Critical Approaches to Asia**

What do we mean when we refer to Asia? How has Asia been conceptualized? This colloquium, taught by two professors with expertise in Asian Studies, is designed to familiarize students with critical and theoretical readings in the humanities and social sciences that explore the formation of Asia as a subject and address distinctive cultures within East Asia, South Asia, and/or Southeast Asia. Topics may include some subset of the following: Asian nationalism, pan-Asianisms, Asian traditions and modernizations, currents in Asia, and East vs. West. Students are expected to research specific Asia-related topics or themes. Taught as part of ASN 401. (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)

- **The Idea of Communism**

In recent years, the idea of communism has returned as a central concern of critical theory. A number of contemporary theorists are endeavoring to reinvigorate the category, connecting it with a critique of capitalism as well as with changes in technology and property. This course will focus on the contemporary debate, while anchoring the debate in some of the classic work of the communist tradition. It will consider the relationship between the philosophical idea of communism and the political history of communism. It will ask which categories from previous centuries (class struggle, bourgeoisie, dictatorship of the proletariat) remain useful and which require revision, abandonment, and supplement. (Dean)

- **Modern American Progressivism**

In this seminar, we will interrogate progressive political thought in the United States from some of its shared origins with the pragmatic tradition in philosophy to the ways in which it influences political debates today. Although progressives at the end the nineteenth century often articulated concerns about political corruption and social decline that were similar to conservatives, progressives argued that political reform was necessary because government action was essential in meeting the social, economic, and political challenges of an increasing complex world. This faith in collective action through political institutions marked a significant break with the previous American tradition that emphasized individualism and limited government. Specifically in this course, we will examine how progressivism presented itself as a comprehensive reform effort addressing issues of race, gender, class, labor, education and religion. And, we examine the ways in which progressive thought developed and continues to inform contemporary understandings of liberalism. (Mink)

#### 450 Independent Study

#### 495 Honors

# Psychology

## *Department Faculty*

Michelle Rizzella, Associate Professor, Chair  
Brien Ashdown, Assistant Professor  
Jamie S. Bodenlos, Assistant Professor  
Portia S. Dyrenforth, Assistant Professor  
Emily Fisher, Assistant Professor  
Daniel Graham, Assistant Professor  
Jeffrey M. Greenspon, Professor  
Julie Kingery, 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. The Department of Psychology offers a disciplinary major and minor. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major/minor. In order for courses to count toward the psychology major or minor, the following prerequisites must be met: 200-level courses require PSY 100 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.

The department recommends strongly for students planning to major or minor in psychology to take PSY 100 as soon as possible and then PSY 210. Furthermore, the department recommends strongly that PSY 210 be either completed (with a grade of C- or higher), or in progress (with student in good standing), before students declare the psychology major (before the end of their sophomore year), or before they declare their psychology minor (Junior year). In addition, after taking PSY 100, students interested in majoring or minoring in psychology should take only one 200-level elective course before enrolling in PSY 210. These recommendations are intended to support student success in choosing and completing psychology as a major/minor. All students are encouraged to work closely with their advisor to meet the Psychology Department's recommendations.

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 toward their psychology minor. A grade of C- or higher must be earned for all transfer courses. No online courses are eligible for transfer credit. Students planning to transfer courses from another institution while they are students of Hobart and William Smith Colleges must consult with and secure approval from the Psychology Department chair prior to enrolling in a course. For those transfer students who had previously matriculated at another institution prior to their attendance at Hobart and William Smith Colleges, the number of transfer courses accepted toward the major or minor is negotiable. In such cases, the Psychology Department chair determines which courses can count toward the HWS psychology major or minor.

## **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

## **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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

## **REQUIREMENTS FOR THE MINOR**

*disciplinary, 6 courses*

PSY 100 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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

### 200-LEVEL ELECTIVE COURSES

PSY	203	Introduction to Child Psychology
PSY	205	Adolescent Psychology
PSY	220	Introduction to Personality Psychology
PSY	221	Introduction to Psychopathology
PSY	222	Developmental Psychopathology
PSY	227	Introduction to Social Psychology
PSY	230	Biopsychology
PSY	231	Cognitive Psychology
PSY	235	Cognitive Neuroscience
PSY	245	Introduction to Cross-Cultural Psychology
PSY	299	Sensation and Perception
WMST	223	Social Psychology
WMST	247	Psychology of Women

### 300-LEVEL LABORATORY COURSE GROUPS

#### *Group A*

PSY	310	Research in Perception and Sensory Processes
PSY	311	Research in Behavioral Neuroscience
PSY	331	Research in Cognition

#### *Group B*

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

### 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)

**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. Students can take either PSY 203 or PSY 205 (not both), and exceptions can be considered on a case-by-case basis. Prerequisite: PSY 100. (Kingery and staff, offered at least 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). Students can take either PSY 203 or PSY 205 (not both), and exceptions can be considered on a case-by-case basis. Prerequisite: PSY 100. (Kingery and staff, offered at least 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)

**222 Developmental Psychopathology** This course focuses on developmental psychopathology, an approach that aims to better understand psychological disorders by identifying factors that put individuals at risk for developing psychological disorders, as well as the protective factors that contribute to positive adjustment. We will discuss key concepts in developmental psychopathology, including risk, resilience, and developmental pathways. This course will also emphasize the contexts that influence both adaptive and maladaptive development, such as families, neighborhoods, and peer interactions. Throughout the semester, we will focus on specific psychological disorders (e.g., autism, oppositional defiant disorder, ADHD, anxiety, depression) that emerge from infancy through adolescence, discussing the risk/protective factors, course, diagnostic criteria, and evidence-based treatment strategies for each disorder. This course will involve lecture, discussion, debates, case examples, other-in-class activities, and video clips.

**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. (Fisher, offered annually)

**230 Biopsychology** This course examines how the human nervous system is related to behavior. Lectures are designed to concentrate on aspects of biopsychology that are interesting and important to a broad audience. The intent is to make connections among several areas of specialization within psychology (e.g., developmental; cognitive; and clinical) and between other disciplines (e.g., philosophy; biology; chemistry). A format is employed that presents basic content to support the presentation of contemporary topics. Information is presented assuming knowledge from an Introductory level Psychology course. 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)

**235 Cognitive Neuroscience** Cognitive Neuroscience is the interdisciplinary study of neural structures and their relationship to behavioral functions. Cognitive neuroscience attempt to bridge cognitive theory with theories of neural function and organization. In this course, we will seek to identify neural mechanisms that give rise to cognitive processes such as attention, emotion, language and memory. We will cover basic neuroanatomy and investigative

methods used to make inferences on the relationship between brain function and cognitive processing. Topics include : Cognitive Control, Visual Recognition, Language Acquisition, Language Deficits, Memory, Emotions, Memory Disorders and Attentional Awareness Prerequisite: PSY 100. (Offered occasionally)

**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. (Ashdown, 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 brain. 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 function and examines the psychological processes involved in interpreting sensory input, as well as the evolutionary foundations of human perception. The primary emphasis is on vision, though other senses are considered as well. Prerequisite: PSY 100. (Graham, offered annually)

**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. (Graham, offered occasionally)

**310 Research in Perception and Sensory Processes** In this 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. (Graham, offered annually)

**311 Research in Behavioral Neuroscience** This course exposes students to basic concepts of psychological research in the area of neuroscience. A systems approach is utilized that assumes the organized activity of different parts of the nervous system is important for determining behavior. Currently, the focus of research in this course involves investigating how music is organized in the nervous system and how this impacts other behaviors such as language and other cognitive abilities. Emphasis is placed on theoretical and methodological issues. 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 PSY 299, 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 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. (Fisher, 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. Prerequisites: PSY 100 and PSY 245. (Ashdown, offered annually)

**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 245. (Ashdown, offered annually)

**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. (Fisher, 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)

**\*\*Effective for students matriculating in the fall of 2014 and later, the Public Policy Studies major is under review and is not being offered at this time. The Public Policy Studies MINOR is still available. Please consult the department website and online catalogue for updated information.\*\***

## Public Policy Studies

### *Program Faculty*

Craig A. Rimmerman, Public Policy, Coordinator  
Eric Barnes, Philosophy  
Scott Brophy, Philosophy  
David Craig, Chemistry  
Richard Dillon, Anthropology  
Kendralin Freeman, Anthropology/Sociology  
Khuram Hussain, Education  
Kristy Kenyon, Biology  
Steven Lee, Philosophy  
Patrick McGuire, Economics  
Jo Beth Mertens, Economics  
Renee Monson, Sociology  
H. Wesley Perkins, Sociology  
Jason Rodriguez, Anthropology  
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 must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major/minor.

### **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. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

### **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). All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

### EXAMPLES OF POLICY BRIEF COURSES

ECON	203	Between Labor and Management: Unions
ECON	317	Economics of Sports
ECON	326	Public Microeconomics
EDUC	307	Civil Rights Education
EDUC	370	Social Foundations of Multiculturalism
PHIL	232	Liberty and Community
PHIL	236	Philosophy of Law
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	243	US Legal and Constitutional History to 1865
HIST	244	US Legal and Constitutional History 1865 to the Present
HIST	311	20th-Century America
HIST	312	The United States Since 1939
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
PHIL	162	Ethics of Civic Engagement

#### *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	Intro Topics
CHEM	110	Introductory General Chemistry
ENV	200	Environmental Science
GEO	140	Intro to Environmental Geology
GEO	141	Science of Climate Change
GEO	142	Earth Systems Science
GEO	182	Introduction to Meteorology
GEO	184	Introduction to Geology
GEO	186	Introduction to Hydrogeology
PHYS	140	Principles of Physics
PHYS	150	Introductory Physics I

### SKILLS COURSES

#### *Statistics*

BIO	212	Biostatistics
ECON	202	Statistics
ECON	304	Econometrics
POL	261	Research Methods
PSY	210	Statistics and Design
SOC	212	Data Analysis

### *Research Methods*

ANTH	273	Research Methods
POL	263	Problems and Methods in the Study of Politics
SOC	211	Research Methods

### *Argumentation*

PHIL	120	Critical Thinking and Argumentative Analysis
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	201	Schooling and Social Equality
EDUC	203	Children with Disabilities
EDUC	221	Understanding Autism
EDUC	252	The History of Disability
EDUC	270	Social Class, Consumption, and Education
EDUC	302	Disability in China
EDUC	306	Technology Disability
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	PSY 203 Intro to Child Psychology or
PSY	205	Adolescent Psychology
SOC	206	Kids and Contention: The Sociology of Childhood in the U.S. Context
SOC	225	Sociology of the Family
SOC	226	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
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	307	Civil Rights Education
EDUC	333	Literacy
EDUC	370	Multiculturalism
POL	333	Civil Rights
PPOL	364	Social Policy and Community Activism
PSY	203	Intro to Child Psychology or
PSY	205	Adolescent Psychology
SOC	261	Sociology of Education

#### **Environmental Policy**

ANTH	280	Environment and Culture
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
ENV	205	Introduction to Environmental Law
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 Environment

#### **Development**

ANTH	212	NGOs and Development
ANTH	280	Environment and Culture
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
POL	248	Politics of Development
POL	312	Political Reform 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	Society in India
SOC 2	99	Vietnam: Conflict, Contradiction, and Change

#### **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	280	Negotiating Islam
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	Economics of Nonprofit Sector
EDUC	203	Children with Disabilities
EDUC	252	The History of Disability
EDUC	302	Disability in China
EDUC	332	Disability, Family, and Society
HIST	325	Medicine 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
WMST	305	Food, Feminism, and Health

#### Law

BIDS	233	Race, Class, and Gender
CHEM	302	Forensic Science
ECON	203	Between Labor and Management: Unions
ECON	198	Business Law
ENV	205	Introduction to Environmental Law
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	401	Jr.-Sr. Research Topic Seminar: 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
HIST	312	The United States Since 1939
POL	204	Modern American Conservatism
POL	224	American Congress

POL	236	Urban Politics
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
SOC	223	Inequalities

#### **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	Sex and Gender
SOC	340	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 Disability
HIST	215	American Urban History
HIST	256	Technology and Society
HIST	310	Rise of Industrial America
HIST	325	Medicine 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
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. (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)

## Religious Studies

### *Department Faculty*

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 200-level course and a 300-level 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	282	Hinduism and Popular Narratives
REL	306	The Perfectible Body
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	Seminar: Reading Theory in Religious Studies
REL	365	Loss of Certainty

REL	381	Reading Feminism in Religious Studies
REL	464	God, Gender and the Unconscious

**Multiple Concentrations** (*The following list of courses are used to fulfill requirements in consultation with an adviser. The list is not exhaustive.*)

REL	226	Religion and Nature
REL	228	Religion and Resistance
REL	249	Native American Religion & Histories
REL	250	Race and Religion
REL	470	Nationalism

#### CROSSLISTED COURSE

ASN 101 **Intellectual and Religious Trekking Through Asia**

#### 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. (Dobkowski, 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)

**201 Trekking through Asia** Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and two of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of the world. Join us on the journey!

**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 socio-historical 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)

**215 Japanese Religion** 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. (Bloss, offered alternate years)

**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)

**226 Religion and Nature** This course examines various religious traditions to see what they can contribute to a contemporary understanding of humanity’s healthy, sustainable relationship with the natural world. The ecological crises of our time have forced us to question the prevailing global modes of production and consumption. Some have faulted the tradition of Western enlightenment and the scientific-technological mindset it has created, while others have focused on monotheistic traditions (Judaism, Christianity, and Islam) and their alleged anthropocentric desacralization of nature as the roots of our present ills. In order to gain a critical insight into these debates, students read some of the religious works on ecology and environmental ethics along with ecofeminist literature that situates the debates within the context of global capitalism and patriarchal oppression of women. (Staff, offered alternate years)

**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 affect 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, Fall, offered 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)

**249 Native American Religion & Histories** The Finger Lakes region, like most parts of the US, possesses a rich heritage of Native American cultures. In this course we will survey the religious traditions and histories of several Native American tribes, beginning with the local story of the Seneca Nation. We will first survey the historical development of these tribes and place it into the context of U.S. history. We will then address some of the common features of indigenous religions, keeping in mind the question, “what is ‘religion’ to cultures that do not distinguish religious from non-religious aspects?” In light of the interrelationship between humanity, the sacred, and ecology in Native American cosmology, we will also analyze how indigenous worldviews inevitably clashed with those of Euro-Americans, focusing on two specific instances: the “removal” of Cherokees during the 1830’s and the contemporary conflict with the U.S. government over the ceremonial use of peyote. (Staff, offered alternate years)

**250 Race and Religion** This course will explore the relationships among race, ethnicity and religion. Using a variety of methods, ranging from theological and literary analysis to social scientific and historical analysis, this course will explore how race, ethnicity and religion are defined, constructed, and related to one another. Particular attention will be focused on exploring how race, ethnicity and religion function as important makers of identity (both individually and socially), modes of expression, agents of social change, and agents of oppression. (Staff, 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

nonreligious 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 mid-20th 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 post Auschwitz. (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 East West 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, Polish Jewish 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)

#### REL 282 **Hinduism and Popular Narratives**

Description: In this course, we look at Hindu worldview through the eyes of epic narratives in South Asia. The core text for this narrative is the epic text, Mahabharata. The course discusses the worldview of the text, belief systems, philosophical debates and the general ideology of this epic. As part of this we also look at other popular narratives from Hindu myths and regional narratives. Through all of this students will be able to explore and develop an understanding of Hindu ideas of society, God and liberation.

**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 Yogacaras 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? 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, Spring, offered 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)

**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, Fall, offered 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 Seminar: 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 neo Hasidic 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 Seminar: 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 post-Holocaust 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*

David Galloway, Russian, Coordinator  
Derek Linton, History  
Judith McKinney, Economics  
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 Russian Federation, and Central Asia 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 interdisciplinary 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 AND SOCIETY MAJOR**

*interdisciplinary, 11 courses*

RUSE 112 Introduction to Russian Literature  
HIST 263 The Russian Land

Three Russian language courses, starting with RUS 102.

Two courses from the Russian area studies Humanities electives.

Three courses from the Russian area studies Social Science electives.

One 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 Russian language courses, starting with RUS 102.

Two 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 Russian language courses starting with RUS 102.

## **RUSSIAN AREA STUDIES MINOR**

*interdisciplinary, 6 courses*

RUSE 112 Tsars, Mad Cats, and Comrades: Introduction to Russian Literature

HIST 263 The Russian Land

Four 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**

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	206	America through Russian Eyes (also offered as AMST 206)
RUSE	112	Tsar, Mad Cats, and Comrades: Introduction to Russian Literature
RUSE	137	Vampires: From Vlad to Buffy
RUSE	203	Russian Prison Literature
RUSE	204	Russian Film
RUSE	205	From Hasidism to Communism and Back: The Russian-Soviet Jewish Experience through Literature
RUSE	237	Russian Folklore
RUSE	350	Dead Russians, Big Books: Survey of 19th-Century Russian Literature
RUSE	351	Survey of 20th-Century Russian Literature
RUSE	352	Nabokov
RUSE	460	Senior Seminar in Russian Area Studies

### **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. 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. The courses may be repeated for credit.

#### 450 Independent Study

#### 495 Honors

#### COURSES TAUGHT IN ENGLISH (RUSE)

**112 Tsars, Mad Cats, and Comrades: Introduction to Russian Literature** This course serves as the introductory literature and culture course for Russian Area Studies as well as the major and minor. It introduces students to the dominant literary and cultural traditions from 1800-2000, with particular emphasis on developments in poetry and prose, but also with reference to movements in art, music, theater, and dance. Students will gain experience in close readings of texts in order to better understand the Russian cultural tradition and the manner in which Russian literature and history intertwine. **Note:** this course requires no previous knowledge of Russian literature or history.

**115 The Trans-Siberian Railway** Western conceptions of Europe often omit Russia, just as conceptions of Asia proceed no further north than China, ignoring Asiatic Russia and Mongolia. This course will explore all three countries through the lens of the Trans-Siberian railway which links them, focusing on broad topics of contemporary culture, economic development and political changes of the past two decades. We will critically examine the ways in which the railway affects our notions of culture. In particular, we will consider issues such as the nature of “West” and “East,” historical memory and the nature of cities, the legacies of Communism and challenges of free-market economies, and the ecological issues of modern tourism.

**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 and with the fundamentals of reading film. (Welsh, *Spring*)

**205 From Hasidism to Communism and Back: The Russian-Soviet Jewish Experience through Literature** The course will concentrate on the contexts of Jewish-Russian literary identity inside and outside the boundaries of Russia from mid-19th century to the present by discussing and testing the limits of cultural assimilation and the boundaries of self-identity. It will cover the most important aspects of Russian-Jewish coexistence, and will focus on the cultural, linguistic and ideological transformation of Russian Jews in the late nineteenth and the twentieth centuries from pious Yiddish-speaking shtetl dwellers to secular Russian-speaking urbanites. Students will explore the richness of Russian-Jewish cultural heritage through the prism of historical documents, fiction, poetry, memoirs, and movies which were originally created in a variety of Jewish and non-Jewish languages. Special attention will be given to the experience of women and to their role in society, their creativity, and their relationships with men. Literary works of major 19th--20th-century

Russian-Jewish writers, combined with lectures on art, religion, history, and politics will provide primary sources for discussion.

**206 America through Russian Eyes** (also offered as AMST 206) How do you define America? Does your definition mesh with what the rest of the world might think? This course explores American culture and identity through readings and films by American and Russian poets, novelists, and directors. From Red scares through the Cold War and Evil Empire all the way to the New Russians, twentieth- and twenty-first-century Americans and Russians have shared a deep mutual fascination, and have often defined themselves via contrast with the forbidding, alluring Other. We will study travelogues, memoirs, novels, stories, and films by artists as diverse as John Steinbeck, Langston Hughes, Gary Shteyngart, Ellen Litman, and Aleksei Balabanov, using these works to refine our own understanding of American culture. All readings and discussions will be in English. Register for either AMST 206 (prerequisite: AMST 100 or AMST 101 or HIST 105) or RUSE 206 (prerequisite: RUSE 112 or HIST 263). (Welsh, *offered alternate years*)

**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, offered alternate years*)

**350 Dead Russians, Big Books: 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*)

**352 Nabokov** Vladimir Nabokov’s writing sends chills up the spine. Some readers admire the brilliance of his prose style, the complexity of the games and puzzles imbedded in his work, and the beauty of the links he establishes between the “real” world and one that exists in an alternate realm. Other readers condemn him or his literary works as elitist, politically apathetic, and unforgivably obscene. His novels *Lolita* (#4) and *Pale Fire* (#53) appear on the Modern Library Board’s list of the 100 best English-language novels of the 20th century, but in the 1950s, *Lolita* was banned in the UK and France. The Soviet Union banned it, too, along with everything else Nabokov wrote, until 1988. Nabokov was born in Russia in 1899. He fled the Bolsheviks in 1919, earned a degree at Cambridge, settled in Berlin, and fled again, this time from the Nazis, to the United States. Before leaving his European exile for an American one, Nabokov had published nine novels in Russian, yet these works are largely unknown to American readers. This course provides a detailed introduction to the *Russian Nabokov*, focusing on works composed between 1922 and 1940, and will include novels, short stories, autobiographical writing, and critical essays. All readings, discussions, and written work will be done in English. Special arrangements may be made for students wishing to read texts first written in Russian or French in the original language. No prerequisites; closed to first-year students. (Welsh, *offered every third year*)

#### 450 Independent Study

**460 Senior Seminar** Designed for advanced majors in Russian Area Studies (both the History and Society and Language and Culture tracks), this seminar will expose students to current scholarship across the disciplines of Russian Area Studies and enhance students’ approach to research. Each seminar will be based upon fictional (novels, stories, plays, films) and non-fictional (memoirs, speeches, newspapers, journals, documents) works relating to a central theme; the theme will change from year to year based on students’ areas of specialization. The seminar will explore a variety of approaches to the theme, with special attention to the sub-fields of greatest interest to class members. Other Russian Area Studies faculty will be invited to lead a session of the seminar, giving participants immediate access to a variety of disciplinary approaches (political science, economics, history, musicology, literary criticism) toward the course theme. Students will identify, assign, and lead discussions of critical and contextual sources, and will develop and complete a research paper. Potential themes include: Soviet culture and society during the Second World War; Russia in transition; Man and nature in Russia; the soldier in the Russian imagination; Petersburg. Suggested core texts include: *War and Peace* or *Anna Karenina* (Tolstoy), *The Brothers Karamazov* or *Crime and Punishment* (Dostoyevsky), *Dead Souls* (Gogol), *Petersburg* (Bely), *Odessa Stories* (Babel), *Master and Margarita* (Bulgakov), *In the First Circle* (Solzhenitsyn), *Siberia on Fire* (Rasputin), *House on the Embankment* (Trifonov), *Children of the Arbat* (Rybakov), *The Line* (Sorokin). Open to juniors and seniors majoring in either track of Russian Area Studies. (*Offered alternate years*)

#### 495 Honors

## Social Justice Studies

### *Program Faculty*

Neeta Bhasin, Writing and Rhetoric

Donna Davenport, Dance, Coordinator

Kendralin Freeman, Sociology

Jack Harris, Sociology

Khuram Hussain, Education

Mary Kelly, Education

Colby Ristow, History

Susan Pliner, Education, and Associate Dean for Teaching, Learning, and Assessment

Social Justice Studies constitute an interdisciplinary inquiry into the social, cultural, and institutional responses to inequality and oppression. Social Justice Studies examine the institutional structures, cultural practices, and social behaviors that inform the concept of equality and the recognition of human rights. The program draws on an array of courses from across the curriculum to facilitate the understanding of historical and contemporary representations of social justice.

This program provides a rigorous intellectual experience for students through a structure that includes: (a) foundational courses in theory and history; (b) a set of courses chosen from across the disciplines, constructed to provide a unifying examination of core themes; (c) practical experiences in social activism; and (d) a capstone experience – an internship, independent study, teaching practicum, or honors thesis. Our goal is that students in the social justice studies program:

Develop a significant grounding in historical and contemporary social movements from which to understand the roots, evolution, and complexity of social justice.

Develop an understanding of systems, institutions, and policy in relation to social justice and equity.

Develop an ethical awareness of the impact of systems, institutions, and policy on individuals, cultural norms, and human rights.

Two minors are supported by the Social Justice Studies curriculum: (a) Social Justice Studies, and (b) Civic Engagement and Social Justice.

### **ADVISING**

Students declaring a social justice minor must select an academic adviser from among the professors on the Steering Committee (Neeta Bhasin, Donna Davenport, Kendralin Freeman, Jack Harris, Khuram Hussain, Mary Kelly, Colby Ristow). Advisers will ensure that students who minor in Social Justice Studies and Civic Engagement and Social Justice select at least two courses in their minor that together provide in depth study of social justice theory in one academic program or department.

### **REQUIREMENTS FOR THE MINOR in Social Justice Studies**

#### *6 courses, interdisciplinary*

Six courses: SJSP 100, Foundations of Social Justice; one course in Theoretical Perspectives from the list below or chosen in consultation with an academic adviser from the Steering Committee; one course within each theme from the list below, or chosen in consultation with an academic adviser from the Steering Committee; and a credited practicum capstone experience, designed/selected in consultation with an adviser. At least two of the four theme courses must be at the 300-level or above. A recommended course for the practicum is PHIL 162, Ethics of Civic Engagement (SLC).

### **REQUIREMENTS FOR THE MINOR in Civic Engagement and Social Justice**

#### *6 courses, interdisciplinary*

Six courses: SJSP 100, Foundations of Social Justice; one course in Theoretical Perspectives from the list below or chosen in consultation with an academic adviser from the Steering Committee; SJSP 101, Community Based Research: Introduction to the Scholarship of Engagement; two courses from more than one discipline with the SLC/CBR designation (service learning/community based research); and one seminar with community-based research or a Geneva Collaborative Internship.

### General Core: Theoretical Perspectives

Students must examine the theoretical underpinnings of the field and the range of methodologies involved in (a) critically responding to theory-based questions, and (b) application of theory and research in the practice of social justice. Typically, this is not an introductory survey course.

Examples include:

EDUC	307	Civil Rights Education
EDUC	370	Social Foundations of Multiculturalism
PHIL	315	Social Justice
PPOL	101	Democracy and Public Policy
POL	140	Introduction to Comparative Politics
SOC	223	Inequalities
SOC	228	Social Conflict

### Theme 1: Social Movements

The goals of Theme 1 are to develop a significant grounding in historical and contemporary social movements from which to understand the roots, evolution, and complexity of social justice and to develop an ethical awareness of the impact on individuals, cultural norms, and human rights.

AFS	150	Foundations of Africana Studies
AFS	430	Films of Spike Lee
ANTH	211	Power, Protest, & Politics
ECON	203	Collective Bargaining
EDUC	201	Schooling and Social Equality
EDUC	252	History of Disability
EDUC	307	Civil Rights Education
EDUC	370	Social Foundations of Multiculturalism
EDUC	377	Diversity and Education in NZ and the US
FRE	241	Prises de Vues – Introduction to Contemporary France
FRE	242	Quebec Studies: Culture and Identity in Quebec
HIST	301	The Enlightenment
HIST	317	Women and Social Movements
HIST	396	The Fate of Socialism
PHIL	152	Philosophy and Feminism
POL	249	Protests, Movements, and Unions
POL	279	Radical Thought from Karl Marx to George W. Bush
POL	215	Racial and Ethnic Politics
POL	258	Comparative Politics of the Middle East
POL	285	International Politics of the Middle East
POL	312	Politics Reform in the Middle East
REL	238	Liberating Theology
SOC	222	Social Change
SOC	259	Sociology of Social Movements: Fight for Your Rights!
WRRH	206	Immigrant Experiences: Voices and Discourses
WRRH	252	An Anatomy of Class (not offered until 2014)

### Theme 2: Power and Identity

The goals of Theme 2 are to develop a mastery of key concepts (such as prejudice, privilege, oppression, liberation, justice, equity, and equality) in their multiple manifestations across the disciplines and to develop an understanding of positionality (individual, cultural, and institutional).

AFS	150	Foundations of Africana Studies
AFS	200	Ghettoscapes
AFS	211	Black Earth
AFS	430	Films of Spike Lee
ANTH	205	Race, Class, & Ethnicity
ANTH	211	Power, Protest, and Politics

ANTH	220	Sex Roles
ECON	243	Political Economy of Race
ECON	310	Economics and Gender
EDUC	201	Schooling and Social Equality
EDUC	203	Children with Disabilities
EDUC	221	Understanding Autism
EDUC	252	History of Disability
EDUC	270	Social Class, Consumption and Education
EDUC	307	Civil Rights Education
EDUC	336	Topic: Transition and Disability: Life after High School
EDUC	336	Topic: Self-Determination in Special Education
EDUC	370	Social Foundations of Multiculturalism
EDUC	377	Diversity and Education in NZ and the US
ENG	381	Sexuality and American literature
FRNE	218	Memory, Culture and Identity in French Caribbean Literatures –
FRNE	219	Maghreb Literature in Cinema
FRE	241	Prises de Vues – Introduction to Contemporary France
FRE	242	Quebec Studies: Culture and Identity in Quebec
FRE	252	Intro' to Literature II: Que sais je?
FRE	253	Intro' to Literature III: Paris Outer-mer
FRE	384	Topics in XVIIth and XVIIIth Centuries
FRE	385	Topics in XIXth and XXth Century
FRNE	395	Race, Society and Culture of the Ancien Regime
[FRE are courses in French and Francophone Studies; FRNE are courses that are taught in English.]		
HIST	301	The Enlightenment
MDSC	303	Social Documentary
PHIL	155	The Morality of War
PHIL	159	Global Justice
PHIL	232	Liberty and Community
PHIL	234	Theories of Right and Wrong
PHIL	235	Morality and Self-Interest
PHIL	250	Feminism: Ethics and Knowledge
PHIL	345	Power, Privilege, and Knowledge
POL	215	Racial and Ethnic Politics
POL	254	Globalization
POL	297	Europe and America
POL	265	Modern Political Theory
PPOL	219	Sexual Minority Movts and Public Policy
PPOL	364	Social Policy and Community Activism
REL	238	Liberating Theology
SOC	221	Race and Ethnic Relations
SOC	224	Social Deviance
SOC	226	Sex and Gender
SOC	356	Power & Powerlessness
WRRH	206	Immigrant Experiences: Voices and Discourses
WRRH	208	The Other Englishes
WRRH	220	Bread Winners and Losers (not offered until 2014)
WRRH	221	He Says, She Says
WRRH	250	Talk and Text: Intro to Discourse Analysis
WRRH	251	Black Talk, White Talk
WRRH	252	An Anatomy of Class (not offered until 2014)
WRRH	301	Discourses of Rape
WRRH	309	Talk and Text II: Language in Action

### Theme 3: Institutions and Policy

The goal of Theme 3 is to understand systems, institutions, and policy in relation to social justice and equity.

AFS	430	Films of Spike Lee
ANTH	3/440	Anthropology of the Global Commons
ANTH	280	Environment & Culture
ECON	203	Collective Bargaining
ECON	243	Political Economy of Race
ENV	205	Environmental Law
EDUC	201	Schooling and Social Equality
EDUC	203	Children with Disabilities
EDUC	221	Understanding Autism
EDUC	252	History of Disability
EDUC	270	Social Class, Consumption and Education
EDUC	302	Disability in China
EDUC	307	Civil Rights Education
EDUC	332	Disability, Family, and Society
EDUC	336	Transition and Disability: Life after High School
EDUC	336	Self-Determination in Special Education
EDUC	370	Social Foundations of Multiculturalism
EDUC	377	Diversity and Education in NZ and the US
HIST	151	History of the World Food System
HIST	327	U.S. Intervention in Central America
PHIL	151	Crime and Punishment
PHIL	156	Biomedical Ethics
PHIL	236	Philosophy of Law
POL	257	Russia/China Resurgent
POL	236	Urban Politics
PPOL	219	Sexual Minority Movts and Public Policy
PPOL	328	Environmental Policy
PPOL	364	Social Policy and Community Activism
SOC	258	Social Problems
SOC	262	Criminology
SOC	263	Juvenile Delinquency
SOC	375	Social Policy

### COURSE DESCRIPTIONS

SJSP 100 **Foundations of Social Justice** provides an introduction to the foundational principles and theories of social justice, for the Social Justice Studies minor and the minor in Civic Engagement and Social Justice. It is intended to cut across the three themes that comprise the minor: Social Movements, Power and Identity, and Institutions and Policy. Students will be introduced to key concepts, methodologies, and competencies connected to the field of social justice studies. Students will engage with this material by examining:

theories and research on socialization that inform the development of social identity and social group affiliations within social institutions; prejudice and discrimination, the dynamics of power and privilege, and interlocking systems of oppression; forms of resistance and processes of empowerment and liberation created by individuals, families, and communities, and implemented within social systems; socio-cultural, historical and legal contexts for the emergence, recognition, and interpretation of human rights, and the social liberation movements that found inspiration therein (such as civil rights movements, the women's liberation movement, indigenous rights movements, lesbian, gay, bisexual, transgender rights movements, and environmental justice movements); how intersectional dynamics between race, class and gender inform social movements; and introduction to social justice intervention strategies such as conflict resolution, collaboration, and advocacy.

SJSP 101 **Community-Based Research**: Introduction to the Scholarship of Engagement provides students with the research methods and tools needed to engage in effective community-based research (CBR) and offers a comprehensive understanding and appreciation of the demography and history of Geneva and surrounding areas. Among the topics covered are the ethical and legal questions relevant to community-based research; methodologies for planning and implementing a CBR project; building relationships with community partners; and media for communication to and for the community.

## Spanish and Hispanic Studies

### *Department Faculty*

Juan Liébana, Associate Professor, Chair  
May Farnsworth, Assistant Professor  
Edgar Paiewonsky-Conde, Associate Professor  
Fernando Rodríguez-Mansilla, Assistant Professor  
Caroline Travalia, Assistant Professor  
Carlos Villacorta, Visiting 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.

### **Study Abroad**

All Spanish and Hispanic Studies students are strongly encouraged to study one semester abroad. The department sponsors two off-campus immersion programs: Spain and Costa Rica. In these programs students live with families, take all courses in the target language, and speak only in Spanish. All four courses taken in the Spain and Costa Rica programs will count for the major, three for the minor. Courses from other off-campus programs must be pre-approved by the department. A maximum of four course credits from off-campus study may be applied to the major, three to the minor. For Spain and Costa Rica the language requirement is five semesters of Spanish (at least one course at level II).

### **Curriculum**

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) focus on *communication and culture*. Courses at level III (300-349) establish *foundations of literature, culture and linguistics*, and courses at level IV (350 and above) offer *advanced seminars on literature, culture and linguistics*. Two courses at level II are required to move to level III, and two at level III to move up to level IV.

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.

**Note:** The requirements for the major and minors are being revised; students should check the online catalogue and the department webpage for the most up-to-date information.

### **REQUIREMENTS FOR THE MAJOR IN SPANISH AND HISPANIC STUDIES (B.A.)**

*disciplinary, 11 courses*

Eleven Spanish and Hispanic Studies courses, including three SPAN courses from level II (200s), three SPAN courses from level III (300 to 349), three SPAN courses from level IV (350 and above), and two more courses which can be either SPAN courses at levels III or 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 Costa Rica 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 three courses from level II, and three 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 Costa Rica 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 Costa Rica 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, BIDS 286, 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 advanced language cluster:

SPAN	204	Spanish for Heritage Speakers
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	311	The Latino Experience
SPNE	330	Latina Writing in the United States
SPAN	332	Literatura infantil
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

With departmental permission, other courses on Latino issues, may count towards a minor in Latino Culture.

## 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: Communication and Culture

SPAN	203	Advanced Grammar and Conversation
SPAN	204	Spanish for Heritage Speakers

SPAN	225	Hispanic Media: Contemporary Issues
SPAN	231	The Art of Translation
SPAN	260	Advanced Grammar and Composition

**Level III: Foundations: Literature, Culture and Linguistics**

SPAN	304	Body/Border
SPAN	306	¡Cómo mola! Introducción a la lingüística española
SPAN	308	Culture and Identity in Spanish America
SPAN	316	Voces de Mujeres
SPAN	317	Arte y Revolución
SPAN	318	La España del Siglo de Oro
SPAN	321	Cuentos de América Latina
SPAN	332	Literatura infantil
SPAN	336	Spain: The Making of a Nation
SPAN	340	Spanish Cinema
SPAN	344	Rutas literarias de España
SPAN	345	Latin American Literary Frontiers

**Level IV: Seminars: Literature, Culture and Linguistics**

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	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

**Courses Taught in English with Hispanic Content: SPNE and BIDS**

BIDS	286	Gender, Nation, Literature
SPNE	226	Screen Latinos
SPNE	305	Crossing Borders: Language and Latino Communities
SPNE	311	The Latino Experience
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

**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 or the equivalent, using 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. (*Offered every semester*)

**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 or the equivalent, using the multimedia materials accompanying the text. 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. (*Offered 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 or the equivalent, using 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 will meet the language criteria to apply for the department's off-campus programs in Spain and Costa Rica. Prerequisite: SPAN 102 or placement in SPAN 121. (*Offered 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 or the equivalent, using the multimedia materials accompanying the text. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Costa Rica. Prerequisite: SPAN 21 or placement in SPAN 122. (*Offered 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. (*Travalia, 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. (*Rodríguez-Mansilla, offered occasionally*)

**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. (*Rodríguez-Mansilla, 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. (Rodríguez-Mansilla, *offered annually*)

**304 Body/Border** This course will examine the theme of gender performance and body image in works by Mexican, Hispanic Caribbean, and Latino authors. Class discussions and readings will focus on the ways in which writers in different parts of the Hispanic world (and on different sides of the U.S. national border) confirm, question, and/or transgress social norms regarding gender and the body. Students will use plays, narrative fiction, and essays to study the role of literature, language, and culture in reflecting and reshaping national and transnational attitudes about masculinity and femininity. Course lectures and discussions will reveal how bodily performances and gender norms shift and change as authors, and the characters they create, cross borders, switch languages, and adapt to new cultural surroundings and economic conditions. (Farnsworth, *offered occasionally*)

**306 ¡Cómo mola! Introducción a la lingüística española** This course is an introduction to Spanish linguistics as applied to current, colloquial language. Students will be introduced to basic concepts of phonetics, syntax, morphology and pragmatics in Spanish. They will analyze examples of these concepts from the Spanish children's book series, Manolito Gafotas. This popular series is written in modern, idiomatic, Castilian Spanish. It also presents invaluable cultural information about Spain, therefore serving as an authentic, yet accessible corpus of study. One important objective of this course is to enable students to improve their own speaking and writing by enhancing their knowledge of linguistics, as well as its practical applications and cultural implications in everyday Spanish. (Travalia, *offered alternate years*)

**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. (Villacorta, *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** The course consists of an introduction to some of the main literary figures on Latin America through a period of roughly 50 years (1930-1980). The emphasis will fall on the comparison of literary genres (novel, short story, theater, poetry), delving into each genre's particular devices, strategies and rhetoric. A study of the painting of Frida Kahlo and some songs of Salsa and the Nueva Canción Latinoamericana, will help highlight differences between literary media. This is a period of great ideological effervescence in Latin America, where the function of art in a revolutionary context is often debated, as well as the function of the revolutionary in the arts. Students sharpen their critical and communicative skills through oral and written responses to texts. (Paiewonsky-Conde, *offered alternate years*)

**318 La España del Siglo de Oro** This course focuses on the cultural production of imperial Spain with an emphasis on the 16th century in Spain and the Renaissance period while making connections with colonial literature in Spanish America. This course provides the student with a historical, artistic, as well as ideological background to understand the early modern era of the Spanish-speaking world and its main cultural expressions. In that way, it contributes to the education of the student through the study of concepts, trends, and discourses that pervade Hispanic literature and culture across different times and spaces. The course could serve as a helpful introduction to the subject of SPAN 410, a course that deals in depth with the Spanish Golden Age, with an emphasis on the 17th century, characterized as the Baroque era. (Rodríguez-Mansilla, *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. Moreover, 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*)

**340 Spanish Cinema** In this course we will study the production of a selected group of Spanish filmmakers from Buñuel to the present. Through film screenings, class discussions, and readings on film theory, film history, and Spanish culture, we will 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 nationality, among others, will be explored in the context of film history, Spanish society, and in relation to other artistic manifestations of Spanish culture. By the end of the course, students will be able to demonstrate knowledge of contemporary Spanish history as represented in its cinema, as well as an understanding of a variety of themes that are both unique to Spanish society and universal to the human condition. (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. (Rodríguez-Mansilla, *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 a selection of novels that have been made into film, the course focuses on some of the major authors writing during the Franco regime (1939-1975), and the new generation of novelists and filmmakers who are writing and making films in democratic Spain. Such topics as the trauma of the Civil War, censorship and creative freedom, motherhood in the time of war, and the politics of family and love in a Catholic state, are addressed. Prerequisites: Two courses from level III or the equivalent. (Liébana, *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. (Rodríguez-Mansilla, *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. (Rodríguez-Mansilla, *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 and BIDS)**

**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 U.S. population. This course examines the Latino experience from a sociolinguistic point of view. We will explore the different varieties of Spanglish spoken in the U.S., as well as how the bilingual condition influences questions of identity and acceptance in American society. Bilingual education in the U.S. 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 Latin American/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*)

**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 socio historical 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. (Paiewonsky-Conde, *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** In the decades since the end of Franco's dictatorship, Spain has undergone a major sociopolitical transformation in its treatment of homosexuality. Lorca, murdered by fascist forces in 1936, is still buried in a nameless grave, and his «Sonnets of Dark Love» (homoerotic love) were not published until 1983. Almodóvar, whose «Law of Desire» made him an international icon of gay cinema, continues to be hailed 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 experience. Prerequisite: Junior or Senior status. (Liébana, *offered alternate years*)

#### **450 Independent Study**

**BIDS 286 Gender, Nation, Literature** 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 forge 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 gendered 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 and Ristow, *offered alternate years*)

# The Sacred in Cross-Cultural Perspective

## *Program Faculty*

H. Wesley Perkins, Sociology, Coordinator  
Jeffrey Anderson, Anthropology  
Michael Dobkowski, 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.

### CROSS-LISTED COURSES

#### **Religious Studies Courses**

REL		<i>Any 100-level course</i>
REL	210	Hinduism
REL	211	Buddhism
REL	213	Death and Dying
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	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	306	The Perfectible Body
REL	312	New Heavens, New Earths
REL	315	Japanese Religions
REL	336	Islam and the West
REL	365	Loss of Certainty

#### **Anthropology Courses**

ANTH	102	World Prehistory
ANTH	110	Introduction to Cultural Anthropology

ANTH	206	Early Cities
ANTH	208	Archaeology of Japan and China
ANTH	213	Cultures of India
ANTH	220	Sex Roles: A Cross Cultural Perspective
ANTH	222	Native American Religions
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	100	Introduction to Sociology (selected sections by permission of instructor)
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  
Chris Hatch, Assistant Professor of Theatre  
Bill Burd, Technical Director, Theatre  
Pat Collins, Education  
Laurence Erussard, English  
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 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  
FRNE 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 220 Storytelling  
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. (Hatch, 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. (Burd, spring, *alternate years*)

**220 Theatre History I** Through an examination of the people, events, works, documents, institutions, and social conditions of the theatrical past, this course will explore the development of theatre from the fifth century B.C.E. to approximately 1700 C.E. Students will be introduced to the theoretical issues surrounding the writing of history as well as research practices and opportunities in the field of theatre history,. Students will interpret salient dramatic and theoretical texts and illustrate the ways in which these texts connect to the making of theatre as well as the ways in which theatre shapes and reflects larger culture (s). Over the course of this semester, students will explore pivotal moments in theatre history including Ancient Greece and Rome, Medieval Europe, Classical India, Yuan China, Early Modern England, Renaissance Italy, Neoclassical France, the Spanish golden Age, and Restoration England. Students will engage with historic material in a wide array of modes including research, performance, and design.

**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.(Burd, fall, *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, Hatch, *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. (Hatch, Spring, *alternate years*)

**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, Hatch *Fall*)

**280 Stage Management** In his seminal book *The Back Stage Guide to Stage Management*, Thomas A. Kelly describes stage managers as "responsible and adaptable communicators who have the ability to handle and coordinate diverse groups of artistic personalities with tactful discipline and a sense of humor. They establish a creative environment by combining the ability to prioritize and anticipate and solve problems, with calm sensitivity and grace under pressure. Their ability to do the above stems from organizational ability, acquired technical knowledge..., familiarity with union requirements, and an inspirational personality that creates positive energy." This class examines the way in which stage managers fulfill these wide-ranging duties, studying the process of stage management from pre-production to closing night. Stage Management emphasizes practical knowledge and skill development, through case studies, generation of a prompt book for a hypothetical production, and the observation of the rehearsal process as it is practiced at the collegiate and professional levels.

**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, Hatch, *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*)

**309 Feminist Theatre** This course will survey twentieth and twenty-first century British and American feminist theatre, focusing on performance texts that address salient concerns of first, second, and third wave feminisms as well as performance modes that trouble such designations. Specifically, this course will examine the oft-marginalized role of women in mainstream commercial theatre both historically and within contemporary contexts. It will also explore the ways in which feminist theatre practitioners work in coalition with other social justice movements such as suffrage, workers rights, civil rights, and LGBT rights to create works that resist and/or redefine historically misogynistic modes of performance. The course will explore the ways in which notions of corporeality, intersectionality, poststructuralism, performativity and the gaze have shaped feminist performance traditions.

**310 African American Theatre** African American productions within the dominant culture's performance traditions (such as minstrelsy) in order to better understand the profound challenges facing black artists, the overwhelming area of study will be black authors, practitioners, and theorists from the 1900s to the present day.

**320 Theatre History II** Through an examination of the people, events, works, documents, institutions, and social conditions of the theatrical past, this course will explore the development of theatre from approximately 1700 C. E. to the present. Students will build on the historiographical methodologies pertaining to the writing of history that were introduced in *Theatre History I*, as well as research practices and opportunities in the field of theatre history. Students will interpret salient dramatic and theoretical texts as well as archival material and illustrate the ways in which these texts connect to the making of the theatre as well as the ways in which theatre shapes and reflects larger culture(s). Over the course of this semester, students will explore pivotal moments in theatre history including 18th century Continental Theatre, 18th Century Sentimental and Laughing Comedy and Bourgeois Tragedy, German Romanticism, Chinese Opera, Melodrama, Modern Realism, French symbolism, the historical avant-garde (Dada, Futurism, Expressionism, Surrealism), Post-War Theatre, Theatre of the Absurd, Epic Theatre, Postmodern Theatre. Students will engage with historic material at an advanced level in a wide array of odes including research, performance, and design.

**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. (Hatch, *spring alternate years*)

**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, Hatch, *offered each semester*)

## Urban Studies

### *Program Faculty*

Jim Spates, Sociology, Chair  
Jeffrey Blankenship, Art and Architecture  
Kendralin Freeman, Sociology  
Alan Frishman, Economics  
Clifton Hood, History  
Derek Linton, History  
Kirin Makker, Art and Architecture  
Stan Mathews, Art and Architecture  
Pat McGuire, Economics (Emeritus)  
Scott McKinney, Economics  
Jo Beth Mertens, Economics  
Joseph Mink, Political Science  
Nicola Minott-Ahl, English  
Ilene Nicholas, Anthropology

Urbanization and globalization are proceeding at an incredible rate. For the first time in human history, the majority of the world's people live in cities or their suburbs. That figure is expected to rise to over 70% by the middle of this century. In the United States, the percentage of those living in cities is currently 81%. Given this, it is easy to argue that cities are the most important form of community in the world. The field of Urban Studies is devoted to studying this important phenomenon, to understanding not only how cities come to be, but why they have become so important in our lives, and what factors make them work well or poorly.

The program is multidisciplinary, and uses 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 and Architecture, English, Classics, Environmental and American Studies are also relevant to give perspectives on urbanization beyond those offered in the four basic departments. Urban Studies offers an interdisciplinary major and minor. All courses counting toward the major or minor must be completed with a grade of C- or higher.

NOTES: (1) Any member of the program faculty noted above can serve as an adviser for the major or minor. (2) All individual programs approved by an adviser must also be approved by the program chair. (3) Some courses listed below have prerequisites (Example: all second level Sociology courses and above require SOC 100, Introductory Sociology); students wishing to take such courses must fulfill the prerequisite as specified by the department offering the course; it is the student's responsibility to discuss all such issues with her or his adviser before completing the major or minor form.

### **REQUIREMENTS FOR THE MAJOR**

*interdisciplinary, 10 courses*

BIDS 229 Two Cities: New York and Toronto; four Core Courses from four different disciplines; one methods course; and four elective courses from the core or elective list approved by an adviser in the program. One upper level (300 or higher) course must be included. The BIDS course is offered every other year.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 5 courses*

BIDS 229 Two Cities: New York and Toronto; two Core Courses from two different disciplines; and two courses from different disciplines from the program list (below), one of which must be an upper level (300 or higher) course.

### **CROSSLISTED COURSES**

#### **Introductory Courses**

BIDS 229 Two Cities: New York and Toronto

#### **Core Courses**

ANTH 206 Early Cities

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
SOC	212	Data Analysis

#### 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	326	Patterns and Processes in Ancient Mesoamerica Urbanism
ARCH	305	Environmental Design
ARCH	310	Early Modern Architecture
ARCH	311	History of Modern Architecture
ARCH	312	Theories of Modern Architecture and Urbanism
ARCH	313	History of Modern Landscape Architecture
ARCS	200	Design I: Basic Architectural Principles
ARCS	302	Design II: The Wider Environment
ARCS	400	Advanced Design in Architectural Studies
ARTH	101	Ancient to Medieval Art
ARTH	102	Renaissance to Modern Art
ARTH	116	World Architecture
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	340	American Architecture to 1900
ARTS	115	Three Dimensional Design
CLAS	202	Athens in the Age of Pericles
CLAS	251	The Romans: Republic to Empire
CLAS	275	Topic: Greek and Roman Archaeology
CLAS	275	Topic: Ancient Sparta
ECON	122	Economics of Caring
ECON	135	Latin American Economics
ECON	221	Population and Society
ECON	243	The Political Economy of Race
ECON	248	Poverty and Welfare
ECON	344	Economic Development
ENG	258	19th Century English Novel
ENG	316	19th Century Architectural Novel
ENV	101	Sustainable Communities
ENV	120	Human Geography
ENV	204	The Geography of Garbage
ENV	215	Environment and Development in East Asia
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	310	Rise of Industrial America
HIST	311	20th Century America: 1917-1941
HIST	316	Metropolis

HIST	352	Wealth, Power, and Prestige
MDSC	303	Social Documentary
MDSC	315	Intro to Social Documentary
POL	211	Visions of the City
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
PPOL	364	Social Policy and Community Activism
SOC	221	Race and Ethnic Relations
SOC	223	Inequalities
SOC	245	Sociology of Work
SOC	262	Criminology
SOC	271	Sociology of Environmental Issues
SOC	290	Sociology of Community
SOC	325	Moral Sociology and the Good Society
SPNE	311	The Latino Experience

## Women's Studies

### *Program Faculty*

Betty Bayer, Women's Studies, Coordinator  
Etin Anwar, Religious Studies  
Michelle Baron, Women's Studies  
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  
May Farnsworth, Spanish and Hispanic Studies  
Maureen Flynn, History  
Laura Free, History  
Catherine Gallouet, French and Francophone Studies  
Christopher Gunn, Economics  
Jack Harris, Sociology  
Jessica Hayes-Conroy, Women's Studies  
Susan Henking, Religious Studies (on leave)  
Leah R. Himmelhoch, Classics  
Marilyn Jiménez, Africana 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  
Craig Rimmerman, Public Policy  
Colby Ristow, History  
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 305, 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: Global Cultures
DAN	214	Dance History III 1960s to Present
EDUC	208	Teaching, Learning, and Popular Culture
EDUC	370	Social Foundations of Multiculturalism
ENG	239	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	Lit I: Mystics, Friends, & Lovers
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	203	Gender in Africa
HIST	208	Women in American History
HIST	234	Medieval Europe
HIST	241	The Politics of Gender and the Family in Europe, 1700-1850
HIST	250	Medieval Pop Culture
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	392	Seminar: Women in Japan
HIST	476	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
PHIL	345	Power, Privilege, Knowledge
REL	236	Gender and Islam
REL	237	Christianity and Culture
REL	254	Conceptions of God, Goddess, Absolute
REL	281	Women, Religion, and Culture
REL	283	Que(e)rying Religious Studies
REL	321	Muslim Women and Literature
REL	345	Tradition Transformers
REL	347	Gender and Globalization in the Muslim World
REL	354	God, Gender and the Unconscious
RUSE	351	Other Voices in 20th-Century Russian Literature: Women Writers
SPAN	304	Body Border
SPAN	316	Voces de Mujeres
SPAN	392	Latin American Women's Narratives
SPNE	330	Latina Writing in the U.S.
THAI	201	Thailand
WMST	150	Chicana Feminism and Visual Culture
WMST	213	Transnational Feminisms and Performance
WMST	243	Gender, Sex and Science
WMST	308	Chicana and Latina Art
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	122	Economics of Caring
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	Race and Ethnic Relations 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
SOC	375	Social Policy
WMST	204	Politics of Health
WMST	243	Gender, Sex and Science
WMST	305	Food, Feminism, and Health

#### 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)

**150 Introduction to Chicana Feminism and Visual Culture** This course lays the foundations for the study of Chicana feminism, women of color feminism, feminist visual cultural studies, and arts-based activism. This course traces the emergence of Chicana as an identity category and its challenges to Chicano and feminist activism; the radical ways Chicanas have employed visual, performance, and graphic arts as a means of educating and catalyzing social change; and the rich body of indigenous folklore that has both defined gender and sexual roles and provided the platform for defying them. Throughout the semester, we will draw from primary texts from the beginning of the Chicano movement, a rich selection of visual, performance, and graphic arts, and contemporary scholarship in women's studies, Chicana/o studies, and visual cultural studies. (Baron)

**204 The Politics of Health** This course takes an interdisciplinary feminist approach to the study of health politics, exploring the complex (and often uneven) processes through which human health and wellness come into being. Students will examine issues of individual, community, and environmental health as they emerge from a variety of geographic places. Feminist theory in this course serves as a lens through which to study different experiences of illness and disease across our social and environmental terrain, including differences based upon gender, race, class, age, and bodily ability. Examining "politics" in regard to health therefore means paying attention to uneven relationships of power that impact the distribution of illness and disease across both time and space, including those developed through cultural conflict, environmental struggle, social disenfranchisement, military violence, economic globalization, consumerism and the media, and educational policy. The course will also focus on proposing solutions to inequity that serve environmental and social justice goals. Prerequisite: WMST 100 or permission of instructor. (Hayes-Conroy)

**213 Transnational Feminism and Performance** Is woman a global category? How is gender performed differently across the globe? How do representations of first, second, and third-world women circulate transnationally? In this course, we will investigate how gendered bodies travel, perform, and are understood in wide variety of national, diasporic, and global media contexts, from theater and film, to politics and popular culture. Prerequisite: WMST 100 or permission of instructor. (Baron)

**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)

**218 Queer Representations in Theater and Film** How have LGBTQ artists explored the construction and contestation of lesbian, gay, bisexual, transgendered, and queer personhoods? How has the mainstream media explored and exploited queer identities? This course explores the interplay between representation and identification via the rapidly developing fields of queer performance and media studies. Throughout, we will investigate the meaning of "queer," as well as its intersections among and across a wide range of identifications. We will consider the role of theater, film, and performance not only in the creation of queer histories, communities, and identities, but also as a means of resetting what counts as

normal and normative. Central to his course will be a number of dramatic and filmic texts. Methodologically, we will draw from both performance and film theory as well as the theoretical demands of queer and feminist scholarship. While sharpening their writing skills through a variety of shorter writing assignments, students will also engage in sustained semester-long original research project.

**219 Black Feminism and Theater** In this course, we place black women's writings about their lives and factors that govern the health and well-being of black communities at the heart of our inquiry. Utilizing a wide range of theatrical texts, we will not only explore foundational texts and theories of black feminism in the US, but also the ways black playwrights and theater artists have communicated these theories artistically : as a mirror to a broken society and as a discursive intervention. Students will emerge from this course with an in depth knowledge of the foundations of black feminism and black feminist theory as well as the debates surrounding diversity in the contemporary American theatrical landscape.

**220 The Body Politic** To inquire into "The body politic" is to inquire into the riddle of the relationship between the corporeal body and the social, political, economic body. It is to ask oneself where one's own body begins and ends – does skin mark the boundary of the bodies? If so, what differentiates bodies such that some bodies are at the heart of political battles over rights and freedoms (including waging war in the name of women's bodies and access to reproductive rights)? In related ways, what lies behind the claim of the measure of a nation's well-being by the measure of the status of women's education and health? Does gender equality index non-violence and peace? What does it mean when the news reports a "seismic shift" happening globally with "women in the lead" – demanding fair and equitable treatment legally, socially, personally and economically? Why is a woman's body seen as the site of social and personal struggle (with food, beauty, sex, violence against women, etc.)? How has science shaped a woman's body as hormonal, emotional, and reproductive? How has a man's body been made invisible hormonally, reproductively, and emotionally? How do different traditions of thought and belief depict bodies? Do these different views carry consequences for how we inhabit our bodies? This course seeks to address some of these questions through theory, history, literature, film, guest speakers and movement – walking, dancing, and yoga – of the body. (Bayer)

**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. (Staff)

**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. (Staff, offered annually)

**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.

**305 Food, Feminism and Health** This class uses a feminist lens to explore a variety of topics arising at the intersection of food, health, and the body. The class addresses key material, epistemological, and methodological issues associated with food activism and intervention, and builds towards the enactment of student-led research projects. Class work includes both seminar discussion and participation in a lab section that is dedicated specifically to learning and practicing social science research methods aimed at food-based research and intervention. The seminar portion of the class will serve as a launching point for developing and carrying out individual, student-led research projects. Topics for the class include debates from both the production and consumption sides of the food chain, and take the health of both bodies and landscapes as a focal point. Among the list are: agricultural sustainability, genetically modified foods, local food activism, food security and hunger, nutrition and health policy, disordered eating, cooking as care work, and gender-based food marketing. Within these topics, issues of race and racism, class-based and cultural difference, and gendered food practices will be foregrounded.

**308 Chicana and Latina Art: Altars, Ofrendas, and Radical Acts** What unique contributions to the multiple fields of artistic expression have Chicanas and Latinas made? What is the relationship between *art and* social justice? What is the relationship between social justice, spirituality, and identity? This course explores how *Chicana and Latina* artists have used a variety of artistic media as an expression of intersectional identity, a challenge to racist and/or masculinist culture, an enactment of feminist politics, a catalyst for social change, a redefinition of community, and an articulation of decolonial consciousness.

**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 Françoise 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 cyber psychology, 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*

Margueritte Murphy, Chair

Cheryl Forbes, Professor

Neeta Bhasin, Assistant Professor

Hannah Dickinson, Assistant Professor

Margaret Werner, Assistant Professor

Sean Conrey, Visiting Assistant Professor

Benjamin Ristow, Visiting Assistant Professor

Geoffrey Babbitt, Visiting Assistant Professor

Samuel Cappiello, ASL Instructor

Alexandria Janney, ESOL Instructor

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 help students across the Colleges strengthen their abilities 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 across the curriculum is also a central component of program offerings through the Writing Colleagues Program. This program prepares student mentors to help with the teaching of writing and reading through the program's work in first-year seminars and other courses and supports 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 and minor, which require students to complete foundational courses in grammar and style, discourse analysis, and rhetorical analysis. Elective courses are offered at all levels. In addition, majors will select a concentration—Theories of Writing and Rhetoric, Language and Social Action, or Journalism and Professional Writing—to focus and extend the work of the foundational courses, electives, and a capstone seminar.

### **Requirements for the Major (B.A.) disciplinary, 12 courses**

One introductory courses from among WRRH 100, 105, 106, and 200; three core courses 201, 250, and 312; a group of four courses in concentration (journalism and professional writing, language as social action, or theories of writing and rhetoric); one course in each remaining concentration; one additional elective; and the capstone (WRRH 420).

### **Requirements for the Minor disciplinary, 7 courses**

One introductory courses from among WRRH 100, 105, 106, and 200; three core courses, WRRH 201, 250, and 312; two electives; and capstone (WRRH 420).

### **COURSE CONCENTRATIONS FOR MAJORS**

*Note: Some courses serve more than one concentration. It is the students' responsibility to discuss their plans for completing a concentration with their advisor. The introductory courses and the capstone do not count toward concentration.*

#### ***Journalism and Professional Writing***

This concentration focuses on the craft of writing for the public sphere. Students analyze and write in a variety of professional writing genres: science writing, memoir, investigative journalism, new media composition, travel writing, magazine features, and creative non-fiction. Students also engage with the theories and methods of interviewing, research, ethics, editing, and design.

This concentration prepares students for careers in journalism, publishing, editing, advertising, marketing, and public relations, though students interested in public policy, business, and the law also gain practical writing experience with this concentration. This concentration also prepares students for future graduate work in journalism, media studies, communication, technical writing, and the essay.

202: Going Places: Travel Writing

205: Rhetorical Bytes: Digital Rhetorics & Writing with New Technology

275: Getting Dressed: Discourses of Fashion

300: Writers World of Discourse: Issues and Practice of American Journalism

302: Op-Ed: Writing Political & Cultural Commentary  
303: The Art and the Business of Ideas: An Introduction to Publishing  
308: Reporting Online  
322: Adolescent Literature  
351: Science Beat  
352: Writing in the Professional Workplace  
499: Internship in Writing & Rhetoric

### ***Theories of Writing and Rhetoric***

This concentration focuses on the theories that inform the study of writing and rhetoric. Students are exposed to the histories, research methodologies, and pedagogies that inform the field of rhetoric and composition specifically and theories of language and power more broadly. Students study diverse rhetorical traditions, exploring and articulating their own theories of how writing and rhetoric are culturally, ecologically and politically situated.

Students in this concentration gain exposure to academic conversations about language, literacy, and culture, preparing them for a range of careers including law, politics, business, public advocacy, and education or for further academic study in rhetorical theory, composition studies, literacy studies, and communication studies.

208: The Other Englishes  
221: He Says, She Says: Language and Gender  
224: Writing and the Culture of Reading  
304: Hidden Writing: Journals, Notebooks, and Diaries as Creative Discourse  
305: The Writing Colleagues Seminar  
309: Talk and Text II: Language in Action  
311: Rhetorics of Feminist Activism  
322: Adolescent Literature  
325: Rhetoric of Place  
499: Internship in Writing & Rhetoric

### ***Language as Social Action***

This concentration explores language as a form of action through which social relations, cultural forms, hierarchies, ideologies, and identities are mediated and constituted. Students are exposed to theories and methods that examine the politics of language with a particular emphasis on Discourse Studies, ethnography, and Intercultural Rhetoric and Communication. Students investigate discourse across genres, cultural contexts, modalities, and historical junctures and use these investigations to foster social action.

Students in this concentration acquire a theory-informed understanding of how to interpret, conceptualize and engage communicative and rhetorical interactions among different groups, fields and formations. Such grounding prepares students for further graduate work in rhetoric, intercultural communication, sociolinguistics, cultural studies, or for a professional career involving international communication, activism, education, or business, among others.

150: American Sign Language I  
206: Immigrant Experience: Voices and Discourses  
208: The Other Englishes  
220: Breadwinners and Losers: The Rhetoric of Work  
221: He Says, She Says: Language and Gender  
223: American Sign Language II  
251: Black Talk, White Talk  
252: An Anatomy of American Class: Realities, Myths, Rhetorics  
301: Discourses of Rape in Contemporary Culture  
309: Talk and Text II: Language in Action  
311: Rhetorics of Feminist Activism  
499: Internship in Writing & Rhetoric

### **COURSE DESCRIPTIONS**

**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) (Staff, *offered each semester*)

**101 Writer's Seminar with Lab** This course is for students in any major who want to become successful as college writers, and would benefit from an intensive writing lab. By honing skills in critical reading and thinking, students are introduced to analysis and argumentation in order to consider their ideas within the context of academic writing and their own lives. Students develop writing techniques through composing and revising narratives, analytical essays, and guided research projects. The course focuses on writing individually and in collaboration with peers, the instructor, and other student support ( Writing colleagues or CTL ) through an emphasis on the process of invention, drafting, and revision. course times and themes vary with instructor. ( Repeatable)

**105 English for Speakers of Other Languages with Lab** This introductory English for Speakers of other Languages course provides students with the opportunity to develop a foundational level of English literacy and communication skills. This course places an emphasis on writing in various genres including argumentation, narration, and summary, as well as various writing skills including cohesion, structure, grammatical fluency, and revision. Students will use their experiences at HWS to develop their English writing, reading, listening, and speaking skills, with priority being given to writing development. Students will improve their English skills through written responses to readings, essays written in multiple genres, and a presentation on an aspect in American cultural or their home culture. The course will also include a lab to allow for development of English literacy skills, as well as English language conversation and listening development. The time and theme of the course may vary with the instructor.

**106 English for Speakers of other Languages II** This intermediate English for Speakers of other Languages course provides students with the opportunity to build upon the English literacy and communication skills they acquired in WRRH 105. Through an emphasis on more advanced grammatical skills and academic communication skills, such as analysis, synthesis, and critical thinking, students will become increasingly familiar with using the English Language for effective communication in academia. Students will improve their English through weekly writing responses to readings, essays written in multiple genres, a presentation on a grammatical or mechanical feature of the English language, and acting as a discussion leader in class once per semester to improve verbal communication skills. The time and theme of the course may vary with the instructor and semester. (Janney, *Spring, offered annually*)

**150 American Sign Language I** Students will develop the communication skills required to participate in the Deaf community. Students will also examine cultural expectations and influences for the Deaf and hearing. They will also experience firsthand community events and develop skills of critical reflection and analysis of cultural differences and will develop beginning level proficiency use of ASL. A few key questions that will be addressed during the course are; "How does culture influence language?" "How can society communicate effectively both verbally and in American Sign Language?" In addition to the texts directly related to the language, students will also develop an understanding of the culture and history through various readings and videos such as (but not limited to) *No Pity*, by Joseph Shaperio; *Deaf World, A Historical Reader and Primary Sourcebook*; and the documentary, "Hear and Now," the real life story of a local deaf couple and their decision to receive cochlear implants. (Cappiello, *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. (Staff, *offered each semester*)

**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, Werner, *Fall, offered annually*)

**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 is required. (Forbes, *Spring*, offered 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. (Staff, *offered 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. (Bhasin, *offered alternate years*)

**208 The Other Englishes: Global Flows and Local Complexities** The purpose of this course is to investigate the spread of English as an international language: its historical development, socio-cultural diversity and linguistic variation. This course will provide an overview of the theories and principles on the development and structure of World Englishes, a controversial current issue in TESOL (teaching English for speakers of other languages) and applied linguistics. The general causes and effects of the global spread of English, including its current relationship with global media and the Internet will be examined, and the students will assess the notions of linguistic imperialism, linguistic genocide, and the maintenance of global inequality. Furthermore, English in context and the implications of English having become both a global and a local language in many parts of the world will be explored. In addition to considering the contemporary roles, status, forms and implications of native and non-native varieties of Englishes which can be found throughout the world (e.g. Indian English, Singaporean English, Chicano English, various pidgins and creoles, etc.), topics related to educational linguistics within a World Englishes background will also be addressed in order to better understand pedagogical problems and concerns related to the English language teaching profession. (Bhasin, *offered alternate years*)

**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. (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*)

**223 American Sign Language II** Students will explore more in-depth implications of being in a minority culture within the majority culture. How does that influence the Deaf? Their feelings of oppression, Deaf perspective versus hearing perspective of meetings/conflicts, etc. The goal will deepen the students understanding of the language and the culture and to physically participate in Deaf cultural events. In addition to the texts directly related to the language, students will also develop an understanding of the culture and history through various readings and videos such as (but not limited to) *People of the Eye*, *Inside Deaf Culture*, *A Journey into the Deaf World*. (Cappiello, *Spring*, offered annually)

**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, *Fall, offered annually*)

**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*)

**275 Getting Dressed: Discourses of Fashion** The discourses of fashion are more and more a central, yet unexamined, fact to the life of HWS students and of America in general. This course takes a critical look at that discourse, using the sociolinguistic theories of James Paul Gee in his discussion of big D Discourses, Big C Conversations, and Figured Worlds. Added to this is the cultural analysis of Roland Barthes I essays and a book. We consider the social, economic, and political ramifications of style. (Forbes, *Spring, 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. (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*)

**302 Op Ed: Writing Political and Cultural Commentary** This course explores the roll of the columnist, the editorial writer whose columns appear opposite the editorial page in newspapers. Each week students write a column, making an argument about current issues related to politics, society, or the environment, to name a few. The course requires a great deal of independent research. The course is conducted as a workshop, in which each week three students volunteer to read their column aloud and have the whole class discuss it—raising questions, issues, looking at strong and weak points in the argument. Attendance is mandatory and students are expected to rewrite their columns as they prepare to turn in a mid-term and then a final portfolio. Course readings include a variety of editorial columns, especially those in *The New York Times* and *the Wall Street Journal*. (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 “gate keeping” 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. (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, Dickinson, *offered each semester*)

**306 New Media Writing: Theory & Production** New media technologies are currently exploding writing possibilities in thrilling multimodal, multimedia, and multidisciplinary ways. This course will explore new media writing through theory, literature, journalism, and practice. Throughout the semester we will build a firm theoretical foundation in theories of new media and technology (through writers such as Heidegger, Baudrillard, and Haraway). To complement our theoretical inquiry, we will study new media works in genres such as journalism, literature, and art (including work by Nieman, Strickland, and Goldsmith), as well as some criticism responding to those works and their methods. Major assignments will include academic blogs responding to assigned materials, a video essay, an audio collage, a multimedia online document, and the curation of a creative tumbler series. Students will respond critically to each other's new media projects in regularly held workshops.

**307 Literary Journalism : The Art of Reporting and Nonfiction Narrative** Literary journalism blends factual reporting with narrative and stylistic strategies common in literature. Literary journalists are bound by many of the same standards as other reporters, but they have the additional goal, as Ben Yagoda puts it, of "making facts dance." The literary journalist might, therefore, suppress direct quotation—a staple of traditional journalism—in favor of scene and dialogue. Or, rather than withdrawing the writer's point of view to achieve objectivity, the story might foreground the reporter's voice and experiences. This course will explore specific ways in which journalism benefits from literary techniques. Our approach will be twofold: we will examine the genre historically, and we will critique student work during regular workshops. Although we will begin by identifying the genre's roots in the 18th and 19th centuries (including works by Defoe, Boswell, Dickens), we will spend the bulk of the semester steeped in 20th century and present-day practices. "New Journalism" (including works by Capote, Mailer, Didion, Thompson, Wolfe) will be a cornerstone of our study, as will today's cutting-edge practitioners (such as Lewis, Galdwell, Wallace). Students will both emulate and resist these writers in their own work.

**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. (Bhasin, *Spring, offered alternate years*)

**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 suasive rhetoric as exemplified in contemporary social and political movements and non-profit organizations. Students learn methods for assessing what makes one text more persuasive than another and in turn, how to better assess the effectiveness of their own writing. (Werner, *Spring, offered annually*)

**322 Adolescent Literature** This course, run as a workshop and complement 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*)

**325 Rhetoric of Place** How does the language we use affect the way we experience a place? What role does language play as a part of our environment? Rhetoricians often speak of language being situated (from the Latin *in situ*: “in position”); philosophers and theologians have spent millennia discussing the primordial role that language plays in where we live (“In the beginning was The Word”); literary scholars talk about every text having a context; urban planners write codes that directly affect how a town gets built and its sense of place. We can even see evidence of language’s role in our environment by the fact that a “topic” of discussion takes its meaning from the word *topos*, which means “place” in Greek. Developing critical thinking skills while we learn, this class will work through ancient, modern and contemporary texts to reveal place as a vital concept in philosophy and rhetoric. Tracing the neglect of the concept of place throughout the modern period and examining recent attempts to reinvigorate it in architectural, rhetorical and philosophical circles, students will create projects that explore how these concepts are enacted in theory as well as in everyday practice. Intended to fulfill Environmental Studies Humanities Core requirement. (Conrey, *offered every year*)

**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** Writing Colleagues must enroll in WRRH 360 every semester they are in a placement. In addition to attending their placements, helping professors develop writing assignments and activities, reading student essays, and working one-on-one with writers, Writing Colleagues enrolled in WRRH 360 must also attend monthly professional development meetings, meet bi-weekly with the WC Coordinator, submit a weekly WC journal, and contribute to the community’s writing culture through blogs, op-eds, or newspaper articles. These activities are designed to support Writing Colleagues as they continue to strengthen their own reading and writing skills and develop as Writing Colleagues. (Dickinson & Janney, *offered each semester*)

**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**

**499 Internship**

# Writing Colleagues Program

## *Program Faculty*

Hannah Dickinson, Director

Cheryl Forbes

Alexandra Janney, Writing Colleagues Coordinator

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 251	Black Talk/White Talk
WRRH 252	An Anatomy of Class
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 351	Writing in the Natural and Social Sciences
WRRH 352	Writing in the Professional Workplace
WRRH 420	Writers Guild

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William Harris, Instructor of History (2009); Ph.D. candidate, Cornell University, M.A., Cornell University, 2005, B.A., Alabama State University, 1995

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- Alla Ivanchikova, Assistant Professor of English (2012); M.A., Central European University, Budapest, 2000; M.A., State University of New York at Buffalo, 2004; Ph.D., State University of New York at Buffalo, 2008
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- Steven Lee, Professor of Philosophy (1981); B.A., Delaware, 1970; M.A., Delaware, 1973; Ph.D., York, Toronto, 1978
- Matthew Kadane, Associate Professor of History (2005); B.A., Southern Methodist, 1992; M.A., New School for Social Research, 1997; Ph.D., Brown, 2005
- Liliana Leopardi, Assistant Professor of Art and Architecture (2012); B.A., University of Southern California, 1992; M.A., Institute of Fine Arts, NYU, 2000; Ph.D., Institute of Fine Arts, NYU, 2007
- Shalahudin Kafrawi, Assistant Professor of Religious Studies (2008); Ph.D., Binghamton University, 2004, M.A., McGill University, 1998, B.A., State Institute of Islamic Studies, 1991
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- Tatyana Kakhmetyeva, Assistant Professor of History (Spring 2013) (2012)\*
- Derek Linton, Professor of History (1984); B.A., Brooklyn, 1977; M.A., Princeton, 1979; Ph.D., Princeton, 1983
- Paul E. Kehle, Associate Dean of Faculty and Associate Professor of Education (2005); B.S., Beloit, 1983; Ph.D., Indiana, 1999
- Charity Lofthouse, Instructor of Music (2011); B.M., Oberlin College, 1999; Ph.D., candidate, CUNY Graduate Center
- Mary Kelly, Assistant Professor of Education (2007); B.A., University of Illinois, 1989; M.P.H., University of Hawaii, 1997; Ph.D., Indiana University, 2008
- DeWayne Lucas, Associate Professor of Political Science (2000); B.A., North Carolina at Chapel-Hill, 1995; M.A., Binghamton, 1999; Ph.D., Binghamton, 2001
- David Kendrick, Assistant Professor of Geoscience (2001); B.S., Yale University, 1986; Ph.D., Harvard University, 1997
- Elisabeth Hart Lyon, Associate Professor of English and Comparative Literature (1988); B.A., California at Berkeley, 1972; M.A., New York, 1973; Ph.D., California at Berkeley, 1992
- Kristy Kenyon, Associate Professor of Biology (2003); B.A., Colgate, 1993; Ph.D., George Washington, 2000
- Brenda Maiale, Assistant Professor of Anthropology and Sociology (2006); A.B., Vassar College, 1998; M.A., Cornell University, 2002; Ph.D., candidate, Cornell University
- Feisal Khan, Associate Professor of Economics (2000); B.A., Stanford, 1986; M.A., Stanford, 1988; Ph.D., Southern California, 1999
- James MaKinster, Associate Professor of Education (2002); B.S., Indiana (1995); M.S., Louisiana (1998); Ph.D., Indiana, 2002
- Gloria Kim, Post Doc, Media and Society (2012); B.A., York University, 2002; M.A., York University, 2004; Ph.D., University of Rochester, expected May 2012
- Fernando Rodriguez Mansilla, Assistant Professor of Spanish and Hispanic Studies (2011); B.A., Pontificia Universidad Catolica, 2001; M.A., Ponificia Universidad Catolica, 2004; Ph.D., Universidad de Navarra, 2008
- Erika King, Associate Professor of Mathematics and Computer Science (2001); M.S., Vanderbilt, 1998; Ph.D., Vanderbilt, 2001
- Richard Mason, Associate Professor of Sociology (1980); B.A., Missouri at Kansas City, 1966; M.A., SUNY Buffalo, 1969; Ph.D., Toronto, 1978
- Rodmon King, Assistant Professor of Philosophy, (2006); B.A., Roberts Wesleyan College, 1999; Ph.D., University of Rochester, 2012
- Patricia Mathews, Professor of Art (2007); B.A., University of Houston, 1974; Ph.D., University of North Carolina, 1984
- Julie Kingery, Assistant Professor of Psychology (2007); B.A., University of Richmond, 1997; Ph.D., University of Maine, 2003
- Stanley Mathews, Associate Professor of Art (2000); B.A., Beloit, 1975; M.F.A., North Carolina at Chapel Hill, 1978; M.A., Virginia Polytechnic Institute, 1987; Ph.D., Columbia, 2002
- Eric Klaus, Associate Professor of German (2001); M.A., Maryland, 1997; Ph.D., Brown, 2001
- Helen McCabe, Associate Professor of Education (2004); B.A., Middlebury, 1992; M.A. Washington, 1994; Ph.D., Indiana, 2004
- Kyoko Klaus, Tanaka Lecturer in Asian Languages and Cultures (2002); B.F.A., Oklahoma, 1992

James McCorkle, Assistant Professor, First Year Program (1987); B.A., Hobart, 1976; M.F.A., University of Iowa, 1981; Ph.D., University of Iowa, 1984

Allison McGuffie, Post Doc, Media and Society (2012); B.A., University of Notre Dame, 2004; M.A., University of Iowa, 2007; Ph.D., University of Iowa, expected Summer 2012

Patrick McGuire, Professor of Economics (1968); B.S., St. Peter's, 1965; M.A., Fordham, 1967; Ph.D., Fordham, 1973

D. Brooks McKinney, Professor of Geoscience (1984); B.S., Beloit, 1975; Ph.D., Johns Hopkins, 1985

Judith R. McKinney, Associate Professor of Economics\* (1979); B.A., Middlebury, 1972; M.A., Indiana, 1981; Ph.D., Indiana, 1983

Scott G. McKinney, Professor of Economics (1979) The William R. Kenan, Jr. Professor; B.A., Middlebury, 1972; Ph.D., Indiana, 1978

Susanne E. McNally, William Smith Dean and Professor of History (1972); B.A., Douglass, 1967; M.A., Claremont, 1969; Ph.D., SUNY Binghamton, 1976

JoBeth Mertens, Associate Professor of Economics (2000); B.A., Arkansas, 1981; M.A., Duke, 1985; Ph.D., Emory, 1992

Nicholas Metz, Instructor of Geoscience (2011); B.S., Valparaiso University, 2004; M.S., University of Albany, 2008; Ph.D., candidate University of Albany

Justin Miller, Associate Professor of Chemistry (2004); A.B., Princeton, 1995; Ph.D., Massachusetts Institute of Technology, 2001

Joseph Mink, Assistant Professor of Political Science (2011); B.A., University of Denver, 1990; M.A., University of Pennsylvania, 2000; Ph.D., University of Pennsylvania, 2005

Nicola Minott-Ahl, Associate Professor of English and Comparative Literature (2004); B.A., City College of New York, 1992; M.A., City University of New York, 1995; Ph.D., City University of New York, 2003

Kevin J. Mitchell, Professor of Mathematics (1980); A.B., Bowdoin, 1975; Ph.D., Brown, 1980

Renee Monson, Associate Professor of Anthropology and Sociology (1998); B.A., Oberlin, 1985; M.A., Minnesota, 1988; Ph.D., Wisconsin at Madison, 2001

T. Dunbar Moodie, Professor of Sociology (1976); B.Soc.Sc., Rhodes, 1961; B.A., Oxford, 1964; Ph.D., Harvard, 1971

Patricia Mowery, Assistant Professor of Biology (2007); B.A., University of Chicago, 1989; B.S., Indiana University, 1997; M.A., Yale University, 1991; Ph.D., University of Wisconsin-Madison, 2003

Patricia A. Myers, Professor of Music (1979); B.Mus., Oberlin, 1965; M.A., Oregon, 1967; Ph.D., Illinois, 1971

Eric Nelson, Assistant Professor of Mathematics/Computer Science (2012); B.S., Butler University, 2005; M.S., Colorado State University, 2008; Ph.D., Colorado State University, 2012

Elizabeth Newell, Professor of Biology (1988); B.S., Bates, 1980; Ph.D., Stanford, 1987

Ilene M. Nicholas, Associate Professor of Anthropology (1982); B.A., Arizona, 1971; Ph.D., Pennsylvania, 1980

Carol Oberbrunner, Assistant Professor of Philosophy (1999); B.A., Swarthmore, 1959; M.A., Michigan, 1960; Ph.D., Syracuse, 1990

Jeremy Orloff, Assistant Professor of Education (2012); B.A., University of Minnesota, 2002; M.A.T., Indiana University, 2008; Ph.D., Indiana University, 2011

David Ost, Professor of Political Science (1986); B.A., SUNY Stony Brook, 1976; Ph.D., Wisconsin, 1986

Edgar Paiewonsky-Conde, Associate Professor of Spanish and Hispanic Studies (1987); B.A., New York, 1965; M.S., New York, 1970; Ph.D., New York, 1982

Paul Passavant, Associate Professor of Political Science (1997); B.A., Michigan, 1989; M.A., Wisconsin at Madison, 1991; Ph.D., Wisconsin at Madison, 1997

Eric H. Patterson, Associate Professor of English and American Studies (1976); A.B., Amherst, 1970; M.A., Yale, 1973; M.Phil., Yale, 1974; Ph.D., Yale, 1977

Erin Pelkey, Associate Professor of Chemistry (2001); B.A., Carleton, 1994; Ph.D., Dartmouth, 1998

Steven Penn, Associate Professor of Physics (2002); B.S., Massachusetts Institute of Technology, 1995; Ph.D., Massachusetts Institute of Technology, 1993

Pratap Penumala, Visiting Assistant Professor of Religious Studies (2012); B.A., Andhra University, 1975; M.A., Sri Venkatesvara University, 1982; Ph.D., University of California, Santa Barbara, 1990

H. Wesley Perkins, Professor of Sociology (1978); B.A., Purdue, 1972; M.Div., Yale, 1975; M.A., M.Phil., Yale, 1976; Ph.D., Yale, 1979

Stacey Philbrick Yadav, Assistant Professor of Political Science (2007); B.A., Smith College, 1999; M.A., University of Chicago, 1993; Ph.D., University of Chicago, 2007

Mark Radosevich, Visiting Assistant Professor of Math/Computer Science (2012); B.A., Wesleyan University, 2003; Ph.D., Brandeis University, 2010

Joseph Rebello, Assistant Professor of Economics (2012); B.A., University of Rhode Island, 2002; Ph.D., candidate, University of Massachusetts Amherst

Craig Rimmerman, Professor of Public Policy (1986); B.A., Miami, 1979; M.A., Ohio State, 1982; Ph.D., Ohio State, 1984

Colby Ristow, Assistant Professor of History (2007); B.A., Michigan State University, 1996; M.A., Michigan State University, 1998; Ph.D., University of Chicago, 2008

Michelle Rizzella, Associate Professor of Psychology (1996); B.A., SUNY Stony Brook, 1989; M.A., New Hampshire, 1992; Ph.D., New Hampshire, 1996

Linda Robertson, Professor of Media and Society (1986); B.A., Oregon, 1968; M.A., Oregon, 1970; Ph.D., Oregon, 1976

Jason Rodriguez, Instructor of Anthropology (2011); B.S., Texas Wesleyan University, 2000; M.A., University of Texas, Arlington, 2003; Ph.D., candidate, University of California, Santa Cruz

Nicholas Ruth, Associate Professor of Art (1995); B.A., Pomona, 1986; M.F.A., Southern Methodist, 1988

James Ryan, Professor of Biology (1987); B.A., SUNY Oswego, 1980; M.S., Michigan, 1982; Ph.D., Massachusetts at Amherst, 1987

Richard Salter, Associate Professor of Religious Studies (1998); B.A., Hobart, 1986; M.A., Chicago, 1989; Ph.D., Chicago, 1998

Alvaro Llosa Sanz, Visiting Assistant Professor of Spanish and Hispanic Studies (2012); M.A., Universidad de Deusto, 2000; M.A., University of Nevada-Reno, 2006; Ph.D., University of California-Davis, 2011

Peter Sarratori, Registrar (1991); B.S., Rochester Institute of Technology, 1981; M.S., Rochester Institute of Technology, 1991

Leah Shafer, Assistant Professor of Media/Society (2011); A.B., Cornell University, 1994; M.A., Cornell University, 1999; Ph.D., Cornell University, 2008

Lilian Sherman, Coordinator, Field Supervisors; (1999); B.A., William Smith, 1987; M.A., SUNY, Geneseo, 1993

Daniel J. Singal, Professor of History (1980); B.A., Harvard, 1966; M.A., Columbia, 1967; Ph.D., Columbia, 1976

Kristen Slade, Assistant Professor of Chemistry (2011); B.S., University of Richmond, 2004; Ph.D., University of North Carolina, Chapel Hill, 2005

James L. Spates, Professor of Sociology, Class of '64 Professor (1971); B.A., Colby, 1965; M.A., Boston, 1967; Ph.D., Boston, 1971

Donald Spector, Professor of Physics (1989); A.B., Harvard, 1981; A.M., Harvard, 1983; Ph.D., Harvard, 1986

James Sutton, Assistant Professor of Anthropology/Sociology (2012); B.A., California State University, 1998; M.A., Ohio State University, 2002; Ph.D., Ohio State University, 2008

Charles A. Temple, Professor of Education (1982); B.A., North Carolina, 1969; M.Ed., Virginia, 1976; Ph.D., Virginia, 1978

Elizabeth Thornberry, Instructor of History (2011); B.A., Harvard College, 2004; M.S., Oxford University, 2005; Ph.D., candidate, Stanford University

Michael Tinkler, Associate Professor of Art (1999); B.A., Rice, 1984; Ph.D., Emory, 1997

Caroline Travalia, Assistant Professor of Spanish and Hispanic Studies (2007); B.A., University of Notre Dame, 2001; M.A., University of North Carolina at Chapel Hill, 2005; Ph.D. candidate, Universidad Autonoma de Madrid

John B. Vaughn, Associate Professor of Mathematics (1985); B.S., Houston, 1975; M.S., St. Louis, 1981; Ph.D., Illinois at Chicago, 1985

Kathryn L. Vaughn, Director of Visual Resources (1986); B.A., Houston, 1976; M.A., St. Louis, 1979; M.A., Chicago, 1980

Alan van Giessen, Assistant Professor of Chemistry (2008); Ph.D., Cornell University, 1999, M.S., Cornell University, 1996 B.A., Purdue University, 1994

William T. Waller, Jr., Professor of Economics (1982); B.S., Western Michigan, 1978; M.A., Western Michigan, 1979; Ph.D., New Mexico, 1984

David Weiss, Professor of English (1985); B.A., California, Berkeley, 1980; M.A., Johns Hopkins, 1981

Courtney Joseph Wells, Assistant Professor of French and Francophone Studies (2012); B.A., University of Dallas, 2003; M.A., Boston University, 2005; Ph.D., Boston University, 2010

Kristen Welsh, Associate Professor of Russian (2002); A.B., Brown University, 1990; M.Phil., M.A., Yale University, 1996; Ph.D. Yale University

Margaret (Maggie) Werner, Instructor of Writing and Rhetoric (2011); B.A., Illinois State University, 1996; M.A., Illinois State University, 1999; Ph.D. candidate, University of Arizona

Cadence Whittier, Associate Professor of Dance (2000); B.F.A., Utah, 1998; M.F.A., Utah, 2000

Cynthia J. Williams, Professor of Dance (1986); B.S., Utah, 1978; B.F.A., Utah, 1978; M.F.A., Connecticut, 1982

Vikash Yadav, Associate Professor of Political Science (2007); B.A., DePaul University, 1991; M.A., University of Chicago, 1993; Ph.D., University of Pennsylvania, 2003

Tenzin Yignyen, Scholar in Residence, Asian Language and Cultures (1999); B.A., Namgyal Monastery, 1985

Phillia Yi, Professor of Art (1986); B.F.A., SUNY New Paltz, 1983; M.F.A., Temple, 1985

Lisa Yoshikawa, Assistant Professor of History (2006); M.A., Yale University, 1999; M.Phil., Yale University, 2002; Ph.D., candidate, Yale University

Michael Zebrowski, Visiting Assistant Professor of Art and Architecture (2012); B.S., State University of New York at Buffalo, 2001; M.A., Cranbrook Academy of Art, 2003

Jinghao Zhou, Associate Professor of Asian Languages and Cultures (2000); Chinese, B.A., Nanjing, 1982; M.A., Wuhan, 1986; Ph.D., Baylor, 2000

## Senior Staff

The Rev. Lesley M. Adams, Chaplain (1994); A.B., Smith, 1980; M.Div., Harvard, 1986

Eugen Baer, Dean of Hobart College (2008); Professor of Philosophy (1971); Lic. Theol., Freiburg; B. Bibl., Biblical Institute, Rome, 1966; Ph.D., Yale, 1971

Sandra Bissell, Vice President for Human Resources (2011); Director of Human Resources (2005); B.A., University of Maine at Orono

Alfred L. Damiano, Chief Information Officer (2004); B.S. Bentley College, 1983; M.B.A., Central Florida, 1990

Robert Flowers, Vice President for Student Affairs (2008); Associate Dean of Students (2006); Director of Residential Education (2005); B.A., Houghton College; M.S., Alfred University; J.D., University at Buffalo Law School

Mark Gearan, President (1999); B.A., Harvard, 1978; J.D., Georgetown, 1991

Michael Hoepp, Assistant to the President and Chief of Staff (2010); Secretary to the Board of Trustees (2009); Assistant Director of Residential Education for Campus and Community Relations (2008); Assistant Coach, Men's Rowing/Area Coordinator (2005); B.S., Hobart College, 2005

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

Susanne McNally, Dean of William Smith College (2010); Professor of History (1972); B.A., Douglass; M.A., Claremont; Ph.D., SUNY Binghamton

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

Titilayo Ufomata, Provost and Dean of Faculty (2012); B.A., University College London; M.A., University College London; Ph.D., University College London

Cathy Williams, Vice President for Communications (2011); Director of Communications (2007); B.A., Syracuse University, 1992; M.A., Syracuse University, 1994

## Students: Geographical Distribution

### Fall Semester, 2012

U.S. Residence	Hobart	William Smith
<i>New England</i>		
Connecticut	97	97
Maine	17	23
Massachusetts	141	169
New Hampshire	18	16
Rhode Island	16	25
Vermont	11	35
<i>Middle Atlantic</i>		
Delaware	2	4
Maryland	21	24
New Jersey	87	89
New York	415	553
Pennsylvania	50	58
<i>East North Central</i>		
Illinois	12	10
Indiana	1	0
Michigan	6	4
Ohio	20	14
Wisconsin	0	1
<i>West North Central</i>		
Kansas	0	0
Minnesota	5	10
Nebraska	1	0
<i>East South Central</i>		
Kentucky	1	2
Missouri	2	1
Tennessee	2	1
<i>West South Central</i>		
Louisiana	1	0
Oklahoma	1	1
Texas	1	7
<i>Mountain</i>		
Arizona	0	4
Colorado	3	5
Idaho	0	1
Montana	0	0
New Mexico	0	0
Wyoming	1	0
<i>Pacific</i>		
California	8	20
Hawaii	1	1
Nevada	0	1
Oregon	2	3
Washington	3	3
<i>South Atlantic</i>		
Alabama	0	0
D.C.	1	2
Florida	11	10
Georgia	4	1

Maryland	21	24
North Carolina	7	4
South Carolina	0	0
Virginia	13	9
West Virginia	0	1

<i>U.S. Territories</i>		
Guam	1	0

#### Foreign Residence

	Hobart	William Smith
<i>Country</i>		
Afghanistan	1	0
Australia	0	1
Bahamas	1	0
Bolivia	0	0
Bulgaria	0	1
Canada	14	4
China	21	40
Czech Republic	1	0
Colombia	0	0
Denmark	0	0
Germany	2	5
Greece	0	2
India	0	0
Italy	2	0
Japan	1	0
Jordan	1	0
Kenya	0	1
Korea	1	2
Mexico	1	0
Mongolia	0	1
Nepal	1	1
Netherlands	3	1
Norway	1	0
Pakistan	1	0
Palestinian Territory	1	0
South Africa	0	1
Spain	1	0
Sweden	2	1
Switzerland	0	1
Taiwan	0	1
Tunisia	0	0
Turkey	1	0
United Arab Emirates	1	0
United Kingdom	0	2
Vietnam	0	0

## 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.

*Arnell 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 M. Finlayson Class of 1972 Endowed Scholarship (2012)* Established by a gift from Robert M. Finlayson '72 and awarded to academically qualified and financially deserving students in each of his or her junior and senior years. It is intended that the scholarship replace funds that would otherwise have been borrowed by the recipient. The Colleges' Financial Aid Office shall certify that the recipient meets this requirement. The recipient should be an active participant of the Student Body during the tenure of the scholarship. Accordingly, students who are traveling abroad during their junior and senior years will not be eligible to receive this scholarship.

*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 financially deserving and academically-minded incoming first-year students from Geneva High School and/or DeSales High School. The student(s) 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-year students from Geneva High School and/or DeSales High School. 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.

*John P. and Linda L. Hellstrom Endowed Scholarship Fund* (2011) This important endowed scholarship fund was established by a gift from John P. '64 and Linda L. Hellstrom and shall be awarded to student(s) who have demonstrated financial need and are academically qualified with first preference given to student(s) from the SEEDS Program (Seeds Scholars Program and the Seeds College Preparatory Program).

*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 financially deserving and academically-minded incoming first-year students from Geneva High School and/or DeSales High School. The student(s) 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.

*KEF Scholarship* (2011) This important scholarship fund was established by a gift from Keith E. Fleming '64 and is awarded to academically qualified and financially deserving rising third year students who have a demonstrated desire to assist others.

*Mary E. Kelleher GSA Endowed Scholarship* (2010) The Mary E. Kelleher GSA Endowed Scholarship will be awarded to financially deserving and academically-minded incoming first-year students from Geneva High School and/or DeSales High School. The student(s) will receive the Mary E. Kelleher GSA Endowed Scholarship each year for the four years he/she attends Hobart and William Smith Colleges, provided he/she continues 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.

*Art Kenney Memorial Scholarship* (2012) This scholarship will be awarded to one Hobart and/or William Smith student who otherwise would not be able to attend college. The student must be a rising junior who has exhibited a strong sense of community service and exemplary personal character. He or she will be known as the Art Kenney Scholar.

*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.

*Helen Dixon Kunzelmann P'64, GP'93 Endowed Scholarship* (2012) Established by a bequest from Helen Dixon Kunzelmann P'64, GP'93 and awarded to academically qualified and financially deserving Hobart and William Smith recipients. First preference shall be given to students from Bennington, VT, second preference shall be given to students from Vermont, and if there are no students that meet the first two criteria then the scholarship shall be awarded to students from New England.

*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 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 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.

*Dr. Frederick W. '39 and Eleanor W. Moore Endowed Scholarship Fund* (2012) Established by a Charitable Gift Annuity from Dr. Frederick W. '39 and Eleanor W. Moore and awarded to a rising Hobart or William Smith third-year student who plans to major in foreign language, with a preference to a French major. The Moore Scholar will be selected on the basis of his or her character, need, and academic achievement.

*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.

*Robert Ray Mulligan '36 - Dr. Shirley Stevens Mulligan '37 Scholarship Fund* (2011) Established by a Charitable Gift Annuity from Robert Ray Mulligan '36 and Dr. Shirley Stevens Mulligan '37 and awarded to financially deserving and academically qualified Hobart and William Smith students. Preference will be given to students who have been selected by the John P. Burke Memorial Caddy Scholarship Fund to receive aid or recognition from that fund. These students must also request assistance through the Colleges financial aid program and qualify for a Hobart and William Smith scholarship. Preference will also be given to any direct descendant of Robert Ray Mulligan and Dr. Shirley Stevens Mulligan who qualify for a Hobart and William Smith scholarship and request that assistance through the Colleges' financial aid program.

*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. Along with the above criteria, the Colleges will use the student's W-2 Form to determine if their income represents a minimum of 400 hours at the prevailing hourly rate and the Returning Student Application form to determine which candidates have demonstrated a significant commitment towards their degree.

*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.

*Dietrich 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.

*Dr. Lynn '20, Dr. James '51, and Patricia '52 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 Clafin Rusack '47 Scholarship* (2000) Established by a gift from Alison Wrigley and Geoffrey Clafin Rusack in honor and memory of Geoffrey's father, the Rt. Rev. Robert Clafin 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.

*Ralph E. '47 and Barbara L. '57 Springstead Endowed Scholarship Fund* (2008) Established by a gift from Ralph E. '47 and Barbara L. '57 Springstead and awarded to a Hobart or William Smith student with demonstrated financial need.

*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.

## HOBART COLLEGE

*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."

*William T. Robertson '60 Endowed Scholarship Fund* (2011) This important scholarship fund was established by a gift from William T. Robertson '60 and is awarded to Hobart students in good academic standing who have financial need.

*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.

*Dr. Carol Pappas '71 Endowed Centennial Scholarship* (2008) Established by a gift from Dr. Carol Pappas '71 and awarded to a first-year William Smith student with a declared interest in the natural sciences. This scholarship shall be awarded for four consecutive years providing the recipient continues to meet the criteria.

*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.

*Roderic '52 and Patricia '53 Ross Endowed Centennial Scholarship* (2011) Established by a gift from Roderic '52 and Patricia '53 Ross. This scholarship will be awarded to an academically qualified and financially deserving William Smith student in her junior or senior year of study, with preference to a rising member of Hai Timiai, the William Smith College's senior honor society.

*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.

*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.

*Mike Futerman Annual Fund Scholarship* (2011) Established by a gift from Daniel J. Chessin '84 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.

*Harrington Family Annual Fund Scholarship* (2012) Established by a gift from Phillip J. and Kathie M. Harrington P'10 and used for general scholarship aid.

*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.

*Pike Company Annual Fund Scholarship* (2012) Established by a gift from the Pike Company and awarded to a student who 1) has demonstrated financial need and 2) is from an underrepresented population, with additional preference given to a student from Upstate New York and/or majoring in Architectural Studies.

*Peter F. Scheler '58 Annual Fund Scholarship* (2011) established by a gift from Peter F. Scheler '58 and used for general scholarship aid.

## 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 Knapton 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.

**L. Thomas Melly '52 Trustee Scholarship for Academic Excellence Scholarships** are awarded to 50 students each year and winners are selected by the Admissions Committee. Applicants should be either in the top 10% of their class; have earned a 90 grade-point average or equivalent; scored 28 ACT or 1250 SAT (CR and Math); or received a recommendation from a counselor. Students must submit a separate Trustee Scholar Application along with all HWS application materials by January 1. Applicants must also submit a teacher recommendation and an additional personal essay. An interview is required. Trustee scholars are awarded \$25,000 annually and the opportunity to compete for additional \$5,000 grants in specific academic areas. All awardees will be assigned a faculty mentor in their chosen academic field. They will receive an invitation to an induction dinner with the Board of Trustees, and upon graduation they will be honored on a recognition plaque in the Warren Hunting Smith Library.

**Hersh Scholarships** are based on an exceptionally strong academic record and substantial extracurricular involvement and community service. Candidates are selected by the Admissions Committee from the L. Thomas Melly '52 Trustee Scholarship for Academic Excellence Scholarship winners. 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 L. Thomas Melly '52 Trustee Scholarship for Academic Excellence Scholarship 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 along with all HWS application materials by January 1. Scholars are selected by the Admissions Committee along with faculty members in the arts. Students who receive an Arts Scholarship are not required to major in a fine or performing art. Scholarship recipients are chosen based on their application materials, audition and past experiences and potential contributions to HWS. All awardees will be assigned a faculty mentor in the arts and encouraged to pursue an internship experience. They will receive an invitation to an induction dinner with faculty members from the arts, and upon graduation they will be honored on a recognition plaque in the new performing arts center.

**Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarships** are awarded to students who demonstrate advanced science coursework, relevant research or science related experiences. Students must submit the Blackwell Medical Scholars application and all HWS application materials by January 1. Scholars receive an annual \$25,000 scholarship and the ability to compete for one seat at SUNY Upstate Medical University

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](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 2012–2013 academic year is June 30, 2013.

*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:

- 35 years of age or older on July 1 of the academic year they are applying; or
- 22 years of age or older on July 1 of the academic year they are applying and not:
- Resident in any house, apartment or building owned or leased by parents for more than two consecutive weeks in calendar years 2010, 2011, 2012;
- Claimed as a dependent by parents on their federal or state income tax returns for 2009, 2010, 2011;
- Recipient of gifts, loans or other financial assistance in excess of \$750 from parents in calendar years 2010, 2011;
- Under 22 years of age on July 1 of the academic year they are applying, and meeting all other requirements of 2) above, and in addition, able to meet at least one of the following requirements:
- Both parents deceased, disabled, or incompetent;
- Receiving public assistance other than Aid to Dependent Children (ADC) or food stamps;
- Ward of the court;
- 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 \$500 to \$5,000 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](http://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 2012-2013 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 two weeks based on the number of hours that the student worked the two 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 website 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. 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/disabilities](http://www.hws.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](http://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  
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[www.hws.edu](http://www.hws.edu)