

2016-2018



HOBART AND WILLIAM SMITH  
COLLEGES

# CATALOGUE

# HOBART AND WILLIAM SMITH COLLEGES

## 2016-2018 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: The HWS Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. To access this information, visit <http://www.hws.edu/studentlife/pdf/clerystats.pdf> or, contact Martin Corbett, Director of Campus Safety at 315-781-3000. Additionally, the United States Department of Education's website for campus crime statistics is located here: <http://ope.ed.gov/campussafety/#/>

The information in this Catalogue is accurate as of the date of publication (*September 2016*) 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 are committed to providing a non-discriminatory and harassment-free educational, living, and working environment for all members of the HWS community, including students, faculty, staff, volunteers, and visitors. HWS prohibits discrimination and harassment in their programs and activities on the basis of age, color, disability, domestic violence victim status, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, or any other status protected under the law. Discrimination on the basis of sex includes sexual harassment, sexual violence, sexual assault, other forms of sexual misconduct including stalking and intimate partner violence, and gender-based harassment that does not involve conduct of a sexual nature.

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# ACADEMIC CALENDARS

## 2016–2017 CALENDAR

### FALL SEMESTER

August 26-28, 2016	New Student Orientation
August 28	Campus residences open
August 29	First day of classes
September 2	Last day to drop/add courses
September 16-18	Homecoming and Family Weekend
October 7	Last day of classes before recess
October 8-11	Fall recess
October 12	First day of classes after recess
October 24-28	Spring Sem. '17 Advising Week
Oct. 31 - Nov. 11	Spring Sem. '17 Registration
November 22	Last day of classes before recess
November 23-27	Thanksgiving recess
November 28	First day of classes after recess
December 9	Last day of classes
December 10-12	Reading Days
December 13-16	Final examinations
December 16	Semester ends after last exam
December 17	Residences close at noon
Dec. 18-Jan. 16, 2017	Winter Break

### SPRING SEMESTER

January 15, 2017	Campus residences open
January 17	First day of classes
January 23	Last day to drop/add courses
March 10	Last day of classes before break
March 11-19	Spring break
March 20	First day of classes after break
March 27-31	Fall Sem. '17 Advising Week
April 3-12	Fall Sem. '17 Registration
April 21	Charter Day
April 28	Moving Up Day
May 2	Last day of classes
May 3-5	Reading Days
May 6-9	Final examinations
May 9	Last day for senior grades
May 10	Residences close at noon
May 14	Commencement
May 15	Senior residences close
June 2-4	Reunion

## 2017-2018 CALENDAR

### FALL SEMESTER

August 25-27, 2017	New Student Orientation
August 27	Campus residences open
August 28	First day of classes
September 1	Last day to drop/add courses
September 15-17	Homecoming and Family Weekend
October 6	Last day of classes before recess
October 7-10	Fall recess
October 11	First day of classes following recess
October 23-27	Spring Sem. '18 Advising Week
Oct. 30 - Nov. 10	Spring Sem. '18 Registration
November 22-26	Thanksgiving recess
December 8	Last day of classes
December 9-11	Reading Days
December 12-15	Final examinations
December 15	Semester ends after last exam
December 16	Residences close at noon
Dec. 17-Jan. 15, 2018	Winter Break

### SPRING SEMESTER

January 14, 2018	Campus residences open
January 16	First day of classes
January 22	Last day to drop/add courses
March 16	Last day of classes before break
March 17-25	Spring break
March 26	First day of classes after break
April 2-6	Fall Sem. '18 Advising Week
April 9-18	Fall Sem. '18 Registration
April 21	Charter Day
April 27	Moving Up Day
May 1	Last day of classes
May 2-4	Reading Days
May 5-8	Final examinations
May 8	Last day for senior grades
May 9	Residences close at noon
May 13	Commencement
May 14	Senior residences close
June 1-3	Reunion

# HOBART AND WILLIAM SMITH COLLEGES

## Overview

Since Hobart's founding in 1822 and William Smith's founding in 1908, Hobart and William Smith Colleges have stayed true to their mission of providing a student-centered, residential learning environment, globally focused, and grounded in the values of equity and service. Located on 320 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 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 2,344 undergraduate students and seven graduate students. We have 223 full-time faculty members and a student-faculty ratio of 10:1. The average class size is 16 students.

Sixty percent of HWS students study abroad on six continents and we have ranked 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 consistently named to President's Higher Education Community Service Honor. . 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 more than 22,000 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, six Ernest F. Hollings Scholarships, three Morris K. Udall Scholarships, nine Barry M. Goldwater Scholarships and 31 Fulbrights. Students have received FBI internships, a Pfizer Fellowship, an EPA internship, American Chemical Society Scholarships and Merck Fellowships. Recent graduates are teaching English in Brazil, 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 Jan. 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 Dec. 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 Mark D. Gearan has since reinforced the Colleges' commitment to global understanding and study abroad opportunities, community service, and service learning, with the goal of providing these elements through contemporary facilities and state-of-the-art technology.

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

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

## **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  
Educational Studies, B.A., 0801  
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  
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  
Theatre, B.A.; 1007  
Women's Studies, B.A., 4903  
Writing and Rhetoric, B.A., 1599

### **Teacher Certification**

The Colleges offer a broad and innovative Teacher-Education Program (TEP) that combines extensive classroom experience in local schools and related seminars in the HWS education department. The TEP works in combination with the student's liberal arts major.

Students can be certified (initial) to teach elementary grades 1-6 in the following areas:

- Childhood
- Childhood and Students with Disabilities (dual certification)

Note: Students pursuing childhood certification or dual certification can select almost any of the majors that HWS offers; however, there are a few exclusions including educational studies, studio art, theater, and writing and rhetoric. Students cannot have any one of these majors as their only major if they want to pursue teacher certification.

Students can be certified (initial) to teach adolescent grades 7-12 in the following areas (with a major in that area):

- Biology, B.A., B.S., 0401
- Chemistry, B.A., B.S., 1905
- Earth Science, B.A., B.S., 1999 (with a major in geosciences)
- 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
- Social Studies (with a major in history, political science, or economics; and additional coursework)

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

- Art (P-12), B.A., 1002 (with a major in studio art)
- Music (P-12), B.A., 1005 (with a major in music)
- TESOL (P-12) (with a major in: anthropology, arts and education, English, French and Francophone Studies, history, individual studies (BA), international relations, psychology (BA), sociology, Spanish and Hispanic Studies, theatre, or writing and rhetoric)

The major in Educational Studies cannot be used as the basis for any teacher-certification program.

The major in Educational Studies is intended for students with interests in issues that intersect education, but who do not necessarily want to become certified classroom teachers.

Teacher-certification students may complete a major in Educational Studies as a second major, provided their first major is the appropriate basis for their teacher-certification program.

HWS students can also earn a Master of Arts degree through a fifth-year program at HWS, in the following areas:  
Adolescent Education, M.A.T., 0803  
Childhood Education, M.A.T., 0802  
Special Education Childhood, M.A.T., 0808\*

\*Certification in Special Education requires dual certification in Childhood and Students with Disabilities.

### **Graduation Rate**

The graduation rate for Hobart students entering in the fall of 2010 and graduated by 2016 (six years later) was 72 percent. The graduation rate for William Smith students entering in the fall of 2010 and graduated by 2016 (six years later) was 80 percent. The overall graduation rate for both Colleges was 77 percent. Additional information on graduation rates and student retention is available from the Office of the Registrar.

## **THE CAMPUS**

Hobart and William Smith's 320-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, three cafés, a pub, two gymnasias, a sport and recreation center, a performing arts 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 with docking facilities.

In January of 2016, Hobart and William Smith celebrated the grand opening of the Gearan Center for the Performing Arts, an extraordinary 65,000-square-foot facility that brings together music, dance, theatre and media and society in a unified academic space. The building stands at the center of campus activity, aligned by a walkway that connects to the steps of the Scandling Campus Center. Through the Gearan Center's main entrance, the soaring L. Thomas Melly '52 Lobby, named for Chair Emeritus of the Board of Trustees L. Thomas Melly '52, L.H.D.'02 and his wife Judith H. Melly, invites those on the first floor to experience connections to theatre, music and dance by way of performance spaces as well as a film-screening room for media and society. The second floor features academic spaces for theatre and dance, as well as faculty offices. Primarily dedicated to music, the third floor includes classrooms, practice spaces and faculty offices. The entire facility is equipped with state-of-the-art technology and all of the performance spaces and classrooms are designed as smart rooms, enhancing the student-learning experience. The facility is the largest capital project in the history of the Colleges.

In 2016, the Colleges completed the Richard S. Perkin Observatory, a teaching and outreach facility that provides students with opportunities to observe and photograph objects trillions of miles from Earth. Located adjacent to the Katherine D. Elliott Studio Arts Center, the 38 by 24-square-foot facility includes both a temperature-controlled "warm room" that can be used year-round, as well as an observatory space where the telescope will be located. The facility is named in honor of Richard S. Perkin, co-founder of the Perkin-Elmer Corporation. The Colleges received two institutional grants from The Perkin Fund to support its construction.

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 Recreation, Intramurals, and Fitness 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.

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 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 Centennial Center for Leadership (CCL) 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. CCL is located at 603 South Main St. in a lakeview building renovated in 2008.

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, radio station 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 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.

In 2006, 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.

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, Professional and Experiential Education, the Center for Community Engagement and Service Learning and the Center for Global Education.

The Finger Lakes Institute opened at 601 S. Main St. 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.

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 during 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.

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 William Smith athletics. Portions of Bristol Gymnasium, Hobart 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 Chair Emeritus of the Board of Trustees L. Thomas Melly '52, L.H.D.'02, who completed 10 years of board chairmanship as the building was being dedicated in 1998.

### **Technology Support**

Since residential spaces are fully equipped with high-speed Wi-Fi access to networked resources, including Internet and e-mail applications, the vast majority of students at the Colleges bring a personal computing device with them.

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.

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

Located in the Warren Hunting Smith Library, The William A. Barron Jr. '51 Multimedia Lab is a Windows computer lab. It also serves as the campus' 24-hour computer lab, open for student use throughout the academic year. It has public printers that students may use with their print credits.

### **Windows Lab in Rosenberg Hall**

A Windows-based computer laboratory is in the lower level of Rosenberg Hall (Rosenberg 009). The laboratory contains 21 Apple iMac computers, which contain various software applications and are connected to printers that students may use with their print credits. The lab is open to the Colleges' community during periods when classes are not scheduled. Evening hours vary and are posted on the door.

### **Apple Lab in Gulick Hall**

An Apple-based computer laboratory is located on the second floor of Gulick Hall (Gulick 208A). The laboratory contains 24 Apple computers, which are completely networked and contain various software applications, and are connected to printers that students may use with their print credits. The lab is open to the Colleges' community during periods when classes are not scheduled. Evening hours vary and are posted on the door.

### **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 these departments: Anthropology, Architectural Studies, Art History, Biology, Chemistry, Computer Science, Economics, French and Francophone Studies, Philosophy, Physics, Sociology, 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 (WFs) 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 also 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 meetings. Through this collaborative process, Writing Fellows help students become more confident, conscientious and effective writers.

### **Q Fellows**

The Q Fellows are peer facilitators who offer support in courses that require students to use quantitative reasoning, mathematical processing, and symbolic logic to be successful. They are generalists, trained to work with students on the mathematical reasoning necessary to understand the content in a variety of disciplines. The Q Fellows hold drop-in hours and offer support to students around a wide range of mathematical concepts, from Algebra refreshers to learning Calculus II concepts. Students come from many departments including Environmental Studies, Economics, Physics, and Psychology to review basic mathematical concepts, decipher statistic methods, applications of Calculus, and many others.

### **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 also available to assist students who wish to excel academically and hone reading, writing, time management and general study skills, and help with the transition to college life.

### **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 website.

### **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.

### **Fribolin Farm**

Local agricultural innovator, entrepreneur and philanthropist Carl W. Fribolin L.H.D. '14 donated part of White Springs Farm to Hobart and William Smith Colleges in 2014. Located less than a mile from campus, the 34 acre historically significant property includes a home, stall barn and riding arena, and two spring-fed ponds. Through classes, independent research projects, farm internships, and growing projects, the versatile use of the farm deepens the campus' engagement with the Finger Lakes region.

### **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 combined Warren Hunting Smith Library and Melly Academic Center total approximately 108,000 square feet with a stack capacity of 500,000 volumes. The facility was renovated in the summer of 2008 to include a Learning Commons, with services from the Library, Information Technology Services, and the Center for Teaching and Learning coming together to provide a full-service facility for students and faculty to focus their research needs.

The library maintains a circulating collection of almost a half a million volumes as well as a wealth of online books, journals and databases. The collection is curated specifically to support the demands of the curriculum, and to support the basic research required for courses.

The collection dates back to the earliest foundation of Hobart College, and the oldest and rarest holdings are kept in the Colleges' Special Collections. Faculty often work with the library to use these materials in classes, but individuals can also make appointments to work with the rare books and unique manuscripts. The Library is also home to the Colleges' archives - which is a collection that details the rich history of the Colleges and Geneva.

This is the fourth building to house the Colleges' library, and it fulfills the dual role of housing the collections and providing essential study space. The Library can seat about a quarter of the student population and is a regular destination for students on campus with more than a thousand visitors each day. There are a variety of study spaces available from quiet individual study on the third floor to lively group space in the Learning Commons. Groups are also able to reserve rooms for group study, to screen media or practice presentations. Students in the Honors program can petition to be assigned an individual carrel while they are working on their Honor's project. Outside of library hours, the Atrium Lounge and the Barron Lab remain open 24/7.

Given the broad reach of the curriculum and the interest of the students, there is often a need to access resources beyond the collection. The Library maintains an active borrowing relationship with more than 75 other academic libraries in the region for timely access to materials, as well as access to a worldwide borrowing network for specialized works. Library staff is always available to help—in addition to drop-in hours, students can make one-on-one appointments with research librarians. The librarians frequently collaborate with faculty and can help refine research or find the best resources.

### **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.

The College Store offers a Loyalty Rewards program. Enrolled customers are awarded points for every purchase of bookstore merchandise. Points do not expire and can be redeemed for a \$25 Loyalty Rewards card, which can be used toward future purchases of bookstore merchandise. The program is free and is subject to change without notice. For more information about the Loyalty Rewards program, The College Store, or to purchase merchandise and insignia items, visit The College Store's website, [collegestore.hws.edu](http://collegestore.hws.edu).

### **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 equality, mutual respect, and common interest in relations between women and men through our educational program, scholarship and presence in the larger community.

Each year, the Center's activities are focused around a central theme. The Center sponsors four to six Faculty Research Fellows engaging that theme in their scholarly work. It also funds a lecture series that brings to campus scholars, artists, and activists relevant to the year's themes. Invited lecturers typically meet with the Research Fellows and visit classrooms. Recent themes have included Gender, Collectivity, and the Common; Campus War Machine: Sex and Debt; and Gender, Climate, and the Anthropocene.

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 an interdisciplinary Steering Committee composed of students and faculty.

### **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, the Counseling Center for Student Wellness, Hubbs, and the Athletics Departments 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. Student 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 promote an environment where students from all backgrounds find support, challenges, grounding for their personal growth and encouragement for academic success and the development of leadership skills and civic engagement. Programs are available that promote cross-cultural opportunities, understanding of social justice issues and outreach to the larger community, as well as those that support students and other campus community members.

The Office of Academic Opportunity Programs administers the New York State Arthur O. Eve Higher Education Opportunity Program (HEOP) designed to improve the educational opportunities available to capable students whose financial and academic environments have not allowed their full potential to be realized before entering college. Students admitted to Hobart and William Smith Colleges through HEOP/AOP are provided a set of comprehensive support services aimed at helping students succeed toward a college degree and success beyond college through close advising and monitoring of their academic progress for their entire college experience.

HEOP offers a pre-college program, the Summer Institute, 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 academic opportunity programs. The staff is assisted by student peer tutor/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, Professional and Experiential Education**

The Salisbury Center 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.

### **Guaranteed Internship Program**

Because Hobart and William Smith recognize how important an internship is in determining career direction, the Colleges have made a bold commitment: Hobart and William Smith guarantees that students of good academic and social standing who have successfully completed the Pathways Program, will be able to participate in one internship or research opportunity. In most cases, the internship will happen in the summer after the junior year. For summer internships that are unpaid, the Colleges will provide a stipend.

## **Resources**

Pathways is the signature program of the Salisbury Center for Career, Professional and Experiential Education. It is comprised of four parts: Assess, Explore, Experience and Connect. 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, government and social services.

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 during winter, spring and summer breaks.

The Salisbury Center for Career, Professional and Experiential Education 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. The Salisbury Center 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 GPS, 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. The staff also produces 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. The Salisbury Center 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, Professional and Experiential Education 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 NYC Finance Experience and a media and film program in Los Angeles, as well as one-day programs in Washington focusing on careers in politics, fashion, non-profits, media, law, the sciences and the arts.

Information about services and resources offered through the Salisbury Center for Career, Professional and Experiential Education is available through the website.

### **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, 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 up to \$15,000 for each of the four 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.

Also available to students are two awards of \$5,000 each that provide students with the opportunity to complete an internship or research assistantship internationally. The Padnos Winter Break International Research/Internship Award provides students with a funded shorter-term opportunity and the Cohler Award includes a two-week internship in New York, N.Y. with Cohler Designs and then an international opportunity to study art or architecture. Lastly, The Bickley Award is available for students who want to intern in the for-profit sector internationally and provides a stipend of \$5,000-\$15,000 to one or two students.

### **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, Professional and Experiential Education.

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 enable the health center to provide these services for the students as needed. For a fee, the Colleges offer an accident and sickness insurance to those who do not have insurance or need supplemental insurance, to insure the student for any services that may be needed outside of Hubbs Health Center.

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 Counseling Center 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 Counseling Center is skilled in helping students address a wide range of concerns, including those most common to college student developmental issues, such as 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 and state confidentiality guidelines. Students may secure services by calling or visiting the Counseling Center, or scheduling online from the HWS website for the center.

## Chaplain

The Office for Spiritual Engagement is located in St. John's Chapel on South Main Street, attached to Demerest Hall. The Chaplain, an Episcopal priest who lives on campus, is available to all members of the Hobart and William Smith community, regardless of religious background or affiliation. The Director of the Abbe Center for Jewish Life works alongside the Chaplain and conducts Jewish and multi-faith programming. For more information on programming and worship, see "Spiritual Life" in *Student Life*.

# THE CURRICULUM

## General Description

**EXPLORE, COLLABORATE, ACT** is the animating principle that unifies the HWS curriculum. Academic work at HWS is integrated in all that we do, including our remarkable Global Education program, our rich integration of service learning into and beyond our academic offerings, our longstanding focus on thinking and working across traditional disciplines, and the close work of research and creativity that connects faculty and students. Moreover, this principle also defines the distinctive role of the Colleges in the 21st century, expressing what we aspire our students to embody, an ethos that focuses student progress through college and beyond. In the broadest sense, **EXPLORE, COLLABORATE, ACT** articulates what we—students and faculty alike—do at the Colleges, highlighting our vibrant interconnections and interdisciplinarity.

The curriculum of the Colleges emphasizes the breadth of critical thinking and communication found across disciplines, as well as specific modes of analytical reasoning, communicating, and critical thinking within disciplines. Over the course of their studies at the Colleges, students develop the ability to examine and evaluate facts and phenomena, discern patterns and arguments, and understand and form connections between ideas, issues, and values. The ability to share one's discoveries, interpretations, or analyses is essential to becoming a creative and critical thinker and communicator. Our curriculum embodies the fundamental mission of a liberal arts education to develop, in all of its elements, each student's capacity for analytical, expressive, empathetic, critical, and effective reasoning and communication, which can be carried forward into life, work, and the world.

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.

## Degree Requirements

The faculty of Hobart and William Smith Colleges have 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. At least 30 of these courses must be full-credit courses;

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, including a capstone course or experience, and an academic minor (or second major).

5) Completed any faculty-mandated writing requirement(s);

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 of our general curriculum; two of the goals are integrated across the four-year curriculum, and six are aspirational goals satisfied through the completion of specific coursework that addresses each goal.

## The Eight Goals

### *The Integrated Goals of Critical Thinking and Communication*

Critical thinking and communication comprise the foundation of any liberal arts education. **The ability to articulate a question, identify and gain access to appropriate information, organize and present evidence, and construct complex, elegant, and persuasive arguments in written and oral forms are integral to the Colleges' vision to "EXPLORE, COLLABORATE, AND ACT."**

**Critical and creative thinking, and their expression through the media of writing and speaking,** are understood to develop over the course of a student's learning experience:

- The First-Year Experience (FYE) introduces students to critical thinking and communication skills through introductory courses in disciplines across the curriculum. At the center of the FYE is the writing-intensive *First-Year Seminar*, which introduces students to the intellectual community of the Colleges and provides academic mentorship. The First-Year Seminar introduces and integrates within the seminar many of the Colleges' academic resources.
- The **writing-enriched curriculum**<sup>1</sup> (WEC) builds on the FYE by further developing the key writing and thinking abilities characteristic of a student's major, as well as the ability to recognize key features of the major's discourse. WEC is built upon several premises: that writing can be flexibly defined as an articulation of thinking in a variety of forms; that writing is continually developed in new contexts and genres, rather than a skill to be mastered; and that writing instruction is the shared responsibility of faculty in all departments and programs.
- The **senior capstone experience** is both a continuation and culmination of the student's development in critical thinking and communication. Specific to each major, the capstone experience demands substantial understanding of the discipline's central questions and literacy in its modes of reasoning and communication.

### *Aspirational Goals of the Curriculum*

Along with our integrated goals of critical thinking and communication, the **aspirational goals** of the curriculum expose students to modes of critical, analytic, and creative thinking and communications found across fields of study; these goals thus underscore the imperative of a liberal arts education to provide a breadth of knowledge and the means to express that knowledge effectively.

**The ability to reason quantitatively.** *The ability to reason quantitatively is necessary for using and interpreting*

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<sup>1</sup> The writing-enriched curriculum is a new curricular initiative for HWS. Development of WEC at the institution began in 2016. Over the next three years, WEC will be implemented across the institution in three cohorts of departments and programs.

*quantitative data or mathematical arguments in decision making. Quantitative reasoning fosters numerical literacy, and is best developed by working with numerical evidence to evaluate trends, patterns, and claims or by using mathematical concepts to create or assess complex arguments.*

**An experiential understanding of scientific inquiry.** *An experiential understanding of scientific inquiry provides the intellectual foundation for evaluating scientific claims about the natural world. Scientific inquiry involves posing and answering questions by testing hypotheses through observational studies, experimental testing, or modeling. Understanding the processes by which knowledge is gained in the natural sciences is best developed through the direct experience of the investigative inquiry that characterizes scientific practice, grounded in laboratory, field, or classroom experiences.*

**A critical and experiential understanding of artistic process.** *A critical and experiential understanding of artistic process emerges from engagements with art that are both expressive and reflective. The understanding of artistic expression may be cultivated through studies that are entirely performance-centered, studio-based, or workshop-based, as well as through studies that integrate performance or creative activity with topics related to the art form.*

**A critical understanding of social inequalities.** *A critical understanding of social inequalities will draw on evidence to analyze how wealth, power, and privilege are distributed unequally in human societies based on factors including, though not limited to, gender, race, class, religion, sexuality, age, disability, indigeneity, nationality, ethnicity, or language. This understanding can be fostered by examining the historical background, social conditions, and intersections of different forms of inequality; by acquiring a deeper understanding of the lives of individuals and groups who experience inequality; by scrutinizing ideologies and social constructions for justifying inequality; or by critically assessing past and present collective strategies for reducing social inequality.*

**A critical understanding of cultural difference.** *A critical understanding of cultural difference is necessary for thoughtful, cooperative, and productive communication in a global community. Global citizenship requires the ability to understand how and why human thought, expression, and action are constituted by differences of historical background, social context, cultural heritage, and linguistic tradition. This understanding can be cultivated through the critical study of a cultural heritage that is substantively different from one's own, or through the study of cross-cultural interaction and cultural change.*

**An intellectual foundation for ethical judgment as a basis for socially responsible action.** *An intellectual foundation for ethical judgment as a basis for socially responsible action requires the ability to think and argue rigorously about questions of how things should be. This foundation ideally incorporates a historically informed examination of one's values and an understanding of the role of particular circumstances in the context of ethical judgment and action. These skills can be developed by studying professional ethics, public service, social justice, human rights, environmental responsibility, and other topics that raise questions of how to engage in responsible action.*

### **Addressing the six aspirational goals**

Students must work with a faculty adviser to design a program of study that both meets their interests and addresses the six aspirational goals and objectives—this is a graduation requirement. The six aspirational goals are addressed only through formal course work. Courses that address goals are categorized as either partially or substantially addressing a goal, depending on the content of each course. To “complete” a goal for graduation, students must successfully complete either **one course that substantially** addresses an aspirational goal or **two courses that partially** address an aspirational goal. Many courses at HWS address more than one aspirational goal. To complete the graduation requirements related to the six aspirational goals, each student must address each of the six goals, and must complete at least **five unique courses** to satisfy the goals. *This does not mean goal courses need to be unique from courses counted towards majors and minors, rather in the list of courses that a student completes towards the six aspirational goals, there must be a minimum of five unique courses.* Course lists that address each goal are available online, and each course that counts either partially or substantially towards a particular goal will be indicated in PeopleSoft under “Course Attributes.”

### **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 12 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. All departments and programs require a **capstone course or experience**, typically completed in a student's senior (or junior) year, to complete a major. While most majors have established capstone courses or experiences, a few majors will be adding their capstones in the Fall of 2016. These capstones will be added to the online catalog this fall. Regardless, all incoming first-years are expected to complete a capstone at the time of graduation. 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 (see below), 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 ensuring that prerequisites for the major are met as they plan their schedules. Some students choose to do two majors rather than a major and a minor, but this is not a requirement. Of the courses required for a major, six must be unique to that major (cannot be counted toward another major or minor.)

## **Individual Majors**

The Individual Majors program provides students the opportunity to design an individually tailored major when the focus of study lies outside an established department or program-based major, and/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 (including a capstone experience), articulating the focus and goals of the major. The student's proposal and adviser's recommendation is submitted to the Individual Majors Committee, which reviews the proposal. Once an Individual Major is approved, any subsequent changes to the student's curriculum or major 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 create an Individual Major with a B.S.; this requires a minimum of 16 courses, all from within the natural sciences division.

All course work for the major must be passed with a grade of C- or better, including courses taken credit/no credit. The Individual Majors Committee takes the role of departmental/program chair for certifying the student's completed program of study (senior audit).

The process of designing and submitting 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 adviser, reviewing the Individual Majors proposal form, and contacting the Individual Majors Committee.

## **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 complete 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. 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 credit. Both full credit and half credit opportunities are available for independent study, depending on the scope and depth of work and hours committed to the independent study.

## Credit Bearing Internships

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

- 1.) Half Credit Internship** - Students may register for a half-credit (.50) internship INT 199. The INT 199 credit-bearing internship course registration allows students to receive half credit for an approved internship. Internships must include a minimum of 120 on-site contact hours, and students must keep a journal of their experience for submission to their faculty adviser. Students may receive financial compensation for their internship, including wages. A maximum of two INT 199 internships may count toward graduation requirements. Students should meet with their faculty adviser to discuss the internship, and to make sure all required documentation has been submitted and received. Once their adviser has approved the internship, students should bring the form to their dean for final approval. An evaluation from the site supervisor should be sent to the adviser after the internship is completed, and the adviser will submit a CR/NC grade. *Any international student doing an INT 199 must have the signature of approval from the Director of International Students Affairs.*
- 2.) Full Credit Internship** - Some programs and departments offer a 499 full credit (1.00) internship course. Students may register for that credit with the permission of their department/program chair. Students may receive financial compensation for their internship, including wages.

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

## 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.

## **Teacher Education Program**

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 toward 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.

## **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.

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 and with the Thayer School of Engineering at Dartmouth College. In general, for these programs, students spend a total of three years at Hobart and William Smith and two years at the other institution, and in a total of five years, students receive a B.A. or B.S. from Hobart or William Smith and a bachelor's degree in engineering from the cooperating university. In some cases, students 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, while in other cases, students receive both degrees at the end of five years.

With the Columbia program, students generally spend three years at Hobart and William Smith, followed by two years at Columbia. With the Dartmouth program, students typically spend the first two years at Hobart and William Smith, the third year at Dartmouth, the senior year at HWS, followed by the fifth and final year at Dartmouth. In both cases, students complete a major at HWS, but the requirement for completing a minor can be met through six courses, three of which must be unique to the minor, through the engineering curriculum at the partner institution.

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, Professional and Experiential Education.

### **Financial Aid for 3-2 Joint Degree Programs**

Financial aid for the 3-2 joint degree program (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.

## **ACADEMIC POLICIES**

The faculty of Hobart and William Smith Colleges has oversight of the curriculum and the classroom experience, and insists that students undertake all academic exercises with the utmost honesty and integrity. This *principle of academic integrity* lies at the heart of our learning community and forms the foundation for everyone’s academic efforts.

Starting with adherence to the principle of academic integrity, the individual student bears responsibility for his or her own education and must undertake all academic work with complete honesty and integrity. As well, each student must do his or her best to assure that this principle extends to all others in the community.

Categories of academic work covered by the principle of academic integrity include, but are not limited to, the following:

- *Examinations*: Giving or receiving assistance during an in-class or take-home examination, quiz, or any other academic exercise, except as specifically authorized by an individual course instructor, violates this principle.
- *Papers*: The presentation 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, destruction or theft of any library materials, 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. Failure to attribute the source for any information or writing derived from any computer source (database, website, internet, etc.) and incorporated in any academic work submitted is also a violation.

•*Advising and Registration Forms*: Forging an adviser’s signature or altering any signed document will result in the student’s de-registration. The student will not be allowed to re-register until the adviser has approved any changes. Any student suspected of forgery of any faculty or administrator signature may face disciplinary action by the student’s dean or the Committee on Standards.

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 sanction. For more information on plagiarism, please see “Plagiarism Defined” at the end of this chapter.

## **Course Credit for Non-HWS Learning Experiences**

### **a. Advanced Placement**

Admitted students who have achieved a score of four or five on an Advanced Placement (AP) test may receive course credit toward graduation in accordance with published guidelines of The College Board. 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 may also be considered for placement purposes by the appropriate department or program at Hobart and William Smith Colleges. Application of advanced placement work toward major or minor requirements requires approval from the department or program chair. Approval of AP course credits as equivalents for the purposes of prerequisites for any courses or of substitutes for major or minor requirements, and establishing the total number of AP credits allowed toward a major or minor (not to exceed seven, in any event) is at the discretion of the appropriate department or program chair. AP course credits may not be used to satisfy any of the eight goals.

Students are allowed a maximum of seven AP course credits. Students are allowed a maximum of 16 non-HWS credits to count toward the 32 required for graduation. Only 7 credits of the 16 credits may come from credit by examination (AP,IB, CLEP, RCE- see below).

### **b. 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). Approval of CLEP course credits as equivalents for the purposes of prerequisites for any courses or of substitutes for major or minor requirements, 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 are allowed a maximum four CLEP course credits. Students are allowed a maximum of 16 non-HWS credits to count toward the 32 required for graduation. Only 7 credits of the 16 credits may come from credit by examination (AP,IB, CLEP, RCE- see below).

### **c. International Baccalaureate (IB)**

Hobart and William Smith Colleges recognize academic work taken toward the International Baccalaureate (IB) and grant credit for specific performance levels on the exams for higher-level (HL) courses. The amount of credit is determined after an official copy of results has been received by the Dean’s Office. Guidelines for the granting of credit are comparable to those for Advanced Placement (AP) exams, with scores of 5, 6, or 7 on HL courses generally receiving credit. Approval of IB course credits as equivalents for the purposes of prerequisites for any courses or of substitutes for major or minor requirements, and establishing the total number of IB credits allowed toward a major or minor (not to exceed seven, in any event) is at the discretion of the appropriate department or program chair. IB course credits may not be used to satisfy any of the eight goals.

Students are allowed a maximum of seven IB course credits. Students are allowed a maximum of 16 non-HWS credits to count toward the 32 required for graduation. Only 7 credits of the 16 credits may come from credit by examination (AP,IB, CLEP, RCE- see below).

### **d. The Regents College Examination Program (RCE)**

The Colleges participate in the Regents College Examination Program (RCE) which is administered by the State University of New York, State Education Department. RCE 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 scores/grades on RCE exams are as follows: for a numerical standard score, 53 or higher; for a letter grade, A or B. The Colleges’ do not award course credit for RCE exams taken for a Pass/Fail grade. Approval of RCE course credits as equivalents for the purposes of prerequisites for any courses or of substitutes

for major or minor requirements, and establishing the total number of RCE 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. RCE course credits may not be used to satisfy any of the eight goals. Students are allowed a maximum four RCE course credits. Students are allowed a maximum of 16 non-HWS credits to count toward the 32 required for graduation. Only 7 credits of the 16 credits may come from credit by examination (AP,IB, CLEP, RCE- see below).

It is the obligation of the student to apply for the examination to the Regents College Examination Program, New York State Education Department, Albany NY 12224.

### **Course Load Policy**

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 may take three, four, or five courses in any particular semester. Enrollment for a fifth course must occur during the drop-add period (first week of classes) and processed in person using the registration/drop/add form, not through PeopleSoft Student Self Service. 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. Students who have fallen behind in credits must submit to their dean an academic recovery plan that they have created in consultation with, and approval by, their academic adviser.

Good academic standing will be defined as maintenance of a minimum GPA of 2.0 (C), while accruing 7 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 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 full credit courses in a semester. Additional tuition will be charged for more than five full credit courses.

### **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: "A Semester hour means 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.

### **Full-Credit Requirement**

A minimum of 30 of the required 32 courses presented in satisfaction of the Colleges' graduation requirement must be full-credit courses. At least 28 of these courses must be passed with a grade of C- or higher. No more than four half-credit courses can be counted towards the 32 courses, of which no more than two can be half-credit teaching assistantships, no more than two can be half-credit independent study, and no more than two can be half-credit internships. Effective with the graduation classes of 2018, in addition to the above, no more than two can be half-credit Reader's College courses.

### **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 the final grade by the deadlines listed below. When a faculty member includes an "I" grade on the grade roster they will also be required to submit the "current" letter grade for the course, calculated including all incomplete work for the course, along with comments indicating what work is incomplete. The student's transcript will show an "I" for the course until either they complete the remaining work or until the deadline for incompletes passes. Once the completed work has been graded by the faculty member a final grade will be indicated on the transcript. If the deadline passes without an updated grade, the transcript will reflect the "current" letter grade submitted at the time of the incomplete.

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. 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. In the event the student does not complete the outstanding work for the incomplete, the student's grade earned in the course will be determined by the professor, and will include zero credit for any assignments that were not completed (e.g. if the missed assignment is worth 20% of the final grade, the student would receive a zero for that assignment, and the final grade would include that zero score).

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.

### **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. All requests for retroactively withdrawing from a course, petitions for retroactive grade changes, or petitions for a retroactive change of grade status must be made within a calendar year from the last day of the semester of the course in question.

**a.) Voluntary Course Withdrawal.** Before the end of the 11th week of a semester, a student may submit a voluntary course withdrawal from one course during his or her first two years, and another course during his or her second two years. The 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. A course withdrawal from the Maymester or Summer Session will not count as a voluntary withdrawal or towards the total number of voluntary withdrawals. If the voluntary withdrawal is in order, it is communicated immediately to the student's adviser and instructor. Students may not use a voluntary withdrawal if they stand accused of a violation of the principle of academic integrity or if they have been found responsible for such a violation.

**b.) Authorized Course Withdrawal.** With the exception of the two 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 (COS). COS makes its decision based on input from the student (rationale), input from the course instructor, and documentation of any extenuating circumstances, as appropriate, e.g., input from a health care provider. Approved withdrawals are communicated immediately to the student's adviser and instructor.

Course withdrawals under this policy, either voluntary or authorized, carry no penalty, do not diminish the minimum requirements for the degree, and do not reduce tuition charged for that semester.

We do not offer an unauthorized withdrawal. Students remain enrolled in and will receive a grade for any class which appears in their registration.

Students who register for a course and fail to attend for the remainder of the semester (without properly dropping or withdrawing from the course) may be issued a grade of 'F' for non-attendance.

### **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 adviser at any point prior to the end of the 11th 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.

### **Grade Appeals**

The assignment of grades remains in all cases the final responsibility and prerogative of the instructor, subject only to the Colleges' policies on authorized withdrawals and changes of grade, as described above. Disagreement with or disappointment in an instructor's evaluation of his or her work may not be considered grounds for a student's request for reconsideration of a grade. A student may petition that the grade awarded in a course be reconsidered, if the student believes that (1) a computational error exists, (2) that the instructor has not arrived at the grade in a way consistent with the evaluation of other students' work, or (3) that the instructor has deviated from the stated grading policy for the examination or course. The appeal procedure is as follows:

(1) A student considering such an action must first consult with his or her dean. The dean will consult with the instructor and attempt to assist in resolving the student's concern. Normally, this involves a review/reconstruction of how the student's final grade for the course was determined by the course instructor. If the dean is unable to resolve the difficulty directly with the instructor, the dean will consult the department chair or program coordinator, who will enter into dialogue with the instructor.

(2) In the event that the dean is unsuccessful in resolving the student's concern, that student may submit his or her request to the chair of the Committee on Standards. The chair will determine if there are grounds for a referral to the Committee for a grade appeal hearing. In the event of a grade appeal hearing, the Committee may, at its discretion and after consultation with the student's dean, instructor, and adviser, ask the instructor formally to reconsider his or her computation of the grade if it feels that adequate grounds for reconsideration may exist. If the instructor agrees to reconsideration or the Committee is convinced that the instructor has adequately met the student's concerns, the matter ends there. If the instructor declines such reconsideration, the Committee may, at its discretion, forward a formal report of the case to the dean of faculty for the dean's information.

### **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. Subsequent to the submission of a final grade, a grade may be changed in only two ways, both of which require appropriate documentation: (1) to an alternative grade, by an instructor and with the approval of the student's dean, when a computational error has been made; or (2) to a retroactive authorized withdrawal, in very extraordinary circumstances, by the Committee on Standards, acting in consultation with the student's instructor, adviser, and dean. Approved retroactive authorized withdrawals will be communicated immediately to the student's adviser and instructor. (Forms for the retroactive authorized withdrawals are available in the Deans offices.) All requests for retroactively withdrawing from a course, petitions for retroactive grade changes, or petitions for a retroactive change of grade status must be made within a calendar year from the last day of the semester of the course in question.

### **How to Calculate GPA**

**Quality Points** = Points that are awarded based upon grade received times the credit that each course is worth.

**Graded Course Credit** = Graded course credit counted towards the GPA.

**Grade Point Average (GPA)** = Total Quality Points divided by total Graded Course Credits.

### **Academic Standing and Progress to the Degree**

Students are expected to make normal, or satisfactory, progress toward the degree.

Any student whose cumulative grade point average (GPA) falls below 2.0 (C) at any point, or whose semester average falls below 1.0, or whose course count (CC) falls below the benchmark for their entering class (four courses per semester times the number of semesters the class has been enrolled), will come up for review by the Committee on Standards, with the following likely outcomes of their review:

- a) *Academic Warning* is the likely outcome when a student's semester average falls below 2.000, but above 1.000.
- b) *Academic Probation* is the likely outcome of a first review when a student's cumulative grade point average is lower than 2.0. Students placed on academic probation are expected to be in good standing (2.0 GPA) within two semesters.
- c) *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.

d) *Suspended—Academic* is the likely outcome 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 suspended for academic reasons 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.

e) *Dismissal* is the likely outcome of a second academic suspension, either for academic deficiency or social conduct or a combination of the two. Any student dismissed from the Colleges loses his or her standing as a matriculated student and may not receive a Hobart or William Smith degree.

f) A student who fails a First-Year Seminar, or an approved substitute, for a second time, is reviewed by COS, with the likely outcome that the student will be permanently separated from the Colleges.

### **Transcript Notation Policy for Crimes of Violence**

Pursuant to New York State Education Law, Article 129-B § 6444.6, if a student is found responsible through HWS’s conduct process for crime(s) of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act (20 U.S.C. § 1092(f)(1)(F)(i)(I)-(VIII)) (“Clery crimes of violence”), the Vice President for Campus Life and/or their designee will direct that a notation be placed on the student’s transcript.

- Where the sanction is a suspension, the following notation will be used: “SUSPENDED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT VIOLATION.”
- Where the sanction is expulsion, the following notation will be used: “EXPELLED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT VIOLATION.”

If a student respondent withdraws from HWS while such HWS conduct charges are pending for allegation(s) related to Clery crimes of violence, and the student declines to complete the student conduct process, the Vice President for Campus Life and/or their designee will direct that the following notation be placed on the student’s transcript: “WITHDREW WITH CONDUCT CHARGES PENDING.”

- Students who withdraw from HWS and decline to complete the student conduct process forfeit any right to resume the conduct proceedings at any point in the future.
- Conduct charges are considered “pending” once a student is informed in writing that there are allegations that the student may have violated HWS’s Code of Conduct.

### **Further Appeals**

A student whose transcript states “SUSPENDED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT VIOLATION” may appeal, in writing, to the Vice President for Campus Life to have the notation removed. Appeals may be granted if:

- (1) One year has passed since the conclusion of the suspension;
- (2) The student has completed the term of suspension and any conditions thereof; and
- (3) The Vice President for Campus Life and/or their designee has determined that the student is once again “in good standing” with all applicable HWS academic and non-academic standards.

A student whose transcript states “EXPELLED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT VIOLATION” or “WITHDREW WITH CONDUCT CHARGES PENDING” is ineligible to appeal to have the notation removed. Students who were expelled or withdrew with such notifications on their transcripts will leave HWS with the status “not in good standing” and will be ineligible for readmission to HWS, absent any vacating of a finding of responsibility. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

### **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.

### **Senior Standing**

All students must have passed at least 22 courses to enter their senior year.

### **Residency Restrictions**

All requirements for the degree must be met by the end of the 10th semester in residence.

### **Transfer Credits**

For continuing HWS students, courses that are to be taken in transfer toward degree requirements must have prior approval of the student’s dean, and, as appropriate, the student’s adviser, the student’s department, program, or Individual Majors Committee. Only courses passed with a grade of C- (1.7) or better, are accepted for transfer credit. When transfer credit is awarded, course credits may be transferred but grades for those classes are never entered on

an HWS transcript and they are not used in the calculation of 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. Other requirements for HWS transfer credit include:

Distance learning (online) courses cannot be transferred.

Only courses of three or more credit hours are eligible for transfer credit. There can be no partial transfer credit or "bundling" of partial credits or credit hours for toward a full credit transfer course.

Courses must be taken at an accredited institution and must be considered by the faculty at Hobart and William Smith to be in the liberal arts and have substantial overlap in course content with what is currently taught at HWS.

Students may transfer a maximum of 16 courses. A.P. credits cannot exceed 7. Combined A.P. and transfer credits cannot exceed 16. Final decisions concerning transfer credit rest with the dean of the student's college.

### **Baccalaureate Candidacy**

All students must have submitted to his or her adviser an acceptable Baccalaureate Plan to be admitted to Baccalaureate Candidacy and their senior year. The Baccalaureate Plan records those educational goals and requirements the student has addressed and how the student proposes to meet those not addressed, including plans for completing all majors, minors, and goals.

### **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 a 2.000 GPA and who is within two courses of completing all outstanding degree requirements is allowed to participate in Commencement exercises, once voted "upon completion" by the faculty. By longstanding institutional policy, practice, and consensus, there are NO exceptions to this rule. If a student completes all remaining degree requirements prior to Oct. 1 of the current year, the student will receive his or her degree dated, May of that current year.

### **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.

### **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 to take an Independent Study (450) without limit. Each registration of such courses carries full credit and is calculated independently in a student's grade point average.

### **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.

### **Credit Bearing Internships**

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

- 1.) Half Credit Internship** - Students may register for a half-credit (.50) internship INT 199. The INT 199 credit-bearing internship course registration allows students to receive half credit for an approved internship. Internships must include a minimum of 120 on-site contact hours, and students must keep a journal of their experience for submission to their faculty adviser. Students may receive financial compensation for their internship, including wages. A maximum of two INT 199 internships may count toward graduation requirements.

Students should meet with their faculty adviser to discuss the internship, and to make sure all required documentation has been submitted and received. Once their adviser has approved the internship, students should bring the form to their dean for final approval. An evaluation form from the site supervisor should be sent to the adviser, after the internship is completed, and the adviser will submit a CR/NC grade. *Any international student doing an INT 199 must have the signature of approval from the Director of International Students Affairs.*

**2.) Full Credit Internship** - Some programs and departments offer a 499 full credit (1.00) internship course. Students may register for that credit with the permission of their department/program chair.

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

**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.

**Approved Standardized Time Periods for Schedule Development:** Unless otherwise stated, all courses meet for three 55-minute or two 85-minute class periods each week. Senior seminars meet once a week for 165 minutes. Time periods are defined in the chart below. See the Registrar’s published schedule of classes each semester for additional lab times where applicable.

PERIOD 1	MWF	8:00AM-8:55AM	PERIOD 8	TR	8:45AM-10:10AM
PERIOD 2	MWF	9:05AM-10:00AM	PERIOD 9	TR	10:20AM-11:45AM
PERIOD 3	MWF	10:10AM-11:05AM	PERIOD 10	TR	11:55AM-1:20PM
PERIOD 4	MWF	11:15AM-12:10PM	PERIOD 11	TR	1:30PM-2:55PM
PERIOD 5	MWF	12:20PM-1:15PM	PERIOD 12	TR	3:05PM-4:30PM
PERIOD 6	MWF	1:55PM-2:50PM			
PERIOD 7	MWF	3:00PM-3:55PM			

PERIOD 2A	Any two of M,W and F, 8:35AM-10:00AM				
PERIOD 6A	Any two of M,W, and F, 1:25PM-2:50PM				
PERIOD 7A	W and F, 3:00PM-4:25PM				

PERIOD S1	M	1:30PM-4:15PM
PERIOD S2	T	1:30PM-4:15PM
PERIOD S3	W	1:30PM-4:15PM
PERIOD S4	R	1:30PM-4:15PM
PERIOD S5	F	1:30PM-4:15PM

**Registration**

All students are encouraged to register on days and times specified and published by the Registrar. 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. 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.

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.

**Deregistration**

Students may be deregistered from a course prior to the first day of classes if they have already received credit for the course through advanced placement or transfer credit from another institution. Students may also be deregistered

from courses prior to the first day of classes if they have not met the required financial obligations to the Colleges at that time, or made arrangements with the Student Accounts Office to do so. In the event of deregistration, re-registration is on a space available basis, and students may not be able to re-enter the courses for which they were previously enrolled. Deregistered students who have been cleared by the Student Accounts Office may attempt to reregister into their original class schedule before the first day of classes. Students are urged, therefore, to resolve all financial responsibilities within the established deadline.

Students may be deregistered from a course if they do not have the required prerequisites for course entry.

### **Dropping and Adding Courses**

Students may drop and add a course during the first five days of class via the Web-registration system or in person with an add/drop form. No signatures are necessary to make changes during the add/drop period unless the student needs permission to enroll, does not meet pre-requisites, or is being overloaded into a class. 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.

Under certain circumstances, changes may be allowed beyond the add/drop period. Half credit courses may be added/dropped with the approval of the instructor(s). Half credit courses may be dropped until the end of the eleventh week of classes with the approval of the instructor(s). Students seeking to only add a full credit course beyond this period require the approval of their instructor for the late add. Normally any full credit course dropped beyond the add/drop period will require the student to withdrawal (voluntary or authorized- see the dean of the College) from the course. If the student receives dean's approval to swap (add/drop) beyond the add/drop period, the student will need the approval of the instructor of both the class to be added and the class to be dropped, and the adviser in addition to the dean's approval.

For a voluntary withdrawal, students only need the permission of their dean. Authorized withdrawals go through the Committee on Standards and require input from the instructor of the course and the student's dean.

### **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 has 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 the student when the student is unable to convey the information him or herself. Students are advised that absence from class, for whatever reason, does not excuse them from meeting course requirements and objectives. **Students who register for a course and fail to attend for the remainder of the semester (without properly dropping or withdrawing from the course) may be issued a grade of 'F' for non-attendance.**

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 trends emerging in the Pacific Rim influence the music and film industries across the U.S. 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.

About 60% 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 an organization in London or Brussels, or conducting fieldwork on the Great Barrier Reef, 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 academic and personal interests. The Colleges offer a wide 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 semester-long 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; Beijing and Nanjing, China; 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 the Colleges' semester-long 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 Hamilton College, St. Lawrence University, and Vassar College; the Union College link includes several co-enrollment arrangements and jointly administered opportunities in various locations. Additional off-campus

study opportunities are available through partner institutions in the New York Six Liberal Arts Consortium.

There are other opportunities for Hobart and William Smith students to gain international experience and awareness. A variety of short-term program options are offered during the summer or between semesters, making international study accessible for students who may be unable to participate in a semester program. In addition, with special permission, students in recent years have studied in various locations through independent arrangements with foreign universities, other U.S. university programs, or special institutes.

### **Requirements**

Students must be in good academic and social standing to be eligible to participate in off-campus study. Academic and disciplinary records are closely scrutinized as part of the application review process. A minimum overall 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 off-campus study programs which we administer. Many semester programs generally conform to the HWS academic calendar, although some 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 semester program generally include tuition, fees, and room and board at a comparable 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 \$600 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. Short-term program fees vary by location and duration of the programs. Please see the CGE website for further information.

### **Financial Aid**

Hobart and William Smith financial aid applies to HWS semester 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. Note that short-term programs take place outside the regular academic year but students may apply for additional aid.

### **Selection of Applicants**

Applicants are selected to participate in 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**

Applications for off-campus study are submitted online through the Center for Global Education website. Application deadlines for semester programs are in 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) and admission decisions are announced within a few weeks of the deadlines. 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. The application deadline for short-term programs is typically in mid-October for the upcoming summer and J-term in the following academic year.

## Orientation

Admitted 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 travel arrangements, roommate selection, course registration, 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 website and individual program pages for specific details such as program dates, course offerings, accommodations, eligibility, approximate cost, and group excursions.

## OFF-CAMPUS PROGRAMS

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

*\* = Program led by faculty member(s) from HWS or partner institutions. Academic content/focus may vary depending upon faculty expertise.*

### *Aix-en-Provence, France*

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

### *Aix-en-Provence, France (Marchutz School)*

Studio art and fine arts (*Every Semester*)

### *Amman, Jordan*

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

### *Auckland, New Zealand\**

Education, school internships (*Fall, Odd Year*)  
Other subjects, depending on faculty director (*Fall, Even Year*)

### *Barnaul, Russia*

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

### *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*)

### *Chichester, England*

Dance, studio art (*Every Semester*)

### *Copenhagen, Denmark*

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

### *Dakar, Senegal*

Africana studies, French language, Francophone studies, social sciences (*Spring, Odd Year*)

### *Edinburgh, Scotland*

Performing arts, computer science, political science, psychology, sociology (*Every Semester*)

### *Galway, Ireland\**

Irish studies, humanities, social sciences, service learning (*Every Semester*)

### *Grahamstown, South Africa*

All disciplines, service learning (*Every Spring*)

### *Hanoi, Vietnam\**

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

### *Hikone, Japan*

Japanese language and culture (*Every Fall*)

### *Hong Kong*

Asian studies, economics, environmental studies,

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

*Jaipur, India\**

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

*Landau, Germany*

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

*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*)

*Prague, Czech Republic*

Humanities and social sciences (*Every Semester*)

*Queensland, Australia\**

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

*Quito, Ecuador/Cuzco, Peru\**

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

*Rennes, France*

French language immersion (*Every Semester*)

*Rome, Italy\**

Studio art and art history, architectural studies, Italian language and culture (*Every Spring*)  
Other subjects, depending on faculty director (*Every Fall*)

*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 (*Spring, 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.

## 2015-2016 Honors Projects

### **Aaron Ackbarali '16, *Mathematics***

The Atiyah-Singer Index Theorem and Fractal Geometry  
Jonathan Forde, Adviser

### **Emma Anderson '16, *Anthropology***

Autoimmune Paleo Protocol: How the Unhealable Heal  
Jeffrey Anderson, Adviser

### **Nicolette Andrzejczyk '16, *Biology***

Histological effects of Endocrine Disruptors on Male Blacknose Dace (*Rhinichthys atratulus*) in the Seneca Lake, NY Watershed  
Susan Cushman, Adviser

### **Geneva Calder '16, *Public Policy***

Big, Bad, Western Pride' and its Place in Influencing LGBT Rights in Latvia  
Craig Rimmerman, Adviser

### **Kelly Craig '16, *English***

What Happens Here Stays Here: Sense of Place and Identity in Las Vegas Literature  
Kathryn Cowles, Adviser

### **Annabel F. Cryan '16, *International Relations***

Big Food, Big Problems: An Analysis of the Environmental Impacts of the U.S. Industrialized Food Industry and a Potential Local Solution  
Jason Rodriguez, Adviser

**Virginia DeWees '16, Educational Leadership**

Fostering Social Justice in U.S. Independent Schools through Culturally Relevant, Transformational Leadership  
Jim MaKinster, Adviser

**Noah Feeman '16, Media and Society**

Musical Interdiegesis: Soundscape and Leitmotif in Narrative Video Games  
Rebecca Burditt, Adviser

**Alexander Gatch '16, Biology**

Age and Size as Predictors of Mercury Accumulation in Lake Trout from the Finger Lakes  
Meghan Brown, Adviser

**Keri Geiser '16, Geoscience**

Reconstructing the Historic Trophic State of Four New York Finger Lakes using the Sediment Record and Water Quality Data  
Tara Curtin, Adviser

**Michelle Gomez '16, Physics**

Starspot Crossing Transits in Long-Cadence Kepler Data: A Search for Correlations between Starspots and Stellar Properties  
Leslie Hebb, Adviser

**Jessica A. Graves '16, Latin American Studies**

SALIR ADELANTE: A Study Of Peruvian Migration and the Immigrant Experience  
Brenda Maiale, Adviser

**Olivia Hanno '16, Psychology**

Culture's Role in Educational Goals: How Culture Dictates the Effectiveness of Sex Education in Rural Highland Guatemala  
Brien Ashdown, Adviser

**Macy Howarth '16, Geoscience**

Climatology of Wind Chill Temperatures Across North America  
Neil Laird, Adviser

**Garrett Janssen '16, English**

A Line in the Sand  
Vinita Prabhakar, Adviser

**Quincey Johnson '16, Environmental Science**

Fine-scale aboveground carbon distribution of forests with varying lithology: A comparison across two watersheds  
Kristen Brubaker, Adviser

**Amelia Littleton '16, English**

you took a photo of me looking  
Geoffrey Babbitt, Adviser

**Kathryn M. Mendez '16, Biology**

The Potential Use of Environmental DNA for Detection of *Hemimysis anomala*  
Meghan Brown, Adviser

**Colleen Moore '16, Music and International Relations**

Conflict Transformation and Music in the Israel/Palestine Conflict  
Catherine Walker, Adviser

**Ryan Mullaney '16, Public Policy**

Black Schools, White Cash: Historicizing Black Education Debates  
Khuram Hussain, Adviser

**Maximillian Piersol '16, *Philosophy***

The Force of Art: A New Natural Philosophy

Carol Oberbrunner, Adviser

**Edward Pressman '16, *Architectural Studies***

Rethinking the Automobile: Addressing the Potential of the Automobile in the Next One Hundred Years Through Design

Kirin Makker, Adviser

**Kristin Ressel '16, *Psychology***

The Early Bird Gets the Worm: How an Early Childhood Education Program in Rural Guatemala Prepares Students for First-Grade

Brien Ashdown, Adviser

**Daniel Schonning '16, *English***

A Ruined Stairway in Snow

Geoffrey Babbitt, Adviser

**Cassidy Smith '16, *Psychology***

It's a Beautiful Day in the Neighborhood: Overcoming Barriers Against Help-Seeking with Community Social Capital

Brien Ashdown, Adviser

**Karly Wagner '16, *Sociology***

Gender and Race on Display: A Study of Cultural Production and Social Reproduction in Museum Exhibits

Kendralin Freeman, Adviser

**Lauren Walter '16, *Biology***

Comparative Genomic Analysis of Apocynaceae Plastomes

Shannon Straub, Adviser

**Allison Wilcox '16, *Chemistry***

Enzyme Mechanism Influences Macromolecular Crowding Effects

Kristin Slade, 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 sophomore and 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 Scholarship**

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 20, include a community service house, a leadership house for each College, a substance free house, an international house, and more. These are student-initiated themes, so they change year to year based on student interest.

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**

All students, first year through seniors, are required to live on campus. A limited number of seniors are granted permission to live off-campus via a lottery process and 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 residential students except those residing in co-op theme houses, fraternities, small houses, and independent living environments (Village at Odell's Pond and 380 South Main) 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 small houses have a choice of one of the full meal plans or the 100-meal plan (100 meals/semester). Students living in the Village at Odell's Pond, 380 South Main, or off-campus may select the 45-meal plan, 100-meal plan, or one of the full meal plans. Students residing in fraternities or co-op small houses may waive the meal plan. All meal plan changes must be completed on myResEd (housing.hws.edu) based on the established deadlines posted at the beginning of each semester on myResEd.

### **Alcohol and Other Drug Programs**

The HWS Alcohol and Other Drug Programs (AOD) is an integral part of the services provided through the Office of Residential Education. 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 person's abuse of substances. A motivational interviewing approach is utilized to engage students in a non-judgmental way.

### **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). 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, Honors, and Campus Services.

### **Cultural Life**

#### **Art**

The Davis Gallery, an art gallery at Houghton House, hosts six art exhibitions each year. These include works by artists with international reputations as well as by young artists early in their careers. There are also a number of smaller exhibitions held throughout the year in the Solarium Gallery of The Davis Gallery at Houghton House. Students enrolled in the three half-credit courses ARTH 202, 203 and 204 organize an exhibition drawn from the Colleges' art collection, research and write a catalog for that exhibition, and study the collection to choose a work for acquisition. The close of every academic year is marked by the Student Art and Architecture Show, featuring work from studio art and architectural studies courses.

An opening reception is held for each exhibition in the gallery. Openings are generally held on Friday evenings and include a reception for the artist as well as a gallery talk. These are important social and cultural occasions open to the campus and local community. In addition, classes regularly visit and discuss these exhibits.

## **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 performances.

The Dance Department offers a range of ballet, modern, Afro-Caribbean and jazz dance technique courses each semester. In addition, theory courses in dance composition, dance history, kinesiology, improvisation, and movement theories are offered on a regular basis. Students may elect to pursue a disciplinary dance major in performance and choreography or pursue an interdisciplinary major with a particular concentration such as dance education, movement studies or theory and performance studies. There is also a disciplinary dance minor.

The Department of Dance has five full-time faculty members, additional adjunct faculty, accompanists, and a technical director/lighting designer. The Dance Department is housed within the Gearan Center for the Performing Arts. Dance Department spaces include the Deming Theatre, Ashton Dance Studio, a somatics studio, dance archives, a seminar-style classroom, costume suite, faculty offices, student lounge, and dressing rooms. In addition, the Dance Department continues to use Winn-Seeley dance studio for classes and rehearsals.

Dance Ensemble, the department's performance company, is showcased annually in the spring Faculty Dance Concert in contemporary works by faculty and guest artists, and in collaboration with students registered for the dance ensemble course. Auditions take place in October. Other performance events throughout the year include informal studio showcases, an adjudicated Junior/Senior Choreographers' Concert, and the student-run Koshare Dance Collective Concert that includes many dance styles. It's not unusual to find hip-hop, Salsa, jazz, ballet, tap and global dance traditions represented at the Koshare concert.

Recent guest artist classes/visiting companies on campus have included Kyle Abraham, Taylor II, Kate Weare Company, Bill Evans, Ballet Jorgen, Koresh Dance, Monica Bill Barnes, AXIS Dance Company, and Susan Marshall and Company. Annually, the department selects students to participate in the American College Dance Association Conference. At the ACDA Conference, 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 Hip-NotiQs (step), Executives (hip-hop) 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: piano (classical or jazz), guitar (classical or jazz/rock), voice, woodwinds (flute, oboe, clarinet, bassoon, saxophone, or jazz saxophone), violin, viola, cello, brass, organ, percussion, drum set, and jazz improvisation.

As of 2016-17, the per-semester fee for 14 half-hour weekly lessons is \$340. 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 \$680 (\$340 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 (Office of the Registrar does not).

It is recommended that students reserve a lesson time slot with the appropriate teacher as early as possible, preferably during the preceding semester. Lesson sign-up sheets are located on the "Private Instruction" bulletin board in the Department of Music (Gearan Center for the Performing Arts, second floor).

Students may participate in one or more of the departmental ensembles. Ensembles include Classical Guitar Ensemble, Jazz Guitar Ensemble, String Ensemble, Wind Ensemble, Percussion Ensemble, Jazz Ensemble, Improvisation 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 Orchestra, as well as a wide range of other guest artists, present concerts each year through this series. Finally, student clubs are encouraged to organize regional outings to performing arts events in Rochester, Ithaca, and Syracuse.

### **Theatre**

The Theatre Department at the Colleges is dedicated to providing for the intellectual and artistic needs of all members of the community interested in exploring theatre as a liberal art. The department offers a variety of academic and co-curricular (production) experiences, which provide students with opportunities to learn about both the theoretical and artistic dimensions of theatrical performance, production, literature and history.

The department offers a disciplinary major and both a disciplinary and interdisciplinary minor. It also produces three main stage faculty-directed shows per year in McDonald Theatre in the Gearan Center for the Performing Arts. Productions such as "Twelfth Night," "Good Kids," "Tartuffe," "A Streetcar Named Desire," and "Alice in Wonderland" attest to the department's emphasis on producing the best in both contemporary and classical drama. In conjunction with the active production season, the department hosts Frame/Works, a program designed to draw connections between scholarly examination and artistic practice. Frame/Works features a pre-show talk by a guest scholar and a post-show talk-back with members of the production.

The Theatre Department organizes a short-term study abroad program in Bali, which explores theatre, music, and dance. The department also houses Mosaic NY, a theatre company devoted to creating and performing works that promote dialogue, develop community, celebrate diversity, and encourage the active pursuit of social justice. Finally, The Phoenix Players is a student organized and run theatre organization, which presents a variety of work designed, directed, and sometimes written by students in various venues across 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. Visitors to campus have included Dr. Wangari Maathai, P'94, P'96, Sc.D.'94, Cornel West, Brad Falchuk '93, L.H.D.'14, Cecile Richards, James Carville LL.D. '13, P'17, P'17, Cantor David S. Wisnia, Jim Hightower, Carol M. Browner, David Gergen L.H.D. '15, Helen Thomas and Savannah Guthrie L.H.D. '12.

## **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 going through the process to gain club status.

Some of the current student organizations include:

### **Social**

Campus Activities Board  
Chess Club  
Drop the Mic  
English Country Dance  
HWS SOCIAL Club  
Nerd Herd

### **Community Service**

Days of Service  
Habitat for Humanity  
Pianos for Patients  
Rotaract

### **Educational**

Art History Society  
Arts and Design Collective  
Coding Club  
Debate Team  
Ducks Unlimited  
Entrepreneurship Club  
Geoscience @ HWS  
HWS Girl Up  
HWS Investment Club  
Pre-Health Professions  
Psychology Club  
Real Estate Club  
Second Chances Program  
Wildlife Conservation

### **Arts**

Campus Greens  
Electronic Dance Music (EDM)  
Film Club  
Hobartones (men's *a cappella*)  
HWS Improv  
HWS Live  
Koshare Dance Collective (dance)  
Perfect Third (co-ed *a cappella*)

Phoenix Players  
Studio Arts Collective  
Three Miles Lost (women's  
*a cappella*)

### **Intercultural**

Asian Student Union  
Caribbean Student Organization  
French and Francophone Club  
German Club  
International Student Association  
Latin American Organization  
P.R.I.D.E. Alliance  
Peace Action at HWS  
Project Nur  
Sankofa: Black Student Union  
South Asian Culture Club  
Women's Collective

### **Religious**

Campus Peer Ministry  
Hillel  
HWS Christian Fellowship  
R.E.N.E.W.

### **Greek Life**

Chi Phi  
Delta Chi  
Inter-Fraternity Council  
Kappa Alpha Society  
Kappa Sigma  
Phi Sigma Kappa  
Sigma Chi Epsilon  
Theta Delta Chi

### **Advocacy Groups**

Campus Greens  
Coalition for Educational Equity  
College Democrats  
College Experience Outreach Club  
College Republicans  
Colleges Against Cancer  
First Generation Initiative  
Health Promotions  
HWS Votes!  
No Labels  
Project Eye to Eye  
Race and Racism Coalition  
Sustainable Foods Club  
UNICEF at HWS

### **Media and Publications**

Echo and Pine (yearbook)  
Her Campus  
Martini (satirical magazine)  
Spoon University  
*The Herald* (newspaper)

*TheI* (literary magazine)  
WHWS (radio)

### **Sport and Recreation**

Alpine Ski Team (H)  
Alpine Ski Team (WS)  
Baseball (H)  
Basketball (H)  
Bowling  
Brazilian Jui-Jitsuan  
Chess Club  
CrossFit HWS  
Cycling Club  
Equestrian Team  
Fencing  
Field Hockey (WS)  
Figure Skating  
Fishing Club  
Fitness Club Heron Society  
Fly Fishing  
Free Ski and Snowboarding  
Hip~NotiQs Step Team  
Ice Hockey (WS)  
Ice Hockey Club (H)  
Lacrosse Club (H)  
Lacrosse Club (WS)  
Nordic Ski Club (cross country)  
Outdoor Rec Adventure Program  
(ORAP)  
Paintball (H)  
Rugby Club (H)  
Rugby Club (WS)  
Running Club  
Seneca Flyers (Ultimate Frisbee)  
Soccer Club (H)  
Soccer Club (WS)  
Squash (H)  
Tennis  
The Executives  
Volleyball (WS)

### **Leadership/Government**

Budget Allocation Committee (BAC)  
Chimera (Hobart junior honor society)  
Class Presidents  
Druid Society (Hobart senior honor society)  
Hai Timiai (William Smith honor society)  
Hobart Student Government  
Laurel Society (William Smith junior honor society)  
Orange Key (Hobart sophomore honor society)  
Student Trustees  
William Smith Congress

## **Spiritual Life**

The Office for Spiritual Engagement (OSE) located in St. John's Chapel serves the campus as a center for spiritual practice and care, offering hospitality and programming related to service, global justice, education, reflection 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 and family crises, relationship problems, questions of belief and practice, adjustment issues, faith and politics, sexuality and many other topics. The Chaplain is a member of the faculty, with a courtesy appointment in the Religious Studies Department. He invites students into his home regularly for Campus Peer Ministry training and Pasta Night. The Abbe Center serves a kosher Shabbat dinner every Friday evening during the academic year.

Weekly 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 HWS community regardless of religious affiliation, is an Episcopal priest. The Bishop of the Episcopal Diocese of Rochester serves on the Board of Trustees. Holy Eucharist is available weekly and open to all regardless of denomination.

The clergy of the Roman Catholic Community of Geneva work in association with the Spiritual Engagement Office to provide services to Catholic students. In addition to saying weekly Masses in the Chapel, they are available to meet with students.

Updated information about on-campus programming and local congregations may be found on the Spiritual Engagement website or by contacting OSE by phone.

## **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 participation in community service, students' assumptions are challenged, their perspectives are broadened, their voices strengthened, and they learn to become more thoughtful, active, and engaged citizens. The Center for Community Engagement and Service-Learning (CCESL) 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.

President Mark D. Gearan, former director of the Peace Corps, was 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 consistently named to the President's Higher Education Community Service Honor Roll. In 2010, the Center applied for and earned the Carnegie Community Engagement classification, one of only 28 baccalaureate colleges to gain the designation. Reflecting President Gearan's commitment to national and international service, HWS is one of only 100 colleges to match AmeriCorps education awards when applied toward tuition.

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 collaborates with the Center for Global Education to promote thoughtful involvement with international civic opportunities. These experiences are often threaded into course learning objectives, referred to as service-learning classes, and 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 address community identified challenges.

With support from CCESL, several departments offer service-learning classes, including Sociology, Architecture, Public Policy, Education, Religious Studies, Psychology, Economics, Environmental Studies, Dance, and History. These classes

offer students an experiential component within the overall academic course. Through engaging classroom discussions combined with outside of class reflection, 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 a paid Summer of Service Internship placements, where students work for 300 hours during 10 weeks with local community partners to maximize the non-profit's mission and outreach efforts.

In addition, CCESL, 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 125 HWS tutors each year to work in local elementary schools and after-school programs as part of their Federal work-study position. Alternative Spring Break trips are another program CCESL 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 or the New York Metro area in Hurricane Katrina and Hurricane Sandy recovery efforts. Students may also choose to stay in the Geneva community over the summer through the "Summer of Service," paid internship program, and some of the 40 students who serve weekly at the Boys and Girls Club opt to spend their summer working with local youth.

Many groups on campus direct their efforts toward community engagement. Geneva Heroes, an eight-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 since expanded to four days a year (including during Orientation and a Martin Luther King Jr., service day project) and continues to organize more than 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, Habitat for Humanity, YMCA, Big Brothers/Big Sisters, Rotary Club programs and the Geneva Food Pantry through ongoing partnerships and volunteer fundraising efforts.

CCESL also facilitates Geneva 2020, a presidential-led initiative which engages the entire community around collective impact efforts to impact "cradle to career" opportunities for students enrolled in the Geneva City School District. A cornerstone of that program entails bringing all 2<sup>nd</sup>, 6<sup>th</sup> and 9<sup>th</sup> graders to campus in a college immersion and career awareness day. Students who are especially interested in working with local children have the option to live in a residential based theme house connected to Geneva 2020. Theme House residents meet regularly with Geneva High School students to share information about the college application and financial aid process, and appreciate the mutually beneficial opportunity of learning more about the Geneva community.

The ripple effect of civic involvement and service-learning can be far reaching and have both a personal and community impact. 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 the National Collegiate Athletic Association and competes in Division III 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, four Eastern College Athletic Conference regional titles, and 47 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, ECAC, MAISA, and NCAA.

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, ice hockey, 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, Intramurals and Fitness**

The Colleges provide an extensive recreation, intramural sports and fitness program. Bristol Field House is an 83,000-square-foot multi-purpose facility that houses a racquetball court, indoor track, full-size artificial-turf playing field that converts to five tennis or four basketball courts, and adjoins the Elliott Varsity House and the Dr. Frank P. Smith '36 Squash Center. The fitness center contains an assortment of 35 cardio and 60 weight-training machines. Free weights, stretching and functional fitness areas are also available.

Students who enjoy organized sports, but don't necessarily wish to compete on the intercollegiate level choose from a wide variety of intramural leagues and tournaments. Dodgeball, flag football, basketball, volleyball, soccer, softball, and a host of other team and individual sports are available. A third of all students participated in intramural sports during the 2014-15 academic year.

HWS fitness classes deliver fun, safe and exciting opportunities for students to exercise. Professional and student instructors teach an array of classes and with over 30 group exercise and indoor cycling classes offered per semester, students can choose classes that fit their needs.

### **Physical Education Classes**

The Colleges also offer a limited 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 lifesaving to skills classes, are instructed by staff members who have significant experience and expertise in that related activity.

### **Club Sports**

Club sports include alpine skiing, Brazilian Jui-Jitsu, CrossFit, equestrian, fencing, figure skating, fly fishing, baseball, bowling, ice hockey, lacrosse, ORAP, rugby, running soccer, squash, tennis, ultimate frisbee and volleyball.

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 and rock climbing.

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.

## **ADMISSIONS, EXPENSES & FINANCIAL AID**

### **Admissions**

Hobart and William Smith Colleges are users of the Common Application that is accessible at [www.hws.edu/admissions](http://www.hws.edu/admissions) or [www.commonapp.org](http://www.commonapp.org). Applications should be submitted to the Office of Admissions no later than Feb. 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 Environmental Sustainability Trustee Scholarship, the Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarship, The Edward E. Rigney '31 Scholarship in Debate or any of the Arts Scholarships must submit their application materials by Jan. 15 and should consult the Colleges' website for further information regarding requirements.

The Colleges offer two deadlines for Early Decision: Nov. 15 and Jan. 15. 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.
- 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.
- 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 a high school 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. 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, Environmental Sustainability Trustee Scholarship or the Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarship. 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 8:30 a.m. and closes at 5 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 should request to do so two weeks ahead of their visit. Day 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: Nov. 15, with notification Dec. 15; or Jan. 15, with notification Feb. 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 Feb. 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 with the regular decision pool.

Students who seek financial assistance under the Early Decision plan should submit the College Scholarship Service (CSS) Financial Aid Profile by the appropriate admissions deadline (either Nov. 15 or Jan. 15). The CSS should be completed online at <https://student.collegeboard.org/css-financial-aid-profile>.

### **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 heavily by the Committee on Admissions. The recommendation of their principal or guidance counselor is carefully considered, and should state when the student will receive their diploma.

### **Deferred Admission**

Students who have been accepted for admission may petition to delay the start of their academic career up to two years. These students must give notice to the Director of Admissions in writing, prior to the enrollment deposit

deadline, along with a brief description of what they plan to do in the interim. The Director will review the explanation and inform the student of the final decision within one week. If the deferral is approved, the Colleges may require an additional deposit to hold a candidate's space in future classes.

### **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 Feb. 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. 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 July 15 and notification is mailed by Aug. 15. The application deadline for spring admission is Nov. 1 and notification of admission is mailed by Dec. 1.

In addition to a transfer application, candidates must forward to the Office of Admissions the following credentials: 1) an official transcript; 2) a final high school transcript; 3) a report from the academic dean or registrar; 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 Online Forms webpage.

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**

Students will receive a bill in early July for the fall term, and early December for the spring term, and summer term only if enrolled for summer courses. Students agree to pay any and all collection costs should the account be transferred to a third party collection agency due to non-payment. Contact the Students Accounts Office at (315) 781-3343 with any questions about billing.

### **Fees**

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

*Application Fee* \$45. Payable at the time application for admission is filed and not refundable.

*Tuition* \$6,304 for each semester course, payable before registration or on the date specified on the semester bill.

### **Expenses**

The following table contains standard fees established in April 2016 for the 2016-2017 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. 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	\$50,432
Room and board	\$13,050*
Technology fee	\$457
Health Services fee	\$345
Student Activity fee	\$325**
	\$64,609

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

\*\*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 Fee for Entering Students**

*Matriculation Fee* \$500

Payable on the candidates reply date of May 1. 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, and refunded upon graduation or otherwise permanent separation from the colleges. At the Colleges' discretion, it may be used to pay for expenses incurred by the student that remain unpaid when the student leaves the Colleges permanently.

#### **General Payment Schedule**

The charges for the fall semester are billed on July 1 and are due by Aug. 1. The charges for the spring semester are billed on Dec. 1 and are due by Jan. 5. 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 can be paid by the following methods: (1) online using the Quicklinks (Pay Student Bill option) section of the HWS homepage ([www.hws.edu](http://www.hws.edu)), (2) remitted in the envelope provided with the bill, (3) mailed or dropped off c/o the Student Accounts Office 300 Pulteney Street, Geneva, NY 14456 or (4) wired directly to the school account. 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 each bill, which also includes the detailed wiring instructions, and the international payment option of flywire.com.

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 not paid when due may be subject to a late payment charge. The late charge is computed at a rate of 1 1/2 percent per month on any outstanding balance from the due date until paid in full. This equals an annual rate of 18 percent. A minimum monthly penalty of \$100 may be assessed upon any late account. Should the student account become past due, the Colleges reserve the right to place the student account with a third party collection agency or attorney. If this collection process were to commence, the student will be responsible for all costs for collections, including, without limitation, attorney fees, court costs, and other fees. Costs for collection are in addition to the past due balance, and the debt will be reported to the appropriate consumer reporting agencies.

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.

### **Tuition Stabilization Plan**

In order to provide a means of stabilizing tuition expenses for certain undergraduate student(s), the Colleges are willing to accept payment in full of such student's remaining tuition at the Colleges' tuition rate for the next full school year.

The Colleges will accept payments for students (i) who are enrolled full time, and (ii) who have remaining prior to graduation not less than four nor more than eight terms for which tuition is unpaid commencing with the next full school year. Students who receive institutional need- or merit- based scholarships, awards, and grants do not qualify for this program.

### **Refund Policies**

Notification of withdrawal and requests for refunds must be made in writing and addressed to the appropriate Dean with copies to the Student Accounts Office. A full refund will be given to students who withdraw after tuition, fees, room and board have been paid, but who withdraw prior to registration and the first day of classes. After the beginning of classes, the refund of tuition, room, board and off-campus program charges, and return of federal and institutional financial aid and education loans and other sources of payments, are prorated based upon the percentage of the semester that the student is enrolled. If the student is enrolled past 60% of the semester, there is no refund of costs of attendance, and no financial aid or loans will be returned to the grantors. The official withdrawal date used to determine the enrollment period is the later of 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. This policy applies only to charges processed by the Colleges on the student's account. The student activity fee, technology fee, health services fee, health insurance premium, and vehicle registration fee are also excluded from refunds.

### **Tuition Insurance**

The Tuition Refund Plan offered by A.W.G. Dewar, Inc., is an insurance plan to protect your tuition and fees if a withdrawal is necessary due to personal illness or accident. Details are mailed to home addresses during the summer months. We highly recommend this valuable, affordable insurance. Coverage and application information is also available at [www.collegerefund.com](http://www.collegerefund.com). Please visit their website for application deadlines.

### **Fees**

*Health Services Fee* \$345. The health services fee is required of all students. This fee subsidizes the on campus Hubbs Health Care Center, as well as mental health, drug and alcohol counseling programs, and mandatory accident insurance. This fee is not associated with Student Health Insurance.

*Technology Fee* \$457. 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* \$25. A fee charged for each check returned to the Colleges that was uncollectible when presented for payment.

*Lock replacement fee* \$25-\$75

*Replacement Identification Card* \$20.

*Car Registration Fees* \$175/year or \$125/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**

Pay monthly by enrolling in a Tuition Payment Plan administered by Higher One. No interest is charged on the unpaid balance, but an enrollment fee is required. For more information, visit [tuitionpaymentplan.com/hws](http://tuitionpaymentplan.com/hws) or call (800) 635-0120. Please have your financial aid award letter available. Do not include work study in the calculation for a payment plan or parent loan. (Work study is not credited as a payment to the student account; student will receive a paycheck instead.)

### **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 87 percent of our students receive some form of financial aid.

The Office of Financial Aid 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.

### **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/finedu\\_aid.aspx](http://www.hws.edu/admissions/finedu_aid.aspx). The Profile is available online beginning each Oct. 1 at [profileonline.collegeboard.com](http://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 Oct. 1. Our school code for the FAFSA is 002731.

Accepted students are provided a financial aid package with 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 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 dependent upon their choice of Early Decision 1, Early Decision 2 or Regular Decision. These deadlines can be found here: [www.hws.edu/admissions/finedu\\_aid.aspx](http://www.hws.edu/admissions/finedu_aid.aspx). The application deadline for returning students is May 1. 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.

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 [www.hws.edu/catalogue/](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 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 send an e-mail to both the Financial Aid Office and 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 Nov. 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 adviser that will bring student back into SAP compliance. The Dean will make a recommendation to the Office of Financial Aid 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 after being denied a waiver. The Office of Financial Aid 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 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. 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 Nov. 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 adviser that will bring student back into SAP compliance. The Dean will make a recommendation to the Office of Financial Aid 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 after being denied a waiver. The Office of Financial Aid 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
ARAB	Arabic
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
ENTR	Entrepreneurial Studies
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
HIND	Hindi
HIST	History
INDV	Individual Studies

### CODE DEPARTMENT OR PROGRAM

INRL	International Relations
INT	Internship (1/2 Credit)
ITAL	Italian
JPN	Japanese
LAT	Latin
LGBT	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
PORT	Brazilian Portuguese
PPOL	Public Policy Studies
PSY	Psychology
RCOL	Readers College
REL	Religious Studies
RUS	Russian Area Studies
RUSE	Russian Area Studies (English)
SJSP	Social Justice Studies
SOC	Anthropology and Sociology
SPAN	Spanish and Hispanic Studies
SPNE	Spanish and Hispanic Studies (English)
THTR	Theatre
URST	Urban Studies
VIET	Vietnamese
WMST	Women's Studies
WRRH	Writing and Rhetoric

## Foreign Languages

The following are the modern foreign languages (in alphabetic order) being taught at Hobart and William Smith Colleges:

- **Arabic.** Up to four semester offered. See the *Middle Eastern Studies* and *Less Commonly Taught Languages* page of the catalogue for more information.
- **Chinese.** Introductory through advanced. See the *Chinese* page of the catalogue for more information.
- **French.** Introductory through advanced. Major and minor. See the *French and Francophone Studies Department* page of the catalogue for more information.
- **German.** Introductory through advanced. Major and minor. See the *German Area Studies program* page of the catalogue for more information.
- **Hindi.** Up to four semesters offered. See the *Less Commonly Taught Languages* page of the catalogue for more information.
- **Italian.** Introductory only – up to two semesters offered. See the *European Studies program* page of the catalogue for more information.
- **Japanese.** Introductory through advanced. See the *Japanese* page of the catalogue for more information.
- **Portuguese- Brazilian.** Up to four semesters offered. See the *Less Commonly Taught Languages* page of the catalogue for more information.
- **Russian.** Introductory through advanced. Major and minor. See the *Russian Area Studies Department* page of the catalogue for more information.
- **Spanish.** Introductory through advanced. Major and minor. See the *Spanish and Hispanic Studies Department* pages of the catalogue for more information.
- **Vietnamese.** Up to four semesters offered. See the *Less Commonly Taught Languages* page of the catalogue for more information.

Language	Levels	Major	Minor	Info Pages
Arabic	Up to four semesters	No	No	Less Commonly Taught Languages - Middle Eastern Study
Chinese	Introductory through advanced	No	No	Chinese
French	Introductory through advanced	Yes	Yes	French and Francophone Studies
German	Introductory through advanced	Yes	Yes	German Area Studies program
Hindi	Up to four semesters	No	No	Less Commonly Taught Languages
Italian	Introductory - up to two semesters	No	No	European Studies program
Japanese	Introductory through advanced	No	No	Japanese
Portuguese- Brazilian	Up to four semesters	No	No	Less Commonly Taught Languages
Russian	Introductory through advanced	Yes	Yes	Russian Area Studies
Spanish	Introductory through advanced	Yes	Yes	Spanish and Hispanic Studies Department
Vietnamese	Up to four semesters	No	No	Less Commonly Taught Languages

## First-Year Seminars

The First-Year Seminar Program at HWS aims to provide a foundation for our students' intellectual lives both inside and outside of the classroom by helping them to:

1. Develop their critical thinking and communication skills and practices;
2. Enculturate themselves within the Colleges' intellectual and ethical values and practices; and
3. Establish a strong network of relationships with peers and mentors on campus.

Seminars typically offer discussion-centered, interdisciplinary, and collaborative environments that are designed to foster the development of critical thinking and written and oral communication skills. They introduce students to the range of academic and technological resources and opportunities that are available on campus, and encourage them to enter into strong academic communities with peers and mentors. Finally, the First-Year Seminar program promotes a culture of respect and the cultivation of civil discourse on campus by engaging students and faculty in a sustained dialogue about the values and practices that define a liberal arts education.

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

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

**FSEM 004 Pin-Ups, Princesses and Femme Fatales: Women in American Popular Culture** This writing instructive class examines the relationship between women and popular culture in 20th century history. Looking analytically at popular texts from a variety of media, including film, comics, and television we'll ask: How is gender being represented and performed in pop culture? What forms of pop culture have been specifically targeted at women? How have women resisted or co-opted the messages they have received? What kinds of fears or anxieties about women did pop culture elicit and how did Americans negotiate those anxieties? The course takes an interdisciplinary perspective on the questions above using students own expertise as consumers of popular culture as an entryway for exploring the diverse roles mass-mediated popular culture has played in 20th century history. In doing so, this class will be a space for critical engagement and dialogue regarding how forms of popular culture work and how we can become critical consumers of culture.

**FSEM 005 Trust and Betrayal** Trust between people makes life worth living, and yet trusting others makes us vulnerable to betrayal. This seminar explores the nature of trust and betrayal, as well as related questions of power, morality, and knowledge: How do I know whom to trust? What makes someone trustworthy? How does prejudice influence whom we trust and distrust? By examining situations in which trust was betrayed by doctors who experimented on humans, corporations who manipulated science to make a profit, and business professionals whose conflicts-of-interest undermined the national economy, students will study the role of social institutions and personal morality. We will also study a variety of vexing questions that we find in our daily lives and in television and film... What is a trusting romantic relationship? Does it make sense to trust a vampire or a gangster? Am I trustworthy?

**FSEM 007 Magic and the Occult in the Renaissance** In this course, students will explore the surprisingly central role that magic and the occult played in the early modern period (Middle Ages and the Renaissance). Students will become familiar with definitions of popular magic, as well as magie savante (alchemy, geomancy and necromancy) as well as with artistic manifestations, such as relics, art objects, gems and talismans. Astrology, the art of divination and talismans will be considered in the context of the dreams of the Renaissance magus so that students may also consider how mysticism, magic and science were intertwined in the Medieval and Renaissance period.

**FSEM 008 Don't Forget Your Smart Phones: Ethics in the Age of Social Media** The course evaluates the acceleration of the internet innovation and its ethical impact on the changing personal relationship to the public and private spaces, identity making, and cross-cultural dialogue. The course examines how social media creates a new set of social, cultural, religious, and political expectations and practices. It also addressed how much such change transforms personal relationships to each other as well as local and global issues. Topics range from the use of social media for personal

issues, such as friendship, boredom, and self-belonging, to political issues, as the Occupy Wall Street and the Arab Spring movements. To foster knowledge acquisition and self-discovery, students will engage smart phones as a source for convenience as well as a tool for non-violence advocacy and peacemaking.

**FSEM 011 Britpop: From the Beatles to Brexit** Pop music is music of the moment: it crystallizes a specific point in space and time within a culture and preserves it in three glorious minutes of song. In this class, we'll immerse ourselves deeply in the history of British music from World War II up to the present day, from Vera Lynn to Adele, from the Kinks to the Clash, from David Bowie to Benjamine Clementine, from the Specials to Stormzy. We'll use this remarkable playlist as a lens to examine how British culture has evolved over the past seventy-five years, a culture that always seems to be accessible to Americans on some levels but also oddly impenetrable on others. (George Bernard Shaw famously described the UK and the US as "two countries separated by a common language.") By casting our imaginations overseas for a semester, we will inevitably come to reflect upon ourselves with new eyes as well; and by exploring one of the world's greatest musical legacies, we will come to hear contemporary music with fresh ears too.

**FSEM 012 Banned and Burned: Censorship and the Arts** What makes art beautiful to one person and obscene to another? In the 1971 Supreme Court case *Cohen v. California*, Justice John Marshall Harlan II famously wrote, "one man's vulgarity is another's lyric." This course will explore iconic instances of censorship in theatre, performance art, literature, and visual arts throughout the twentieth and twenty-first centuries. From the burning of books to the revocation of federal arts funding to recent cancellations of high school plays, we will study the ways in which the arts have become lightning rods of controversy. We will examine historical documents, legal proceedings, and activist responses in order to situate high-profile instances of arts censorship within their cultural context. How far is too far when it comes to aesthetic expression? Is there such a thing as "too far" in art and performance? What are the legal, ethical, and aesthetic ramifications of censorship in the arts?

**FSEM 018 Genocide in 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.

**FSEM 027 The Art of the Hoax** A well-crafted lie is a beautiful thing. In this course we will look at famous scientific hoaxes and art that tells deliberate and systematic lies. Students will analyze these instances of misunderstood truths to attempt to understand how fictions can be confused as facts, and the nature of evidence itself is constantly in question. What does the lie tell us about our own willingness to believe, and can there be valuable messages in well-intentioned hoaxes? In the course of our investigations we will engage in thoughtful and analytic discussion and writing and make our own well-crafted lies using photography and other artistic media.

**FSEM 029 Why Are Some 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."

**FSEM 030 The Origins of Music: Ideas, Movements, and Sounds** How did music start? Where did hip-hop, protest songs, the saxophone, and musical parody come from? Why does music notation look the way it does? This course investigates these questions by tracing the beginnings and progression of musical ideas, trends, genres, and sounds. Starting from basic physical experience and conceptual metaphor, we will explore how our ideas about music connect to personal and cultural associations, and then trace the various ways people create new kinds of music in response to events in the world. By studying musical origins, we will examine how body, mind, time, and culture work together in shaping how we understand and make meaning of musical experience.

**FSEM 042 Interrogating Race in the United States and South Africa** Do we live in a post-racial world or a new Jim Crow society? What are the legacies of slavery, segregation, and apartheid? What is meant by white privilege? How do we value human life and what are the ways of developing emancipatory movements? This course examines the parallel structures of segregation in the United States and apartheid in South Africa. The basic premise is that through the lens of another culture we can come to examine our own. The causes and effects of segregation and apartheid on contemporary race relations are the central focus. How race affects gender, class, and social spaces is explored throughout the readings.

**FSEM 048 Performing America** The title of this course can be read two ways: First, it proposes that America is a nation of performers. The course, then, is an introduction to the long history of performance in the United States. What counts as performance? It's a harder question to answer than you might think-- and it's one that we'll engage for the next four months--but a tentative response could be: all of literature and culture. There's what actors, dancers, and musicians do, but there's also the work of writers and other artists. Second, the course title argues that America-- what it means to be American and what America means--is enacted through creative and critical acts of performance. In order to study these performances, we will use methods from the humanities, the arts, and the social sciences. In the process, we will research and write and talk about plays, poems, and novels, movies and music, as well as events happening on campus and around town.

**FSEM 054 Cultures in Conflict: Russia & the West** It's been said that Russia has an enigmatic soul. Why is it that this country seems like a riddle to us? What is it that makes Russia so mysterious? What makes Russian culture distinct from that of the West? How are Russians different from us and where do these differences come from? This course explores the relationship between Russia and Western civilization from a multidisciplinary perspective. Students will become familiar with various aspects of Russia's literature, arts, music, popular culture, history, politics, economics, philosophy, and religion. The course features guest lectures given by specialists in many of these areas from HWS and other institutions.

**FSEM 056 Bird Obsessions: Beauty of Beast** We are a world obsessed with birds; bird watching is one of the most popular hobbies in the nation and bird enthusiasts spend thousands of dollars on equipment, bird feeders, and on vacations to catch a glimpse of unseen species. Conservationists advocate spending millions of dollars on saving and protecting birds, such as the ivory-billed woodpecker and the California condor, from extinction. Why are we so obsessed with birds? Is it their amazing ability to fly, their almost implausible migrations, their vibrant colors, their curious personalities? What do birds represent to us and other cultures? In some religions, birds have been invoked as symbols of peace, power, trickery, gluttony, and intelligence. Do the lives of birds really embody these anthropomorphic characteristics? Do birds represent hope for spring, for the environment, or for the future? In this course, we'll examine the lives of birds, the people who are obsessed with them, and their interactions from a variety of perspectives. We'll explore birds as models for conservation and science, as religious symbols, and as subjects of art and literature. You'll also have an opportunity to connect with the environment of the Finger Lake region by learning about and observing our local birds.

**FSEM 058 Tales of the Village Idiot** In this course, students survey the wealth of Russian folk tales, epic songs, legends, riddles and other elements of the oral tradition as well as the later literature these genres inspired. Students examine characters such as the Firebird, Baba-Yaga the witch, Koshchei the Deathless and Ilya Muromets, and read many types of folktales, including magical, animal and "idiot" tales. Materials include art and music arising from the Russian folk tradition. Students also consider the role of folklore in contemporary American life, and the ways in which some genres continue to produce new examples of folklore.

**FSEM 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.

**FSEM 078 Sustainable Living and Learning** 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.

**FSEM 082 Vengeance Transformed: Aeschylus' Oresteia and the Mythology of Democracy** When Aeschylus' *Oresteia* was produced in 458 BCE, a whole new mythology was born, one that retrojected recent Athenian institutions into a mythic past to celebrate Athens' unique democracy as a culmination of Olympian cosmology. The *Oresteia* was so well received by Athens that it became the moral equivalent of a "national anthem": laws and rituals were revised to accommodate repeat performances. And the play's impact endures to this day, inspiring modern masterpieces that explore humanity's relationship with justice and freedom. This class will discuss Aeschylus' *Oresteia*, not only in its original context (as a work of theater reflecting a particular culture and era) but as an inspirational text handed down over the generations to facilitate discussions about individual responsibility and justice, as well as their importance to maintaining a functioning democracy. We will not only read the *Oresteia* itself, but also its many response texts: Sophocles' and Euripides' *Electra's*, Seneca's *Agamemnon*, Sartre's *Flies*, and Morrison's *Song of Solomon*. In so doing, we will illuminate both the connection between story telling and democracy, and the importance of art and literature for envisioning and perpetuating a more just society.

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

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

**FSEM 105 Golf Course Architecture: Literature, History and Theory** What is actually at play when someone plays golf? Game design theory suggests that golf is the occasion for a certain experience shaped by rules, actions and skills of the golfer, and the golf course itself. Unlike a basketball court, each golf course is unique, due to a deeply intentional design by a golf course architect. As Alister Mackenzie insists "The essence of golf is variety." We approach multiple questions: What are the basic elements of golf course architecture? How do golf course architects imagine the game of golf when they design and build a golf course? What kind of experience do they intend for the golfer? What impact have diverse people, male and female, black and white, rich and poor, who have played golf, had on the history of golf course design? What are the actual lived experiences of golfers, and how have they changed over time? We will pay special attention to the work of important architects who were active locally, and we will visit some of their amazing creations. (Note: Playing golf is not a requirement, and learning how to golf and learning how to design a golf course are not included in the syllabus.)

**FSEM 107 The Culture of Respect** Every community of human beings, every society around the world, is faced with the challenge of creating a culture where all individuals are respecting independently of their differences. This course studies both the differences and the common bonds that connect human beings to one another. Issues of gender, race, class, religion, and sexuality, among others, are studied historically and from multicultural perspectives. By studying the dynamics of oppression that result from the unequal access of power, money, information and education, and by listening to experiences and stories of hope, students develop tools to create a society in which all voices are heard. A theoretical framework for a deeper understanding of the dynamics of human oppression is provided. Yet, this course goes beyond theory to practice. In this light, the class is team-taught by faculty and students.

**FSEM 108 From Comix to Graphix: The Art of Story** Are comics and graphic novels literature, art, both, or neither? What does Wonder Woman have to do with political history? Why render the Holocaust in a comic format? This course surveys the history and development of comics and graphic novels, a thriving hybrid form. Collaboratively taught by a literature professor and an art historian, the course will use methods of literary and visual analysis to gain a deeper understanding of graphic storytellings. Students will read a range of works in these media, as well as theory, method, and criticism in the field. Students will process critical analyses as well as creative projects, both individually and in collaboration. This course helps students develop multiple skills of interpretation of narratives in a range of contexts. Readings may include *Persepolis*, *Maus*, *Fun Home*, and *Scott Pilgrim*, among others.

**FSEM 109 Enchantress, Empress, Rebel Queen** The Indian sub-continent under the Mughal Empire (1526-1858 CE) witnessed the rise of a remarkable set of powerful women around whom fables of nation, faith, sensuality, and power continue to swirl in contemporary South Asia. This seminar examines the legends of three queens: Hira Kunwari (Jodhaa), Nur Jahan, and Lakshmi Bai (The Rani of Jhansi) to better understand contemporary politics and culture in South Asia. This course uses primary texts, scholarly works, literature, poetry, and Bollywood films to examine the ways in which gender, marriage alliances, religion, the imperial institutions of court & harem have been used to create historical/mythical archetypes that fuse femininity, faith, power, and nation. In essence, students must engage the concepts of gender, nation, spirituality, and power from a broad range of disciplines.

**FSEM 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.

**FSEM 112 Music and Ethics** This course examines enduring ethical questions, claims, and arguments through the lens of music. Ethics is a branch of philosophy whose goal is to systemize and defend concepts of right and wrong outside of the institutions of culture, religion, law, and family. Why is morality important? What is the value of human life? Why is there suffering? Is happiness an imperative? 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 ranging from Buddhist chant to Chief Keef.

**FSEM 118 Creating: Myths & Minds** This course critically examines various perspectives on the nature of creative activity in the arts, sciences, and everyday life. Students read a wide range of both descriptive and theoretical literature (psychological, philosophical, historical, and sociological) while trying to articulate their own ideas on concepts such as creativity, creating, genius, intelligence, invention, and problem solving. The emphasis throughout is upon analyzing concepts of the creative in terms of actual creative experience. This course places a premium on student writing and student participation.

**FSEM 125 Hunger** In 1826 Brillat-Savarin wrote, "Tell me what you eat and I will tell you what you are." But what can we tell from studies of not eating? This course will explore the hungering of fasting ascetics, anorexic girls, medieval saints, crash dieters, occasional cannibals, professional athletes, TV contestants, strategic political fasters, and famine and environmental disaster victims among others. Our subject will be cravings, desires, uneasy sensations, and weakened conditions as occasioned by the lack of food or some other unmet need. We will examine the myriad ways that hunger is constructed cross-culturally to critically analyze what it means in relation to other features of daily life. Using multidisciplinary accounts such as fiction, history, ethnography, biography, and film, we will examine how in particular contexts what we gloss as hunger can inform larger issues, such as the relationship between the individual and society, society and culture, and the local and the global.

**FSEM 128 Country Music and the American Working Class** Surveys suggest that country music is both loved and hated by more Americans than any other music genre. These different attitudes are not simply a matter of individual taste. They are tied to deep divisions in US society. Traditionally, country music has been linked to the American working class, particularly to the parts of the working class seen as most traditional: poor rural whites from the South and Midwest. It includes romanticized images of small town life and traditional values, but also stereotypical images of 'rednecks' and 'white trash'. This class uses country music as a starting point for exploring such issues. In what ways does country music reflect the realities of working class life? In what ways does it distort or parody it? And what cultural and political issues are at stake in how we imagine country music and working class people?

**FSEM 130 I Know What You Ate Last Summer** 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 industrial 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. Students in this course begin by garnering a background in food-related chemistry; they then apply 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 learn to communicate their findings.

**FSEM 141 The Lens of Stand-Up Comedy** It is one person in front of an audience with the goal of making others laugh. Yet stand-up comedy is so much more. Comedians force and challenge us to look at our lives, our communities, and society in ways that we may not yet have considered. Issues that relate to the dimensions of social class, racism, sexual orientation, gender identity, cultural reproduction, and the very nature of human existence are explored both implicitly and explicitly. This course will examine the role of stand-up comedy in the human experience, the ways in which different comedians present and leverage their own lives, and what we might learn through the attempts of others to make people laugh. Text and videos will serve as context for active exploration of a wide variety of issues and topics.

**FSEM 148 Critiquing the Classroom** What does it mean to be college educated? What is a college education for? Who belongs in our system of higher education? From skyrocketing tuition fees to campus open carry laws to debates about what topics even belong in the classroom, there is much that threatens to destabilize the American college experience as we know it. This course is designed to explore and challenge fundamental preconceptions of what it means to teach and learn in the context of higher education. "Critiquing the Classroom" is about understanding your relationship to the complex political world of the higher education, and about starting to explore what you might accomplish here. Topics will include: the politics of "knowledge production", sexism and racism on college campuses, the benefits and challenges of place-based learning, the influence of consumer culture on higher education, lessons from critical and feminist education, and the social geographies of campuses and classrooms.

**FSEM 149 Comparative Mythology** This course is designed under the premise that understanding myth is an important step towards understanding ourselves and our diverse cultures. It is an invitation to recognize the mythic in our daily lives. For most students, "mythology" means Greek, Roman or Norse mythology. However, this course will go beyond these sources and will compare them to myths from Africa, the Americas, Oceania and Asia. Students will discover the fascinating parallels that exist among the myths of widely separated cultures; they will see how parallel myths narrow the gaps between cultures and reveal what is constant and universal in human experience. After an introduction about the meaning of "myth" in time, history and religions, the course will be structured around the comparative study of the main types of myths: creation myths, flood myths, love myths, morality myths, myths of the hero, journeys to the underworld, visions of Apocalypse and the tricksters' myths. A final section will explore interpretations of myths, the difference between myth and religion or science and the idea of the "monomyth."

**FSEM 157 Am I Crazy? Madness in History, Culture, and 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.

**FSEM 162 Narratives of Disability from Here to There** This course uses personal accounts and other narratives to introduce students to the lives of individuals with disabilities. The course has a geographic orientation beginning with narratives grounded in our local HWS and Finger Lakes communities before moving to other parts of the United States and abroad. Issues to be examined include educational opportunity and inclusion, social participation and challenges, and family perspectives and issues.

**FSEM 164 Encountering Difference** Encounters happen every day. We encounter people of different civilizations,

nations, races, religions, classes, sexes, and genders at schools, workplaces, supermarkets, public squares, and other venues. What do we expect when we meet other people? How do we respond when we encounter difference? What constitutes difference? Why do we fear difference? Why do people stereotype? Could the fear of the other necessitate one to control the narrative, the people, or their resources? Or, could encounter with the other become a life-changing experience? What needs to be done for us to have a meaningful encounter with the other? After discussing the philosophical foundation for encountering different realms of reality through reading a passage on the allegory of the cave in Plato's republic, this course will explore on three fields in which we encounter difference. The three cases encountering difference will include: Christian Spaniards' encounters with Native Americans, racial-ethnic encounters among Americans, and interfaith encounters in the post-9/11 world.

**FSEM 184 Gentlemen Prefer Bombs and Drone On and On** This is the era of "fake news." It is the "post-truth era." The inevitable question raised by the current state of news, information, and political messages is, "How do we know what we know?" This question is central to the study of how the media (in all its forms) influences how we make sense of ourselves, our society, and our public policies.

The focus for the course will be America's use of drones in the war against terrorism. You don't know much about it? Welcome to the club. Although the use of drones to wage war from the air has been extensive, the coverage of it has been muted. Yet the use has long-term consequences for the United States, not only because we are engaged with Russia in an air war in Syria, but because the destruction and carnage caused by our use of drones turns civilians against us in those populations whose hearts we would most like to win. The use of drones is justified as part of the "war on terrorism," a vague mission which dehumanizes those on the receiving end of a war with no specific goal. Obviously, a healthy democracy cannot be built on "fake news": nor can it be built on ignorance. This course, through the study of how the drone war is represented, will teach you to analyze how images and language--in entertainment, the news, and political speech-----can induce ignorance rather than knowledge, fear rather than understanding, and disinterest rather than engagement.

**FSEM 186 Eat Like a Slav: Russian Food & Culture** Food: if we are lucky, we consume it three times a day. But is it just something that keeps us going-- or is there more to it? In this course, we will investigate the role that food plays in Russian culture from its earliest documented forms to the present day. We will consider a variety of interdisciplinary contexts in which food takes a central role, including literature, economics, history, nutrition, and folklore, as well as the ways Russian food has been presented to the world at large. We will examine the peasant diet, which for hundreds of years supported a massive political empire, as well as the luxurious habits of the upper classes, where Western European influences first took hold. Our work will find its practical application in a weekly kitchen laboratory session where we will construct these dishes as we discuss the nature of food in Russian culture of the last several hundred years.

**FSEM 190 Borders and Boundaries** Our lives are shaped by borders and boundaries, the material and conceptual obstacles that keep some of us in and others out. Passports, immigration checkpoints and neighborhood boundaries shape our everyday experiences. What happens when we cross these boundaries? How do borders and boundaries inform the way we see ourselves and others? This course examines the borders that shape our experiences here in Geneva, N.Y., as well as in the world more broadly. Drawing on social theory, ethnography, and fiction, we will examine both geopolitical borders and conceptual borders, including boundaries of race, class, gender, and sexuality that impact our daily experiences in profound ways.

**FSEM 191 Moby-Dick** *Moby-Dick* is not just an epic; it's also epically weird. The story about Ahab and the whale takes up just a small fraction of the text, while the rest of the book goes off in all directions, reflecting upon American history and culture, asking profound philosophical questions, examining the economics of the whaling industry, cataloguing the biology of whales themselves, waxing poetic about the symbolism of "whiteness" and "blackness," and dozens of other things besides. In other words, the book contains multitudes, and because of this, it makes an excellent starting point for a liberal arts education. We will spend the semester reading *Moby-Dick* together, considering the novel from a variety of perspectives: everything from anthropology to zoology, with stops in history, literary criticism, political theory, film studies, environmental studies, and gender and sexuality studies along the way. Reading a book like *Moby-Dick* is in itself a significant accomplishment: coming to terms with The Whale will give you bragging rights for life.

**FSEM 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.

**FSEM 193 Ghosts and Hauntings in the Americas** Why is the figure of the ghost prevalent in stories across the Americas? What are these ghosts trying to tell us, and what would happen if we took seriously their demands? This course investigates the ghostly, the haunted, and the possessed within North, Central, and South American theater, literature, and film. Following Avery Gordon, this course begins with the suggestion that “Haunting describes how that which appears to not be there is actually a seething presence, the ghost or apparition is one form by which something lost, or barely visible, or seemingly not there to our supposedly well-trained eyes makes itself known or apparent to us.” Our primary goal is thus to learn to read with an eye and ear for the ghostly: what is presumed missing, repressed, and/or underneath the surface. We will explore folktales of ghosts, examine the uncanny, and investigate narrative and performative forms talking to, with, and about ghosts. Throughout, we will consider the relationship of history and memory, both individual and collective. Students will focus on the craft of writing as a medium through which to develop their ideas and strengthen their skills in persuasive, analytical writing.

**FSEM 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?

**FSEM 195 Consuming News in a Culture of Entertainment** Reporting and critically analyzing the news has never been more important to a free and open society, but there are serious threats to that fundamental cornerstone of our democracy. Which corporations own the majority of news outlets in the United States? What is the First Amendment and why does it impact every student at HWS? Why is investigative journalism one of the most exciting careers you can enter upon graduation? This course will introduce students to the fundamentals of journalism, and provide an historical perspective on how news has evolved into today’s best and worst practices. Students will have opportunities to critically analyze their favorite news sources, including entertainment and sports news. Leading global news operations will also be introduced. There will be weekly news quizzes and students will be able to research and analyze a topic in media ethics in an essay assignment. Weekly news quizzes and student-produced mock news reports will also be a part of the course. Finally, be prepared to share interesting news with your classmates whether it is from a cell phone news application, twitter, or other source.

**FSEM 198 Leadership in the Ancient World** Is leadership something innate? Can it be learned? How do we measure leadership and how do we learn to become good leaders? Leadership theory can be found in many forms from online management services to university leadership centers, bookstands to military journals and yes, even ancient texts. But what can the ancient texts reveal about the nature of leadership, and can they offer us long lost exempla to challenge prevalent theories? Can we learn about leadership and leadership training through an investigation of the past? In this course we will examine, among other writings, the political debates found in the ancient epics and histories as well as the moralizing wisdom from speeches and biographies, and discern for ourselves how the ancient world measured leadership. By interrogating the examples of the past, we can discuss their ideologies and consider the ways in which these ancient texts communicated and presented leadership. Finally, this course will ask that students study various modern leadership theories and examples and compare the world of antiquity to the present.

**FSEM 199 Build your own Westeros: Creating and Exploring Culture** What if you could create your own Westeros, Hogwarts, Middle Earth, Narnia? These realms inspire and captivate. However, these worlds are more than adventure, intrigue, and chainmail; they have histories, mythologies, social norms and rituals, in short, they are cultures. Fictional cultures, but cultures nonetheless. So what is culture? Is it what people wear? Or how they worship, celebrate, and mourn? Or how they govern themselves or what they eat? Or even how they create and understand art? All of these? We will take on these questions by building fictional cultures of our own. To prepare us for this, we will learn to think of culture as more than objects. It is a system, a network of filters through which we make sense of the world and create our place in it. After building a theoretical basis and analyzing one of the most famous and important fictional worlds in the Western tradition, Dante’s “Inferno,” you will build your own fictional world and visit the fictional worlds of your classmates to explore cultural differences and how those differences are overcome.

## Bidisciplinary Courses

The Bidisciplinary Program provides students an opportunity to directly tackle significant academic questions and issues from the perspective of two distinct academic disciplines. Embodying the Colleges' commitment to the role of interdisciplinary perspectives in a liberal arts education, Bidisciplinary courses are one-credit courses taught by two faculty members from two different disciplines and allow students to see the courses' topics from multiple perspectives, to engage in interdisciplinary conversations about the topic, and to understand different pedagogical approaches to a common subject. Bidisciplinary courses are generally crosslisted with relevant disciplinary and interdisciplinary programs.

**BIDS 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)

**BIDS 200 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/Dickinson)

**BIDS 202 Urban Politics and Education** This course interrogates how American political commitments have informed the urban educational experience. Specifically, this course examines how the history and politics of local, state, and federal governments have converged to shape the urban educational experience, and how the common schooling movement in turn shaped urban politics. In addition, we shall seek to understand the significance of schooling for various urban and suburban political communities as well as the reforms produced from resistance and contestation against and amongst those political communities. (Hussain/Rose)

**BIDS 207 Contemporary American Cities** This course will introduce students to key concepts, terms and interdisciplinary approaches to studying the field of urban studies. Through the television series *The Wire*, the course will begin by examining urban space both historically, economically, politically and cross-culturally. In this context, we will discuss the importance of cities to the economic, cultural, and political well-being of modern societies and examine how forces such as industrialization, decentralization, and suburbanization affect the structure and function of cities. (Kosta/Rose)

**BIDS 209 The Stories We Tell: German Voices in Music and Literature** This is a story of German-speaking Europe as it is rarely told, through the dual lenses of music and literature. It is a story about madness, about genius and beauty, storm and stress. Our story is about devastation on a global scale and equally profound growth. It features uncanny robots and unfeeling humans; it sings and tells about death and dying, love, religion, and language. Over fourteen weeks, students in this course will examine significant works of music and literature that both shaped and were shaped by the history, culture, and ideas of German speaking Europe from 1700 to the present. In negotiating these two disciplinary perspectives, students will discover a rich and complex history of German speaking Europe and gain an appreciation for and a critical eye toward the historical narratives that shape our understanding of the past, the present, and the future.

**BIDS 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 will learn to cook, appreciate, and describe great food as artists and scientists. Excellence in reading, writing, and oral communication will be emphasized. Prerequisites: Permission of instructor; students must not have taken a college level science course. (Forbes/Miller)

**BIDS 213 The French-English Medieval Connection** In this course, students will become aware of the international nature of medieval culture in the courts of medieval England and France. Particular attention will be paid to the literary exchanges and influences shared between French and English literary genres (topics will change every time the course is taught and may include the epic, romance, fabliaux, drama, and popular and religious texts). (Erussard/Wells) Previous topics have included:

- *The Outlaws of Medieval Literature*. This course explores the representations of outlaws in the medieval culture of England and France. Particular attention will be paid to the literary exchanges and influences shared between

French and English literary genres. The readings will include texts from a variety of genres from lyric poetry to romance, popular ballade, hagiography and fable. Authors and characters will include literary figures such as François Villon or documented characters as Hereward. The course will also follow fictional villains such as Eustache the Monk or Reynard the Fox and legendary heroes such Robin Hood. All texts will be analyzed in the light of the historical, political, cultural, and literary contexts in which they were conceived and transmitted.

- *The Birth of Romance in France and England*. The aims of this course are to introduce students to the origins and the development of medieval romance within the context of Anglo-Norman courtly culture. The medieval romances produced in the courts of England and France in the 12th century mark a great renaissance in both English and French vernacular literature. In this course, students will learn about the historical, political, cultural, and literary contexts in which medieval romance was conceived and the importance of medieval romance in the articulation of political power in the courts of England and France and in the development of vernacular literature in both countries.

**BIDS 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). Prerequisite: SOC 100 or FSEM 021 or BIOL 167 with a minimum grade of C-. (Kenyon/Monson)

**BIDS 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. We assert that masculinity is problematic – for men and for women – but also, subject to change, since it is socially constructed and historically variable. We 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 lectures, 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. Typical readings: Pollack, *Real Boys*; Filene, *Him/Her/Self*; Johnson, *The Gender Knot*; Digby, *Men Doing Feminism*; Gonzales, *Muy Macho*; Monette, *Becoming a Man*; Kimmel, *Men Confront Pornography*; Coltrane, *Family Man*. (Harris/Capraro)

**BIDS 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. (Davenport/Olivieri)

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

**BIDS 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. (Rodriguez/Freeman)

**BIDS 291 Middle Ages Art and 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. (Erussard/Tinkler) Previous topics have included:

- *Dante*: James Joyce once exclaimed, “Dante is my spiritual food!” This course shows how Dante combined the Biblical, Islamic & the Classical traditions in a synthesis that became “spiritual food” for both medieval and later poets and artists. After an overall, systematic inquiry of Dante’s world, life and earlier poetry, the course focuses on *The Divine Comedy*. In this context, Dante is observed as a geographer of the cosmos and student of the individual soul, as an explorer of the universal and the particular, of the timely and the timeless. The lectures follow Dante in his imaginary guided pilgrimage through the realms of the Christian afterlife and stop to look at the art that has influenced or has been influenced by the descriptions of hell, purgatory and heaven.
- *Vikings*: This course will research and analyze the emergence of what has been called the “Viking Age.” It will follow the evolution of the Norse peoples from the realm of their mythology to their revolutionary ship buildings techniques, their conquest of Iceland, trip to America and family histories in the “Sagas.”

**BIDS 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 alcoholic 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. The 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 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. (Craig/Perkins)

**BIDS 390 The Video Essay** This course examines the video essay and its corresponding or emerging forms in videographic criticism, the essay film, and written essays, including personal narrative, creative nonfiction, or hybrid texts. Students explore source material and develop media competencies that encompass video, sound, image and text in order to critically analyze content that explores facets of identity or dimensions of culture. In addition, students collaborate on lo-fi and more developed video projects that explore the formal dimensions of narrative and criticism, By maintaining a focus on the poetic and rhetorical dimensions of the video essay, students address broader concerns in and around fair use and copyright while determining how the video essay impact them as producers and consumers of media forms.

## Aesthetics

### *Program Faculty*

Carol Oberbrunner, Philosophy, Coordinator  
Patrick Collins, Education  
Donna Davenport, Dance  
Laurence Erussard, English and Comparative Literature  
Michael Tinkler, Art and Architecture  
David Weiss, English

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 adviser.

### **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	290	Creative Writing
ENG	391	Poetry Workshop
ENG	393	Fiction Workshop II
ENG	394	Workshop: The Craft of Fiction
ENG	397	Creative Non-Fiction Workshop
ENG	398	Screenwriting I

### Theory Courses

ENG	165	Introduction to African American Literature I
ENG	203	The Lyric
ENG	210	Flexing Sex
ENG	212	Literature of Sexual Minorities
ENG	213	Environmental Literature
ENG	261	Popular Fiction
ENG	266	Modernist American Poetry
ENG	267	Post World War II American Poetry
ENG	270	Globalism and Literature
ENG	300	Literary Theory Since Plato
ENG	302	Post-Structuralist Literary Theory
ENG	304	Feminist Literary Theory
ENG	305	Psychoanalysis and Literature
ENG	354	Forms of Memoir
ENG	360	Sexuality and American Literature
ENG	361	Readings in Multi-Ethnic Women's Literature
ENG	362	Body, Memory, Representation
ENG	395	Story and History
RUSE	208	Fantastika: Sci Fi & Fantasy in the Russian World
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.
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#### **Theory Courses**

MUS	110	Introduction to Music Theory
MUS	120	Tonal Theory and Aural Skills I
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	220	Tonal Theory and Aural Skills II
MUS	320	Tonal and Chromatic Theory
MUS	420	Advanced Chromatic Theory and Counterpoint

### **THEATRE COURSES**

#### **Studio Courses – Theatrical Production and Performance**

THTR	130	Acting I
THTR	160	Introduction to Stagecraft
THTR	280	Stage Management
THTR	290	Theatre for Social Change
THTR	295	The Performing Arts of Bali
THTR	330	Acting II
THTR	335	Shakespearean Performance
THTR	340	Advanced Acting Styles
THTR	360	Introduction to Lighting and Design
THTR	370	Playwriting Workshop
THTR	480	Directing
THTR	900	Theater Production (half credit course)

#### **Theory Courses – Dramatic Literature, History, and Theory**

MUS	210	American Musical Theatre
THTR	100	From Page to Stage: Intro to Script Analysis
THTR	220	Theatre History I
THTR	300	American Drama
THTR	308	American Experimental Theatres
THTR	309	Feminist Theatre
THTR	310	African American Theatre
THTR	320	Theatre History II
THTR	325	Modern Drama
THTR	424	Writing About Performance

### **FILM**

#### **Studio Courses**

ENG	398	Screenwriting I
MDSC	305	Film Editing
THTR	130	Acting I
THTR	330	Acting II

**Theory Courses**

ENG	180	Film Analysis
ENG	280	Film Analysis II
ENG	281	Film Histories I
ENG	282	Film Histories II
ENG	283	Film Histories III
ENG	286	The Art of the Screenplay
ENG	380	Film and Ideology
ENG	381	Hollywood on Hollywood
ENG	382	New Waves
ENG	383	Science Fiction Film
MDSC	315	Introduction to Social Documentary

**COURSE DESCRIPTION**

PHIL 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, 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*)

## Africana Studies

### *Program Faculty*

Kevin Dunn, Political Science, Co-Director  
Marilyn Jiménez, Africana Studies, Co-Director  
James McCorkle, Africana Studies and General Curriculum, Co-Director  
Christopher Annear, Anthropology  
Kanaté Dahouda, French and Francophone Studies  
Alan Frishman, Economics  
Catherine Gallouët, French and Francophone Studies  
Keoka Grayson, Economics  
Kelly Johnson, Dance  
Marie-Hélène Koffi-Tessio, French and Francophone Studies  
DeWayne Lucas, Political Science  
Justin Rose, Political Science

Reflecting the experience of Africa, African Americans, and the African Diaspora, the Africana Studies program offers students academically challenging courses that develop their analytic, critical and creative thinking and writing skills. As an interdisciplinary field of study, our courses explore the dynamic intersections of race, ethnicity, gender, class and culture. These courses aim to foster an in-depth understanding of the history, culture, literature, intellectual heritage and social, political and economic development of people of African descent.

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*

One introductory Africana Studies course (AFS 110 Introduction to Africa, 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	110	Introduction to African Experience
AFS	150	Foundations of Africana Studies
AFS	180	Black Atlantic

### African Concentration

AFS	201	South Africa: An Orientation (CP, H, A)
AFS	203	African Voices: Identity and Colonial Legacy in Recent African Literature (AL)
AFS	208	Growing Up Black (AL)
AFS	309	Black Cinema (AL, C, CP)
ANTH	296	Africa: Beyond Crisis, Poverty & Aid (A, C)
ANTH	354/454	Food, Meaning & Voice (A, C)
ARAB	101	Beginning Arabic I (CP, C)
ARAB	102	Beginning Arabic II (CP, C)
ARAB	201	Intermediate Arabic I (CP, C)
ARAB	202	Intermediate Arabic II (CP, C)
DAN	110	Introduction to Global Dance Forms (AL)
DAN	907	Introduction to Jamaican Dance (AL)
DAN/DAT	955	Global Dance Techniques (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)
POL	258	Comparative Politics of the Middle East (CP)
POL	259	African Politics (CP)
POL	285	International Politics of the Middle East (CP)

### African American Concentration

AFS	200	Ghettoscapes (AL, C)
AFS	208	Growing Up Black (AL)
AFS	211	Black Earth: Nature and African American Writing (AL)
AFS	230	New World Voices (AL)
AFS	305	The African American Autobiography: Race and Revolution (AL)
AFS	309	Black Cinema (AL, C, CP)
AFS	326	Black Popular Culture (H, AL)
ARTH	201	African American Art (AL)
ECON	243	Political Economy of Race (H, CP)
EDUC	337	Education and Racial Diversity in the U.S. (C)
ENG	165	Introduction to African American Literature I (AL)
ENG	361	Readings in Multi-Ethnic Women's Literature (AL)
ENG	362	Body, Memory, and Representation (AL)
FRE	253	Paris-outrre-mer (CP, AL, C)
FRNE	218	Memory, Culture and Identity in French Caribbean Literatures (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)
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

**AFS 110 Introduction to African Experience** The African continent houses fifty-four countries, more than two thousand languages, and the most genetically diverse population in the world. This course introduces you to the major themes in the study of African history, culture, literature, politics, and economics. From the trans-Atlantic slave trade to the HIV/AIDS crisis, from precolonial oral traditions to contemporary cinema, we will explore both the challenges facing Africa and the continent's rich cultural and political tradition. Major themes will include the impact of colonialism on African politics and culture; the determinants of economic growth and human development; and debates about "modernity" and "tradition" in the African context. (*Offered annually*)

**AFS 150 Foundations Africana Studies** This course provides the foundations and context for Africana Studies from a 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 multidisciplinary 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. (*Offered annually*)

**AFS 180 The Black Atlantic** 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/culture around "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. 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.

**AFS 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 occasionally*)

**AFS 203 African Voices** The challenges to African literature described by Ngugi wa Thiong'o in his *Decolonising the Mind* form the basis for our discussions of recent African literature. Principal themes of the course then are the critique of social structures both traditional and colonial, the position of women, modalities of resistances, and the exploration of expression within and against the conventions of European literature. While relying primarily on the novel to represent diverse cultures and approaches to questions of identity, the course will also include essays, memoir, poetry, and film. (*McCorkle, offered occasionally*)

**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. (*McCorkle, alternate years relative to AFS 211*)

**AFS 211 Black Earth** Writing about nature-whether from the tradition of the sublime or as an expression of American potentiality or from the perspective of eco-criticism-has excluded considerations of the contributions of African-Americans. What concepts of nature and one's interaction with nature that survived the Middle Passage, the relationship of slavery, migration, and rural and urban life as well as contemporary appraisals of the environment will be among the topics considered. In particular, through literary works-whether essays, novels, or poems-environmental concerns and approaches to nature are addressed. The course proposes there is a decided and profound tradition within the African-American community of addressing nature that both parallels and is quite distinct from European traditions. Secondly, the course proposes to examine the conjunction of discrimination and environmental degradation, that the bifurcation of humans from nature is intrinsically linked to social injustice and inequality. (*McCorkle, alternate years relative to AFS 208*)

**AFS 230 New World Voices** Among the aims of this course, and corresponding to the mission of Africana Studies, is to provide an understanding and appreciation of cultural transactions: that we are always in the process of exchanging and renewing culture and language, specifically African and Western, is a fundamental goal. Secondly, the course will provide an introduction to two of the most influential Caribbean poets as well as a variety of contemporary poets and poetics that exemplify West African, African-American, and Caribbean poetry. The development and practice of close reading constitutes a third but no less important aim of the course. Readings include works by Kamau Braithwaite, Derek Walcott, Niyi Osundare, Harriet Mullen, Claudia Rankine, and Will Alexander. (McCorkle, *offered occasionally*)

**AFS 240 Translating Vodum: The Politics of Translations in Africana Religious Cultures** This course interrogates historical and contemporary interpretations of West African Vodun, Haitian Vodou, and New Orleans Voodoo. Giving attention to colonists and modern ideologies of othering, this course provides an overview of the history of cultural contact between Vodun religious cultures and the Western world, including representations of Vodun (Vodou, Voodoo) in newspapers, magazines, and other primary source materials. Students will examine mistranslations of Vodun peoples, materialities, philosophies, and experiences beginning with the invention of the fetish concept in the cultural contact between European merchants and African coastal communities in West Africa. We will proceed by scrutinizing the interpretation of Vodun, Vodou, and Voodoo through such categories as “witchcraft,” “magic,” and “superstition,” in a number of scholarly texts. We will finally conclude our semester by examining New Orleans Voodoo as not simply an African-derived religion but also as an American religious phenomenon.

**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, Souleymane 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*)

**AFS 305 African American Autobiography** The memoir or autobiography is often cast as a personal narrative; this course proposes that the memoir, and in particular the African American memoir, serves as not only the record of one’s life, but also as having political agency and intention. Beginning with Harriet Jacobs’ *Incidents in the Life of a Slave Girl*, Malcolm X’s *Autobiography* and Audre Lorde’s *Zami: A New Spelling of my Name*, to Barack Obama’s *Dreams from My Father: A Story of Race and Inheritance*, the course will consider the autobiography as an argument for political and social change; as a witness to one’s life, it also enacts a re-visionary process of social justice. To what degree does the structure of the slave narrative continue to inform contemporary narratives? In what ways might there be a definitive element for African American autobiographical writing? How do the community and writers interact and are interdependent? What is at stake for the African American autobiographer? (McCorkle, *offered occasionally*)

## American Studies

### *Program Faculty*

Elizabeth Belanger, American Studies, Co-Chair  
Anna Creadick, English, Co-Chair  
Jeffrey Anderson, Anthropology and Sociology  
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  
Michelle Martin-Baron, Women's Studies  
Joseph Mink, Political Science  
Ani Mukherji, American Studies  
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.

### **REQUIREMENTS FOR THE MAJOR**

*interdisciplinary, 11 courses*

AMST 101, 201; two courses from the American Studies Foundations group, one in each stream; five elective courses, one in each of the five clusters: **Inequalities and –isms; Arts and Cultural Production; Structures and Institutions; Borders and Empires; Theories and Approaches**; one cross listed elective, and AMST 465. All courses must be passed with a grade of C- or higher. No more than two credit/no credit courses can be counted towards the major. No more than four courses can be taken in one department outside of American Studies.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 5 courses*

AMST 101; one Foundations course from either stream; three elective courses, drawn from three different clusters. All courses must be passed with a grade of C- or higher. No more than one credit/no credit course can be counted towards the minor. No more than three courses can be taken in one department outside of American Studies.

### **AMERICAN STUDIES COURSES**

#### **Foundations Courses**

Majors must take two foundations courses, one from each stream. Students may propose to count a course not listed or move a course from one "stream" to another with a solid rationale and the adviser's permission. Minors must take at least one foundations course.

#### **Foundations Stream I – SOCIAL SCIENCE DIVISION**

ANTH	110	Intro to Cultural Anthropology
ANTH	115	Language and Culture
ECON	120	Contemporary Issues
ECON	122	Economics of Caring
ECON	135	Latin American Economics
POL	110	Introduction to American Politics
PPOL	101	Democracy and Public Policy
SJSP	100	Foundations of Social Justice
SOC	100	Introduction to Sociology

### Foundations Stream II –HUMANITIES DIVISION

ENG	115	Literature and Social Movements
ENG	152	American Revolutions
ENG	165	Introduction to African American Literature
ENG	170	Global English Literatures
ENG	175	Travel Literature
ENG	180	Film Analysis
HIST	105	Introduction to the American Experience
HIST	111	Topics in Introduction to American History
LGBT	101	Introduction to Lesbian, Gay, Bisexual Studies
MDSC	100	Introduction to Media and Society
MUS	190	History of Rock and Roll
PHIL	159	Philosophy and Contemporary Global Issues: Global Justice
REL	108	Religion and Alienation
REL	109	Imagining American Religion(s)
WMST	100	Intro to Women’s Studies
WMST	150	Chicana Feminism and Visual Culture

### Thematic Clusters of Elective Courses

Majors must take five electives, one from each of the five thematic clusters. These courses are typically at the 200+ level. Students may propose to count a course not listed, or move a course from one “cluster” to another with a solid rationale, appropriate documentation of American Studies content and the adviser’s permission.

Minors must take three electives, from three different thematic clusters.

**Inequalities and -isms:** Courses in this cluster focus on how the people of the Americas define themselves or are defined by others through categories of difference: *race, ethnicity, gender, religion, ability, class, sexuality, for example. How have such differences been constructed differently across American history? How are power, identity, and inequality produced in and across these categories of difference?*

AFS	200	Ghettoscapes
AFS	208	Growing Up Black
AFS	211	Black Earth
AMST	210	Sex and the City
AMST	360	Art, Memory & Cultural Power of Place
ANTH	205	Race, Class and Ethnicity
ANTH	211	Women in 19th Century Art
ANTH	220	Sex Roles
ANTH	221	Human Rights and Indigenous Peoples
ANTH	222	Native American Religions
ANTH	282	North American Indians
ARTH	201	African American Art
BIDS	233	Race Class and Gender
BIDS	245	Men and Masculinity
BIDS	288	White Mythologies
ECON	232	The U.S Economy: A Critical Analysis
ECON	243	Political Economy of Race
ECON	248	Poverty and Welfare
ECON	310	Economics and Gender
ECON	311	The Economics of Immigration
ECON	313	African American Economic History
EDUC	201	Schooling and Social Equality
EDUC	209	Gender and Schooling
EDUC	252	History of Disability
EDUC	307	Civil Rights Education
EDUC	370	Multiculturalism
ENG	360	Sexuality and American Literature

ENV	237	American Indians and Environmentalism
ENV	245	Radical Environmentalism
ENV	333	Environmental Justice and American Literature
ENV	335	Food Justice: Literature, Art and Activism
HIST	208	Women in American History
HIST	227	African American History I
HIST	228	African American History II
HIST	240	Immigration and Ethnicity in America
HIST	317	Women's Rights Movements in the U.S.
HIST	330	Race and Violence in American History
HIST	341	Wealth, Power and Prestige
MUS	215	Music and Race in US popular culture
POL	215	Racial and Ethnic Politics
POL	238	Sex and Power
POL	289	Theories of American Democracy
POL	370	African American Political Thought
PPOL	219	Sexual Minority Movements
PPOL	364	Social Policy and Community Activism
REL	249	Native American Religions and Histories
REL	272	Sociology of the American Jew
REL	284	Contesting Gods in Multicultural America
SOC	206	Kids and Contention
SOC	221	Race and Ethnic Relations
SOC	223	Inequalities
SOC	226	Sociology of Sex and Gender
SOC	238	Making of Immigrant America
SOC	251	Sociology of the City
SOC	258	Social Problems
SOC	261	Sociology of Education
SOC	310	Generations
SPNE	311	The Latino Experience
THTR	309	Feminist Theatre
THTR	310	African American Theatre
WRRH	278	Anatomy of American Class: Realities, Myths and Rhetorics
WRRH	280	Immigrant Experiences: Voices and Discourses

**Arts and Cultural Production:** Courses in this cluster explore American *cultural forms*, including art, film and visual culture, music, literature, sports/leisure pursuits, and performance. Such classes address how cultural productions are created, transformed, appropriated and transmitted across various contexts, as well as the role of artists, audiences, and the marketplace in shaping the meanings of these forms.

AFS	226	Black Popular Culture
AFS	305	Dust Tracks in the Road: The African American Autobiography
AFS	309	Black Cinema
AFS	330	Black Auteurs
AFS	430	Films of Spike Lee
AMST	207	Baseball and American Culture
AMST	360	Art, Memory and Cultural Power of Place
ARCH	412	The Social Construction of Space
ARTH	201	African American Art
ARTH	250	Modern Art 1900-1960
ARTH	282	20th Century American Art
ARTH	333	Art Since 1960
ARTH	335	Femme Fatale and Film
ARTH	402	Design After Modernism
DAN	212	Dance History II
DAN	214	Dance History III

EDUC	201	Teaching, Learning and Popular Culture
EDUC	320	Children's Literature
ENG	209	Graphic Novels/Graphic Forms
ENG	250	Early American Literature
ENG	151	Nineteenth-Century American Fiction
ENG	254	Nineteenth-Century American Poetry
ENG	260	Modern American Literature
ENG	261	Popular Fiction
ENG	264	Southern Fictions
ENG	265	Contemporary American Novel
ENG	266	Modernist American Poetry
ENG	267	Post WWII American Poetry
ENG	280	Film Analysis
ENG	281	Film Histories I
ENG	282	Film Histories II
ENG	283	Film Histories III
ENG	301	Cultural Theory and Popular Culture
ENG	351	Archives of American Literature
ENG	353	Media in Early America
ENG	381	Hollywood on Hollywood
ENG	383	Science Fiction Film
ENG	385	History of American Independent Film
ENG	465	Reading Faulkner
ENV	202	Human Values and the Environment
ENV	240	Environmental Justice in Film
ENV	333	Environmental Justice and American Literature
ENV	335	Food Justice, Literature, Art, Activism
HIST	471	Bugles, Belles and Bloated Bodies: Civil War in American Memory
MDSC	200	Cultures of Advertising
MDSC	203	History of Television
MDSC	204	Imagining the West
MDSC	205	America in the 1970s
MUS	207	Big Band to Bossa, Bop to Blues: a History of Jazz
MUS	215	Music and Race in US Popular Culture
POL	211	Visions of the City
POL	212	Mass Media and Politics
SOC	241	Sociology of Sport
SPNE	226	Screen Latinos
THTR	290	Theatre for Social Change
THTR	300	American Drama
THTR	308	American Experimental Theatres
THTR	309	Feminist Theatre
THTR	310	African American Theatre
WMST	218	Queer Representation in Theater and Film
WMST	219	Black Feminism and Film
WRRH	218	Getting Dressed: Discourses of Fashion

**Structures and Institutions:** Courses in this cluster address or explore American *cultural politics* through close study of the way institutions and infrastructures such as government, schools, prisons, capital, the built environment, democracy, social movements, or the law shape economic, political and social experience. These courses highlight the sites where social, political and economic ideals are both created and contested.

AMST	207	Baseball and American Culture
ANTH	211	Power, Protest and Politics
ANTH	214	Rethinking Families
ANTH	247	Urban Anthropology
ANTH	319	Feminist and Political Anthropology

ECON	203	Between Labor and Management: Unions
ECON	213	Urban Economics
ECON	232	The U.S Economy: A Critical Analysis
ECON	243	The Political Economy of Race
ECON	310	Economics and Gender
ECON	313	African American Economic History
EDUC	210	Schooling and Social Equality
EDUC	252	History of Disability
EDUC	348	Our National Parks
EDUC	370	Multiculturalism
ENV	201	Environment and Society
ENV	202	Human Values and the Environment
ENV	205	Introduction to Environmental Law
ENV	237	American Indian Environmentalism
ENV	245	Radical Environmentalism
ENV	320	Natural Resource Law
ENV	330	Sustainability, Commodities and Consumption
ENV	333	Environmental Justice and American Literature
HIST	233	History of American Thought to 1865
HIST	234	History of American Thought from 1865 to Present
HIST	243	US Legal and Constitutional History to 1865
HIST	244	Us Legal and Constitutional History Since 1865
HIST	246	American Environmental History
HIST	306	The Civil War and Reconstruction
HIST	314	Beyond Sprawl: Suburb and City in Modern America
HIST	317	Women's Rights Movements in the U.S.
HIST	323	Enterprise and Society
HIST	352	Seminar: Wealth, Power and Prestige
POL	204	Modern American Conservatism
POL	211	Visions of the City
POL	215	Racial and Ethnic Politics
POL	221	Voting and Elections in America
POL	222	Political Parties
POL	229	State and Local Government
POL	238	Sex and Power
POL	289	Theories of American Democracy
POL	324	The American Congress
POL	325	The American Presidency
POL	326	Urban Politics
POL	332	American Constitutional Law
POL	333	Civil Rights
POL	334	Civil Liberties
POL	335	Law and Society
SOC	206	Kids and Contention
SOC	223	Inequalities
SOC	224	Social Deviance
SOC	225	Sociology of Family
SOC	242	Sociology of Business and Management
SOC	245	Sociology of Work
SOC	258	Social Problems
SOC	261	Sociology of Education
SOC	263	Juvenile Delinquency
SOC	290	Sociology of Community
SOC	375	Social Policy

**Borders and Empires:** Courses in this cluster consider the U.S. in a *global context*. Where is/isn't America, anyway? What constitutes its borders? How has American culture shaped and been shaped by ideas, products, policies, and people from other places? Courses in this area place America's history and culture within a global context, engage questions of American empire or colonialism, consider the U.S. from an exterior perspective, or through global and transnational flows.

AFS	208	Growing Up Black
AFS	309	The African American Cinema
AMST/RUSE	206	America Through Russian Eyes
ANTH	220	Sex Roles: A Cross-Cultural Perspective
ANTH	221	Human Rights and Indigenous Peoples
ANTH	227	Intercultural Communication
ANTH	323	Ethnographies of Capitalism
ANTH	340	Anthropology of the Global Commons
ARCH	310	Early Modern Architecture
ARCH	311	History of Modern Architecture
ARTH	250	Modern Art 1900-1960
ARTH	333	Art Since 1960
ARTH	402	Seminar: Design After Modernism
DAN	212	Dance History II
DAN	214	Dance History III
ENG	270	Globalization and Literature
ENG	370	Geographies of Nowhere: Mapping the Frontier
HIST	205	Modern Mexican History
HIST	226	Colonial Latin America
HIST	238	The World Wars in Global Perspective
HIST	240	Immigration and Ethnicity in America
HIST	320	History and Modern America Memory in the Asia Pacific War
HIST	327	Human Rights
MDSC	313	Global Cinema
POL	249	Protests, Movements, Unions
POL	254	Globalization
POL	290	American Foreign Policy
REL	237	Christianity and Culture
REL	305	Tongues of Fire: Pentecostalism Worldwide
REL	347	Gender and Globalization in the Muslim World
WMST	213	Transnational Feminism and Performance
WRRH	280	Immigrant Experiences: Voices and Discourses

STUDY ABROAD [relevant courses with adviser permission]

**Theories and Approaches:** These courses deepen students' *American Studies* practice by exposing them to the range of theories and approaches that inform the field. Courses in cultural, economic, political, or social theory shape ways of knowing in the (inter)discipline. Methods courses such as ethnography, close-reading, film analysis, GIS/mapping, imaging, or statistics inform different varieties of American Studies research. Experiences with public humanities, digital media, or community-based research allow students to use these critical tools in real world settings.

AMST/ENG	301	Cultural Theory and Popular Culture
AMST	330	Digital Humanities
ANTH	273	Ethnographic Research and Methods
ANTH	306	History of Anthropological Theory
ARCH	204	Introduction to Historic Preservation
ARCH	305	Environmental Design, Planning and Preservation
ARCH/ENV	351	Sustainable Community Development Methods
ARCS	303	Visual Notes and Analysis: The Designer's Sketchbook
ARTH	307	Cultural Theory and Art History
ARTS	165	Introduction of Imagining

ARTS	166	Introduction to Video 1
ARTS	265	Intermediate Imaging
ARTS	266	Intermediate Video II: Video, New Media and Installation Art
BIDS	200	Introductory Dialogues in Critical Social Studies
CPSC	120	Principles of Computer Science
ECON	160	Principles of Economics
ECON	300	Macroeconomic Theory and Policy
ECON	301	Microeconomic Theory and Policy
ECON	305	Political Economy
EDUC	220	Storytelling and the Oral Tradition
ENG	200	Critical Methods
ENG	205	Narrative Analysis
ENG	280	Film Analysis
ENG	321	Modernism and Postmodernism
ENG	351	Archives of American Literature
ENG	353	Media in Early America
ENG	360	Sexuality and American Literature
ENG	399	Hybrid Forms
ENV	203	Fundamentals of GIS
ENV	310	Advanced GIS
ENV	333	Environmental Justice and American Literature
HIST	229	Public History
HIST	233	History of American Thought to 1865
HIST	234	History of American Thought from 1865 to Present
MDSC	304	Media and Theory
MDSC	305	Film Editing I
MDSC	308	Film Editing II
MDSC	315	Introduction of Social Documentary
MUS	110	Introduction to Music Theory
MUS	214	Music Criticism in Theory and Practice
PHIL	162	Ethics of Civic Engagement
PHIL	220	Semiotics
PHIL	230	Aesthetics
PHIL	345	Power, Privilege and Knowledge
POL	289	Theories of American Democracy
POL	368	Contemporary Political Theory
POL	370	African American Political Thought
POL	375	Feminist Legal Theory
POL	380	Theories of International Relations
SJSP	101	Community Based Research
SOC	211	Research Methods
SOC	212	Data Analysis
SOC	220	Social Psychology
SOC	290	Sociology of Community
SOC	300	Classical Sociological Theory
THTR	100	From Page to Stage
THTR	290	Theatre for Social Change
WMST	300	Feminist Theory
WMST	301	Feminist Oral History
WRRH	345	Rhetoric of Place

There may be additional newer courses with substantial American content or methodological relevance not listed here; students who wish to count such courses toward their American Studies major or minor should speak to their adviser.

## COURSE DESCRIPTIONS

**AMST 101 Myths & Paradoxes** How do we study American culture through an interdisciplinary lens? How do American ideals—such as freedom and individualism—relate to American inequalities? Is “America” itself a place or an idea? This introductory course in American Studies will engage a number of questions that are central to an evolving field by focusing on tensions and contradictions in American culture. Students will examine core American concepts, such as the “American Dream,” “freedom and equality,” immigration and the “melting pot,” as well as infrastructures like consumer culture, democracy, and national borders. The course also introduces students to American Studies methods through close interdisciplinary analysis of a variety of cultural artifacts, such as popular fiction, leisure, music, performance, propaganda or social practices. Readings will be drawn from a range of sources, including politics, history, popular culture, literature, media studies, and contemporary theory.

**AMST 201 Methods of American Studies** This class introduces American Studies as a scholarly field, and investigates how American Studies scholars think, argue, research and write. Beginning with the history of American Studies, students read “classical” works and identify the major intellectual and methodological questions of the field. Course materials include American Studies scholarship across the 20th century, including the “myth and symbol” school; literary and feminist critiques; material and popular culture; questions of border, empire, and nation; and critical race studies. Students will also practice the archival and other research techniques underlying interdisciplinary research, and explore the limitations and benefits of the different tools we can use to study the U.S. (Staff, offered annually)

**AMST 210 Sex and the City** 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 nonconforming gender practices. At the same time, the structures and cultures of the city 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. Topics covered include prostitution, gay and lesbian sexualities, public and private space, sexual violence and race. (Belanger, offered alternative years)

**AMST 221 Immigrant Arts: Introduction to Asian American Cultures** This course explores the history of Asian American expressive cultures. Among the essential questions we will ask are: What different forms and sensibilities have Asian American writers and artists adopted in their work? How have these forms and sensibilities changed over time, and why? What can we discern of the relationship between culture, politics, and society? How have the experiences and representations of Asian American existence been mediated by class, gender, sexuality, and citizenship? And, Finally, how can we trace a cultural history of Asian Americans through the interpretation of novels, poetry, short stories, music, paintings, photography, sequential art, films, popular genre fiction, and cookbooks? Students will use an interdisciplinary framework to answer these questions, combining the insights of critical race theory, cultural studies, literary scholarship, and history.

**AMST 222 American Empire** Over the course of the twentieth century, the United States came to wield increasing power over much of the globe. This central fact of American life has defined US politics, culture, and society. Yet many Americans know little of their country’s actions abroad. This cultivated ignorance has allowed foreign policy to be governed by a small group of elites and their specialists. It also diminishes the realities of violence in far away places. This course addresses this collective innocence of foreign affairs by mapping the history of the American empire.

**AMST 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 to make an online exhibit. 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. (Belanger)

**AMST 331 Harlem Goes Global: Black Politics and Culture in the 1920’s** Between World War One and World War Two, there was an explosion of artistic and literary production by African Americans. Commonly referred to as the “Harlem Renaissance,” the cultural outburst notably produced Black migrants who escaped the racial oppression of the “Jim Crow” South and found new freedoms in northern cities such as New York. But the migrations of this period were actually much more complex and widespread, involving the movement of Black artists, intellectuals, and workers across

the Americas, Africa, Europe, and Asia. This course explores the politics and culture of the global African Diaspora in this exciting period using both traditional research approaches and emerging digital humanities methods such as Geographic Information Systems ( GIS ).

**AMST 360 Art, Memory & Cultural Power of Place** This course focuses on the public work of American Studies; the techniques, concerns and practical issues of engaged scholars. Working with city residents and community members, students will explore community cultural development. How do communities make decisions about what is worth saving, worth remember and why? How do these narratives and memories shape and transform common understandings of place? In turn, how do common understandings of place dictate the usage and extent of community control over its neighborhood? Struggles over the meaning and usage of place serve as a catalyst for conversations about how historical narrative is crafted in communities often overlooked by conventional histories. Narrations of the past help people imagine a place of their own, while cultural expression in the arts help people articulate these visions. Thus, over the course of the semester we will also examine how art gives voice to those on the margins of history, how history can infuse art with meaning and relevance, and how power of place can be used to revitalize our cities and neighborhoods. Students will also be introduced to the work of public scholars in the fields of community cultural development, historic preservations and museum studies, examine the contexts-public policy and economics-that shape the work of non-profit cultural organizations.

As a service-learning course, students will work with community partners on a project that addresses community needs. In the process they will explore not only how community is created and preserved in objects, buildings, sites and memories, but also the power of place to render community visible. (Belanger)

**AMST 450 Independent Study**

**AMST 456 1/2 Credit Independent Study**

**AMST 465 Senior Seminar** This seminar is the capstone course for the Bachelor of Arts degree in American Studies. Students are expected to draw from the knowledge they have gained through their previous American Studies coursework to produce a substantial research project. The first part of the course will focus on honing students' critical thinking, research and writing skills in general ways. The second part of the course will be devoted to individual research and writing. The culmination of the work will be a substantial thesis project.

**AMST 495 Honors**

## Anthropology and Sociology

### *Program Faculty*

Jeffrey Anderson, Professor, Chair  
Christopher Annear, Assistant Professor  
Kendralin Freeman, Assistant Professor  
Jack Dash Harris, Professor  
Ervin Kosta, Assistant Professor  
Brenda Maiale, Associate Professor  
Renee Monson, Associate Professor  
Ilene Nicholas, Associate Professor  
H. Wesley Perkins, Professor  
Jason Rodriguez, Assistant Professor  
James Sutton, Associate Professor

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

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

### **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, 465 and the 300- level seminars) 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.

### **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, 11 courses

A 100-level course in the student's required primary specialization of either (1) sociocultural and linguistic anthropology or (2) archaeology and physical anthropology; ANTH 273, ANTH 306, and ANTH 465; one anthropology course on a geographic area in the primary specialization; and six additional anthropology electives of which at least two must be at the 300-level. Four of the electives must be in the primary specialization and two outside the primary specialization. One 200 or higher level course in sociology may count as an elective outside the primary specialization. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major.

**REQUIREMENTS for the ANTHROPOLOGY MINOR**

disciplinary, 6 courses

One course in cultural anthropology and five additional courses in anthropology, of which at least three must be at the 200-level and at least two at the 300-level or higher (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 toward the minor.

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

disciplinary, 11 courses

SOC 100; SOC 211; SOC 212; SOC 300; SOC 465; and six additional sociology courses at the 200-level or higher, 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 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.

**ANTHROPOLOGY AREAS OF SPECIALIZATION****Sociocultural and Linguistic Anthropology**

ANTH	110	Introduction to Cultural Anthropology
ANTH	115	Language and Culture
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	227	Intercultural Communication
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/AFS	296	Africa: Beyond Crisis, Poverty, and Aid
ANTH	297	Latin America
ANTH	302	Borders and Walls
ANTH	319	Feminist and Political Anthropology

ANTH	323	Ethnographies of Capitalism
ANTH	330	Anthropology of Creativity
ANTH	331	Rethinking Families
ANTH	340	Anthropology of the Global Commons
ANTH	341	Making Babies
ANTH	352	Builders and Seekers
ANTH	354	Food, Meaning, Voice
ANTH	362	Evolution and Culture
ANTH	370	Life Histories

### **Archaeology and Physical Anthropology**

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	228	Physical Anthropology
ANTH	285	Primate Behavior
ANTH	290	Pharaohs, Fellahin, Fantasy
ANTH	326	Ancient Mesoamerican Urbanism
ANTH	342/442	Ancient World Systems
ANTH	362/462	Evolution and Culture

### **ANTHROPOLOGY COURSE DESCRIPTIONS**

**ANTH 102 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*)

**ANTH 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. (Staff, *offered each semester*)

**ANTH 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, *offered annually*)

**ANTH 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, *offered occasionally*)

**ANTH 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*)

**ANTH 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*)

**ANTH 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 2-3 years*)

**ANTH 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*)

**ANTH 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. Prerequisites: Students must have taken ANTH 110 or declared an anthropology major or minor, international relations major or minor, sociology major, or anthropology-sociology major, or have permission of instructor. (J. Rodriguez, *offered alternate years*)

**ANTH 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. (J. Rodriguez, *offered annually*)

**ANTH 220 Sex Roles** What do “sex,” “sexuality” and “gender” mean, and how have anthropologists dealt with these concepts? This course will explore ethnographic approaches to sexuality and gender, and the complex relations between sexual and gendered practices, identities, and roles. We will focus our studies on ways that sex and sexuality have intersected with traditional anthropological concerns about the developmental process and rites of passage as related to kinship, family, and community. We will examine ethnographic studies, both US and non-US focused, to assess how cross-cultural studies of sexuality and gender have contributed to more complex understandings of these areas of human experience. A focus on ethnographic studies will be complemented by films and readings in other bodies of literature that have informed sexuality and gender studies.

**ANTH 221 Human Rights of Indigenous People** Throughout its history, anthropology has been committed to and active in maintaining the rights of indigenous peoples against the destructive global forces of nation-state power, racist ideologies, assimilation, and industrial resource appropriation. To develop an informed, up-to-date, and critical understanding of these issues, the course will offer an overview of the contemporary state of indigenous peoples and then guide students in pursuing on-line research of Internet sites established by indigenous peoples themselves, anthropological groups, international human rights organizations, world news services, national governments, and the United Nations. (Anderson, *offered alternate years*)

**ANTH 222 Native American Religions** This course explores Native American sacred ways of speaking, acting, knowing, and creating in diverse historical and contemporary culture; 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, *offered alternate years*)

**ANTH 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*)

**ANTH 260 Medical Anthropology** The course explores the interconnected cultural, social, political, historical, and economic dimensions of illness, health, and healing in diverse human contexts. The first phase of the course involves study of the ways anthropologists research and understand human practices, meanings, and experiences related to illness and medical treatment in diverse socio-cultural contexts. A second facet is an inquiry into how anthropologically informed models and field methods can enhance biomedical approaches to knowing about and healing physical and mental illnesses. The third phase of the course is an in-depth critical analysis of the structural conditions that deny access to health care and vital resources to billions of people in the world today. Fourth, the course turns to appreciating the ways individuals and communities actively create meaning, purpose, and value in confronting suffering and structural violence. The course culminates with close study of the ways medical anthropologists today are actively addressing global and local public health inequities by providing adaptively emerging health care programs that can comprehensively improve the lives of individuals and contribute to long-term well-being of communities. (Anderson, *offered annually*)

**ANTH 273 Research Methods** This course considers the practice, problems, and analysis of field and library research in social and cultural anthropology. It examines the theoretical background and social and political role of ethnographers, and gains an understanding of the basic skills and qualitative methods of inquiry, including participant observation, interviewing, photography, life history, ethnohistory, and network and structural analysis. Students conduct research projects locally. Prerequisite: Students must have taken at least a 100-level anthropology course, or have declared an anthropology major or minor, sociology major, or anthropology-sociology major, or have permission of the instructor. (Maiale, Annear, *Spring, offered every year*) Note: Majors should plan to take this course at the earliest opportunity in order to complete their programs.

**ANTH 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, *offered annually*)

**ANTH 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*)

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

**ANTH/AFS 296 Africa: Beyond Crisis, Poverty, and Aid** This course explores the continent's diversity by reexamining broadly held stereotypes, delving into its history, and researching daily realities of modern day Africans. We will examine a cultural mosaic of different African societies from a variety of perspectives, including anthropology, politics, history, and economics. While this course focuses on small-scale communities and case studies, it also looks at wider sociocultural and geopolitical interconnections. We will ask how common representations of Africa shape our understanding of this diverse continent and gain insight into the many different ways Africans live their lives. (Annear, *offered annually*)

**ANTH 302 Borders and Walls** Our lives are shaped by borders and walls, the material and conceptual obstacles that keep some of us in and others out. Passports, immigration checkpoints, neighborhood boundaries, and constructions like the Berlin Wall impact our experiences of safety and danger, belonging and alienation, delimiting and shaping our everyday experiences. This course examines anthropological engagements with these boundaries and their ongoing production, asking about experiences of crossing, the temporal shifting of borders, what happens in the space of a former wall's absence, how individuals navigate conceptual borders of race, class, and sexuality, as well as the visceral boundaries that mark the edges of the contemporary nation-state. How do our everyday practices give meaning and life to borders and walls? What role do state practices of surveillance, militarization and security play in creating separations in our lives, and how can we contend with them? How are nation-states and communities constituted through the demarcation of borders and boundaries? What makes borders and walls porous for particular subjects and not others? (N. Rodriguez, *offered occasionally*)

**ANTH 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 Fall*)

**ANTH 319 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. Prerequisites: Students must have taken ANTH 110 and one other 200-level or higher anthropology course or have declared an anthropology major or minor, anthropology-sociology major, or sociology major, or have permission of the instructor. (J. Rodriguez, *offered alternate years*)

**ANTH 323 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. (J. Rodriguez, *offered alternate years*)

**ANTH 330 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. Prerequisites: Students must have taken at least one anthropology course, or have declared a major or minor in anthropology, a major in sociology, or a major in anthropology-sociology, or have permission of the instructor. (Anderson, *offered annually*)

**ANTH 342 Seminar: Comparing Ancient World Systems** War and Peace—which has truly characterized the world of the past? 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. Our 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. We will study 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. The first half of the course will focus on some of the broader aspects of comparative world systems theory and apply those to the case of Uruk Mesopotamia (mid-4th millennium BC). The second half of the course will look at several additional pre-modern world systems, chosen to fit with the interests of students taking the course. (Nicholas, *offered alternate years*)

**ANTH 354 Seminar: 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. (Annear, Maiale, *offered alternate years*)

**ANTH 416 Visual Anthropology** Culture is manifested in visual symbols embedded in gestures, ceremonies, ritual performances, and artifacts. In this course students will explore the history and development of anthropology's relationship to visual practices, focusing on, but not limited to, photography and film, both as a mode for representing culture and as a site of cultural practice. Our central goal will be to move away from concepts of objectivity or subjectivity toward the use of deeply situated spaces to investigate the making of reality. Critical theory, methods, and ethical concerns are all part of the current refashioning of visual anthropology and as such will be critical components of the class. Prerequisite: Students must have declared an anthropology major or minor, sociology major, or anthropology-sociology major, or have permission of instructor. (Maiale, *offered annually*)

**ANTH 450 Independent Study** Permission of the Instructor

**ANTH 456 1/2 Credit Independent Study** Permission of the Instructor

**ANTH 465 Senior Seminar** A seminar for senior majors to learn advanced forms of intensive writing, critical reading, oral presentation, and media application for conveying and analyzing anthropological knowledge. Students will conduct original research culminating in a substantial portfolio of work. The topic will vary with the research specialization of the faculty member teaching the seminar each year. Prerequisite: Students must be senior anthropology majors or senior anthropology-sociology majors, or have permission of the instructor. (Staff, *offered annually*)

**ANTH 495 Honors** Permission of the Instructor

**ANTH 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.

**Note:** The following regularly offered courses outside anthropology will count toward the major:

BIDS	288	White Mythologies
EDUC	331	Rethinking Families

## **SOCIOLOGY COURSE DESCRIPTIONS**

**SOC 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. (Freeman, Harris, Kosta, Monson, Perkins, Sutton, *offered every semester*) Note: All upper level sociology courses require SOC 100 as a prerequisite.

**SOC 206 Kids and Contention** 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*)

**SOC 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, Sutton, *offered every semester*)

**SOC 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*)

**SOC 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*)

**SOC 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*)

**SOC 225 Working Families** What is a "working family?" What work is done by families? When do families work well, and who or what makes these judgments? The family is analyzed as a social institution embedded in particular historical contexts, one which reflects broad economic change, cultural shifts, and political movements. Particular attention is paid to how various axes of social inequality (gender, class, race, and sexuality) shape the experience of family life at the individual level, and the evaluation of various family forms at the societal level. The questions we consider include: How are families affected by the institution of paid work, and how do workplaces respond (or not) to shifting family configurations? Are two-parent, single-parent, or extended families more common historically and cross-culturally? What social forces contribute to divorce rates? What are the causes and consequences of male-breadwinner and dual-earner families? How have cultural norms concerning motherhood and fatherhood changed over time? Prerequisite: SOC 100. (Monson, *offered annually*)

**SOC 226 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? What social forces will alter gender relations in the future? 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. Students examine a range of social institutions and ideological constructs shaping the social structure of gender, such as the state, family, employment, sexuality, and reproduction. Prerequisite: SOC 100. (Monson, *offered alternate years*)

**SOC 238 Immigrant America** 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. (Kosta, *offered alternate years*)

**SOC 242 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*)

**SOC 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*)

**SOC 253 Global 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 seeks to answer these questions by exploring the overarching concept of “the global city” developed in the aftermath of the restructuring of the world economy since the mid-1970s. It will examine the historical emergence of global cities (née “world cities”), and critically assess this conceptualization as a paradigm, theory, and research agenda within urban studies. We start with an overview of urbanization processes in the U.S. from the 19th century onwards, introduce the central body of theoretical literature on global cities, and continue exploring thematic topics such as new forms of inequality, labor relationships, neighborhood dynamics, and forms of fragmentation and segregation, through a comparative focus of urban processes around the world. A central feature of this course is the exploration of 21st century urbanism in the non-Western world. Prerequisite: SOC 100. (Kosta, *offered alternate years*)

**SOC 255 Social Problems in Ireland** The focus of this course is the examination of fundamental social problems confronting contemporary Western societies. 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 consideration of various types of attempts to address these problems. In particular, the course poses the following questions: In what ways does a focused look at Ireland reveal particularly distinctive problems or essentially mirror larger patterns of problems facing most modern Western nations? And to what extent do the social problems reflect distinct or overlapping issues confronting the peace and stability of local communities and the nation of Ireland as a whole? What are the sources or causes of a social problem and what are the local and national programs and policies that emerge in attempts to address them, and how effective are these interventions? (Perkins, *offered Fall 2017*)

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

**SOC 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*)

**SOC 291 Ghettos and Ethnic Enclaves** This class navigates the roles of neighborhoods and communities in contemporary urban life in an era of globalization by focusing on ghettos and enclaves in U.S. cities. Early Chicago School scholars understood both ghettos and immigrant colonies as poor inner-city spaces that isolated immigrants and people of color. However, today immigrants/ethnic enclaves are considered to be temporary platforms for assimilation based on ethnic solidarity, while ghettos are seen as inner-city neighborhoods where minorities get trapped in a cycle of poverty. Why are some minority neighborhoods viewed positively, while others are not? This course discusses both micro interactions between people in these spaces and macro structural forces such as migration, race, and ethnicity, gender, and transnationalism and globalization that shape them, and students will seek answers for why these neighborhoods become stigmatized or celebrated. Topics throughout the semester include the past and present development of ghettos and enclaves, immigrants and their communities, barrios, social inequality, racial segregation, public housing and urban politics, transnational communities, new ethnic communities, and gentrification.

**SOC 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, Kosta, *offered annually*)

**SOC 357 Race and Education** This course provides an in-depth analysis of the ways in which education in the United States, at times challenges and at times reproduces racial hierarchy. Using a combination of macro and micro level sociological theories (e.g., structural functionalism, social reproduction, intersectionality, interactional), we'll explore the socialization, organization, and assessment practices of schooling in the United States with a lens toward racial inequality. Education is often touted as the key to equality, particularly in the U.S. context. This course explores how education, despite this idealized view, has reproduced, and in some cases, exacerbated existing social inequalities. Using both micro and macro sociological frameworks, we will engage several key works that establish how schools create a social order that is not egalitarian and, how, in fact, schools were never intended to promote equality across demographic groups. We will also explore reforms and alternatives to promote racial equality through schooling. Discussions of primary texts will not only engage sociological theory but will also analyze methodological choice and relevance for questions of educational equality. (Freeman, *offered alternate years*)

**SOC 362 Criminology** This course provides a comprehensive overview of criminological theory and its applications. The major theories of crime and criminal behavior are presented, crime trends and patterns are investigated, and the main sources of crime data are critically assessed. Substantive crime topics such as fear of crime, victimization, drug use, murder, burglary, white-collar deviance, and sexual assault are also examined. Although interdisciplinary approaches to understanding crime will be explored given that the field of criminology is inherently interdisciplinary, this course is ultimately grounded in broader sociological principles and concepts, including but not limited to race, gender, class, power, social inequality, socialization, and social interaction. Discussions of course topics will be theoretical and empirical, with special attention given to the roles that data and research play in the evaluation of theory and the development of evidence based practices for responding to crime. (Sutton, *offered alternate years*)

**SOC 370 Religion, Politics, and 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. (Perkins, *offered alternate years*)

**SOC 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” 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*)

**SOC 401 Pro Present** (1/2 credit) This class equips students with a toolkit to finalize independent research and present it professionally at an academic conference. Seniors who are pursuing honors projects, advanced independent studies, or furthering research projects initiated in Research Methods are invited to apply to the instructor for admission. Students will learn how to critique sociological work, strengthen their own arguments, build a professional verbal and visual presentation, field questions from those outside of their area of expertise, and present their work confidently and coherently. This course culminates in a required professional poster presentation at the Eastern Sociological Society annual meeting (or a comparable professional sociological conference) in spring of the same year. Thus, while the course is 1/2 credit, all contact hours occur during the first seven weeks of the semester. (Staff, *offered occasionally*)

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

**SOC 456 1/2 Credit Independent Study** Permission of the instructor required. (*Offered annually*)

**SOC 465 Senior Seminar: Research Practicum** Prerequisite: Students must have passed SOC 211 and either SOC 212 or 300. (Staff, *offered annually*)

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

**SOC 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**

SOC	201	Sociology of International Development
SOC	222	Social Change and the Individual
SOC	228	Social Conflict
SOC	230	The Sociology of Everyday Life
SOC	231	Sociology of Art and Culture
SOC	233	Women and Political Mobilization in the Third World
SOC	240	Gender and Development
SOC	241	Sociology of Sport
SOC	243	Religion, State, and Society in Modern Britain
SOC	248	Medical Sociology
SOC	250	Population Crisis in the Third World
SOC	256	Power and Powerlessness
SOC	257	Political Sociology

SOC	259	Social Movements
SOC	260	The Sociology of Human Nature
SOC	298	Sociology of Mass Communications
SOC	312	Advanced Quantitative Methods
SOC	325	Moral Sociology and the Good Society
SOC	330	Symbolic Interaction
SOC	331	Sociology of Art and Culture
SOC	340	Feminist Social Theory
SOC	350	Sociology of Knowledge
SOC	380	Totalitarian Society

**Note:** A number of regularly offered bidisciplinary courses and interdisciplinary program courses carry credit for the Sociology major. Examples include BIDS 214 The Politics of Reproduction, BIDS 229 Two Cities: New York and Toronto, BIDS 245 Men and Masculinity, BIDS 288 White Mythologies, and BIDS 295 Alcohol Use and Abuse. Students are encouraged to see the Bidisciplinary Program offerings and to check with department faculty about such offerings.

## Art and Architecture

### *Department Faculty*

Phyllia Changhi Yi, Professor, Chair  
A. E. Ted Aub III, Classes of 1964 Endowed Professor  
Lara C. W. Blanchard, Luce Associate Professor of East Asian Art  
Jeffrey Blankenship, Assistant Professor  
Michael J. Bogin, Professor  
Christine Chin, Associate Professor  
Elena Ciletti, Professor Emerita  
Gabriella D'Angelo, Assistant Professor  
Mark Jones, Associate Professor Emeritus  
Alysia Kaplan, Assistant Professor  
Liliana Leopardi, Assistant Professor  
Kirin Makker, Associate Professor  
Stanley Mathews, Associate Professor  
Patricia Mathews, Professor Emerita  
Nicholas Ruth, Professor  
Michael Tinkler, Associate Professor  
Kathryn Vaughn, Assistant Professor, Visual Arts Curator

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 human experience. Some students may focus on creative discovery and expression or the design process, with the opportunity to explore perceptual and conceptual problem solving. Others may study formal analysis and research methods within an interdisciplinary approach to understanding historical context. All of our students are encouraged to take advantage of opportunities to study studio art, art history, and architecture and design 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, North Africa, and the Islamic world. Advanced courses focus more intensively on specific disciplinary and interdisciplinary issues: artistic practice and patronage, the history of an important movement, gender in art, texts and images, historiography and theory, and exhibit planning and design. Art history students learn how to analyze visual culture and become adept at writing, research, and critical thinking, making them well prepared for graduate study and a variety of careers that require these skills. Coursework in programs such as Media and Society, European Studies, Asian Studies, Women's Studies, Aesthetics, English, Comparative Literature, Philosophy, Religious Studies, History, Anthropology, Economics, and Sociology complements the study of art history.

In studio art, students study painting, drawing, printmaking, sculpture, and imaging (photography, video, and new media). The major begins with rigorous introductory courses and quickly moves on to more focused intermediate and advanced offerings. Studio art courses at all levels are designed to help each student to explore a broad range of concepts, methods, and materials while developing individual ideas and a personal voice. Consistent throughout the studio art experience is attention to craft, development of a refined understanding of formal relationships, exercise of a rigorous practice of art making, and exposure to a broad range of historical and contemporary examples. As part of a liberal arts education, studio art is one of the few places where students can creatively engage in the development of a visual language, and this study prepares them for further study in graduate programs as well as a wide range of careers. Students often enrich their interests in studio arts with both similar and dissimilar majors and minors, including Arts and Education, Economics, Architectural Studies, Writing and Rhetoric, Media and Society, and many more.

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, interior design, and historic preservation. Our students minor and double major in a range of areas across the Colleges 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. Majors are also encouraged to study in Aix-en-Provence, France; Carmarthen, Wales; Bath and Norwich, England; Hikone, Japan; Beijing and Nanjing, China; Taipei, Taiwan; Vietnam; 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 culminate 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 100-level courses representing three different groups from the following choices: ARTS 105; ARTS 114 or 115; ARTS 125; and ARTS 165 or 166; four 200-level studio art courses; two 300-level studio art courses; a seminar; and two 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 100-level courses representing two different groups from the following choices: ARTS 105; ARTS 114 or 115; ARTS 125; and ARTS 165 or 166; 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 (B.A.) (no minor offered)**

*interdisciplinary, 14 courses*

One Introduction to Architectural Studies course; two 100-level studio art courses, ARTS 125 and either ARTS 115 or 114; three architectural history and theory courses; two architecture design studios, ARCS 200 and a 300-level studio course; two courses concerning issues in urban studies, environmental studies, or sustainability; one history course; two electives at the 200-level or higher (other than Math/Physics, which may be taken at the 100-level) selected in consultation with an adviser in the program; and one 400-level capstone experience to be satisfied by one of the following courses: ARCS 405 Portfolio Design, ARCH 412 Social Construction of Space, ARCS 400 Advanced Design Studio, ARCH/ARCS 450 Independent Study (must secure faculty adviser) and participation in the Senior Symposium, or ARCH 495 Honors Project in Architectural Studies (must apply to Architectural Studies Program for consideration) and participation in Senior Symposium. 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 Internship: Catalog
ARTH	203	Art Internship: Exhibition
ARTH	204	Art Internship: Acquisition
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	Gothic Art and Architecture
ARTH	221	Early Italian Renaissance Painting
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	237	Princely Art: Renaissance Court Art and Culture of Mantua, Milan, Ferrara and Rome
ARTH	240	European Painting in the 19th Century
ARTH	248	Love and Death in Ancient Egypt
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	254	Islamic Art at the Crossroads: the Western Mediterranean 12th to 16th Century
ARTH	255	French Roots of Modernism
ARTH	259	Chinese Painting, Tang to Yuan Dynasties
ARTH	270	Early Medieval Art
ARTH	272	Chinese Pictures, Ming Dynasty to Modern
ARTH	282	20th Century American Art
ARTH	300	Michelangelo, Caravaggio and Bernini
ARTH	303/403	Gender and Painting in China
ARTH	305/405	Women and Men: Gender Construction in Renaissance Italy
ARTH	306/406	Telling Tales: Narrative in Asian Art
ARTH	307	Cultural Theory and Art History
ARTH	315/415	Art and the Senses: High Renaissance Art and Arch in Venice in 15th and 16th Century
ARTH	332/432	Roman Art, Architecture, and Power
ARTH	333/433	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	410	The Genre of the Female Nude in 19C European Art
ARTH	450	Independent Study
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	Intro to Video I: Creating Art with Moving Images

ARTS	203	Representational Painting
ARTS	204	Abstract Painting
ARTS	207	Image Exploration in Photography and Printmaking
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	Intermediate Video II
ARTS	305	Painting Workshop
ARTS	315	Sculpture Workshop
ARTS	345	Printmaking Workshop
ARTS	365	Imaging Workshop
ARTS	450	Independent Study
ARTS	480	Studio Art Senior Seminar: Theory and Practice
ARTS	495	Honors

### **Architectural Studies**

#### *Required courses*

ARCH	110	Introduction to Architectural Studies
ARCS	200	Introduction to Architectural Design I
ARCS	300	Introduction to Architectural Design II (or other approved 300-level ARCS course)
ARTS	115	Three-Dimensional Design or ARTS 114 Introduction to Sculpture
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
ARCH	313	History of Modern Landscape Architecture
ARCH	412	Social Construction of Space
ARTH	208	Greek Art and Architecture
ARTH	218	Gothic Art and 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	250	Modern Art 1900-1960
ARTH	252	Japanese Art and Culture
ARTH	253	Buddhist Art and Architecture
ARTH	255	French Roots of Modernism
ARTH	270	Early Medieval Art
ARTH	332/432	Roman Art, Architecture, and Power
ARTH	333/433	Art Since 1960
ARTH	336/436	Arts of the Landscape and the Garden in China and Japan
ARTH	480	Seminar: Art of the Pilgrimage Roads

#### *Architecture studio elective choices*

ARCS	202	Watercolor Sketching
ARCS	303	Visual Notes and Analysis: Designer's Sketchbook
ARCS	400	Advanced Architecture Studio
ARCS	405	Senior Seminar: Arch Portfolio Design

*Urban Studies, Environmental Design and Sustainability elective choices*

AMST	210	Sex and the City
ANTH	206	Early Cities
ANTH	247	Urban Anthropology
ANTH	326	Meso-American Urbanism
ARCH	305	Environmental Design, Planning and Preservation
ARCH	313	History of Modern Landscape Architecture
ARCH	351	Sustainable Community Development Methods
BIDS	229	Two Cities: New York and Toronto
BIDS	298	The Ballets Russes
ECON	212	Environmental Economics
ECON	213	Urban Economics
ECON	344	Economic Planning Development
ENV	110	Topics in Environmental Studies
ENV	205	Introduction to Environmental Law
GEO	140	Introduction to Environmental Geology
GEO	182	Introduction to Meteorology
GEO	184	Introduction to Geology
HIST	215	American Urban History
HIST	246	American Environmental History
HIST	264	Modern European City
HIST	341	Beyond Sprawl
PHIL	154	Environmental Ethics
REL	226	Religion and Nature
SOC	249	Technology and Society
SOC	251	Sociology of the City
SOC	253	World Cities
SOC	271	Sociology of Environmental Issues
SOC	290	Sociology of Community

*History elective choices*

*(any course taught in the History Department may count toward this requirement; listed below are courses at the 100 and 200 level only; refer to History Department for further listings)*

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	205	Modern Mexican History
HIST	206	Colonial America
HIST	207	American Revolution
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	233	History of American Thought to 1865
HIST	234	History of American Thought from 1865 to Present
HIST	237	Europe Since the War
HIST	238	The World Wars in Global Perspective
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	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	263	The Russian Land
HIST	264	Modern European City
HIST	272	Nazi Germany
HIST	276	The Age of Dictators
HIST	283	South Africa in Transition
HIST	284	Africa: From Colonialism to Neocolonialism
HIST	285	The Middle East: Roots of Conflict
HIST	286	Plants and Empire
HIST	292	Japan Before 1868
HIST	298	Exploring Modern China

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

**ARTH 101 Ancient to Medieval Art** 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 Renaissance to Modern** This course is a chronological study of principal monuments and developments in painting, sculpture, and architecture from Renaissance Italy to contemporary America. (Leopardi, *offered annually*)

**ARTH 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 and Southeast Asia, 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; cross-cultural interactions of Asian cultures; 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. (Staff, *offered occasionally*)

**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 Edmondia Lewis, Henry Tanner, Aaron Douglas, Jacob Lawrence, Faith Ringgold. (Staff, *offered occasionally*)

**ARTH 202 Art Internship: Catalog** This internship involves choosing and researching pieces in the Colleges' permanent collection of art and developing components research components necessary for adequate publication of those art works. Interns will be involved in documenting, conserving, and researching these works of art over the course of a term. The term will result in writing a catalog of these works for the spring exhibition from the collection. This is a half-credit course. (K. Vaughn, *offered every Fall*)

**ARTH 203 Art Internship Exhibition** This internship involves studying chosen pieces from the Colleges' permanent collection of art and developing components necessary for adequate exhibition of those art works. Interns will be involved in designing the exhibition from hanging to labeling over the course of the term. The term will result in an exhibition of these works from the collection. This is a half credit course. (K. Vaughn, *offered every Spring*)

**ARTH 204 Art Internship: Acquisition** This internship involves choosing a section of the Colleges permanent collection of art and developing an analysis of its strengths and weaknesses providing a knowledge base necessary to make acquisition decisions. Interns will develop an overview of the period of art chosen and compare it to our collection over the course of a term. The term will be used to identify and purchase a work which enhances the collection in the chosen section. This is a half credit course. (K. Vaughn, *offered every Fall*)

**ARTH 208 Greek Art and Architect** 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, *offered alternate years*)

**ARTH 221 Italian Renaissance** 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. (Leopardi, *offered occasionally*)

**ARTH 237 Princely Art** 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. (Leopardi, *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. (Leopardi, *offered alternate years*)

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

**ARTH 252 Japanese Art and Culture** This course takes an interdisciplinary approach to the arts and culture of Japan from the Neolithic period through the twentieth century. Students consider examples of visual media in the context of Japanese literature, history, society, and religions. Topics 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 read primary sources in translation, including Shinto myths, Buddhist texts, and selections from literature. Prerequisite: previous art history or Asian studies course. (Blanchard, *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, Pure Land, Esoteric, and Zen. Topics will include images of the life of the historic Buddha and tales of his previous lives; the role of the stupa on Buddhist worship; the expansion of the Buddhist pantheon; associations between art and patronage; representations of multiple realms of existence; the development

of the mandala; the role of mediation in artistic practice. When appropriate, students will read Buddhist texts in translation. (Blanchard, *offered alternate years*)

**ARTH 254 Islamic Crossroads** 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. (Leopardi, *offered occasionally*)

**ARTH 272 Later Chinese Pictures** This course will explore pictorial practice from the reestablishment of Chinese rule in 1368 through the end of the twentieth 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; 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, *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. (Staff, *offered occasionally*)

**ARTH 305 Renaissance Women and Men** 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. (Leopardi, *offered occasionally*)

**ARTH 306/406 Telling Tales: Narrative Art Asia** The relationship between text and image assumes primary significance in the arts of Asia. Of especial 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 students examine the special visual formats developed in Asia to facilitate the telling of tales and the specific religious, political, and cultural contexts in which narrative is deployed. Prerequisite: permission of the instructor. (Blanchard, *offered occasionally*)

**ARTH 333/433 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. (Staff, *offered occasionally*)

**ARTH 405 Renaissance Women and Men** 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. (Leopardi, *offered occasionally*)

**ARTH 450 Independent Study**

**ARTH 456 1/2 Credit Independent Study**

**ARTH 380/480 Art of the Pilgrimage Roads** This course 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 too to Santiago de Compostela, Rome, and Jerusalem. Attention is paid to pilgrimage in cross-cultural contexts (Buddhism, Islam). 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. **ARTH 495 Honors**

## ARTH 499 Internship

### COURSE DESCRIPTIONS – STUDIO ART

**ARTS 105 Color and Composition** A perceptual approach to the study 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. (Bogin, Ruth, Kaplan, *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 image and video presentations. (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. (Aub, Blankenship, D'Angelo, Mathews, *offered each semester*)

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

**ARTS 165 Introduction to Imaging** An introduction to the methods, materials, and history of photography. Lectures involve camera usage, lighting, wet-darkroom skills, digital darkroom techniques, 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. Access to either a 35mm film SLR camera or a digital SRL camera is required. (Chin, Kaplan, *offered each semester*)

**ARTS 166 Introduction to Video I** An introduction to creating art with moving images using digital video cameras and nonlinear (digital) editing. Students produce a group of short works, which are 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. (Chin, Kaplan, *offered each semester*)

**ARTS 203 Representational Painting** A sequel to ART 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, Ruth, *offered alternate years*)

**ARTS 209 Watercolor Painting** 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. Prerequisite: ARTS 105. (Bogin, 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.

**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** A course based on the premise that every drawing, even the most meticulously representational, is an invented assemblage of marks and forms. Drawing projects in this class will focus on the process of visual invention using both representational subjects and abstraction. We will explore ways of generating visual forms and visual relationships with an emphasis on the imaginative use of materials. Collage in various guises will be a regular part of the processes of invention in this course. Prerequisite: ARTS 125 (Bogin, Ruth, *offered annually*)

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

**ARTS 265 Intermediate Imaging** This course expands on themes introduced in Introduction to Imaging (ARTS 165) with additional emphasis on the development of conceptual expression in photographic imagery. Attention will be given to refining technical skills, which may include intermediate topics in image editing, camera controls, photographic composition, darkroom skills and lighting. Students will continue to be challenged to expand their visual vocabulary through exposure to contemporary and historical works of art. Classes are geared to the creation of an open, yet critical environment that fosters each student's emerging visual sensibility. Prerequisite: ARTS 165. (Chin, Kaplan, *offered annually*)

**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. Students will study both Modernist and Postmodern approaches to image making through painting. Prerequisite: ARTS 203, ARTS 204, ARTS 209, or permission of the instructor. (Bogin, Ruth, *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. Prerequisite: ARTS 245, ARTS 246, or ARTS 248. (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 large and medium format film cameras, alternative processes and digital image capture and output are required. Students may expand their exploration into more conceptual, process-oriented, video or web-based art. Prerequisite: ARTS 265 or ARTS 268. (Chin, Kaplan, *offered alternate years*)

**ARTS 450 Independent Study**

**ARTS 456 1/2 Credit Independent Study**

**ARTS 480 Studio Art Senior Seminar** This course seeks to provide students with a grounding in studio art theory as it pertains to the origins of modernism, the advent of postmodernism, and the development of a wide array of contemporary studio art practices. It will also provide specific skills training in aspects of professional practice important to studio artists, including such topics as documentation of artwork, exhibition strategies and techniques, development of a portfolio, the writing of artist statements, and the delivery of artist talks.

**ARTS 495 Honors**

## ARTS 499 Internship

### COURSE DESCRIPTIONS – ARCHITECTURAL STUDIES

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

**ARCH 110 Introduction to Architectural Studies** 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. (S. Mathews, Makker, Blankenship, *offered annually*)

**ARCH 310 Early Modern Architecture** This course traces the major tendencies of European and American architecture from the Enlightenment to World War One. 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. Prerequisite: ARCH 110. (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, *offered alternate years*)

**ARCH 412 Social Construction of Space** Space is a physical manifestation of culture and must therefore be understood as both a physical form and a social practice. This course will provide the opportunity to understand some of the cultural forces that create space, and the ways in which space becomes a social force that profoundly affects identity. This is a class that primarily examines socio-spatial relationships in the context of the United States, especially the ways in which space is used in the U. S. to designate and reinforce class, race, gender and sexuality. The course will begin with an introduction to spatial theory and spatial issues on an abstract and large-scale level as underpinnings for the more detailed examinations of these issues in architecture, landscape architecture, urban planning, community formation, and the daily activities of individuals in public and private spaces. (Makker, *offered alternate years*)

**ARCH 450 Independent Study**

**ARCH 456 1/2 Credit Independent Study**

**ARCH 495 Honors**

**ARCH 499 Internship**

#### **Architecture Design Studios**

**ARCS 200 Introduction to Architectural Design I: Spatial** 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 ART 115 and ART 125. (Makker, Blankenship, D'Angelo, *offered each semester*)

**ARCS 300 Introduction to Architectural 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 siting). 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 or utility. 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 axonometric representations. (Blankenship, Makker, D'Angelo, *offered each semester*)

**ARCS 303 Visual Notes and Analysis** 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 two of the following: ARTS 115, ARTS 114, ARTS 125 (Makker, Mathews, *offered alternate years*)

**ARCS 400 Advanced Architecture Studio** This advanced studio design course offers students an opportunity to engage in a design project at an upper level, both in terms of skills/abilities and intellectually in terms of tackling complex circumstances, site or program constraints or questions. The physical site may be in an urban, exurban, rural or small town context where the design project must participate in a wide matrix of formal, cultural and environmental references. Research, through analysis of precedent, site investigation, critical readings and exploration of technique, is considered a creative activity, driven by hypothesis and providing the base for much of the production in the studio. Prerequisites: Two ARCS studios at the 200 or 300-level; architectural, art, or landscape history courses; or permission of the instructor. (Makker, Blankenship, D'Angelo, 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, Makker, Blankenship, D'Angelo, *offered annually*)

**ARCS 450 Independent Study**

**ARCS 456 1/2 Credit Independent Study**

**ARCS 495 Honors**

**ARCS 499 Internship**

## Arts and Education

### *Program Faculty*

Patrick Collins, Education, Coordinator  
Donna Davenport, Dance, Coordinator  
Cadence Whittier, Dance, Coordinator  
A.E. Ted Aub III, Art and Architecture  
Joseph M. Berta, Music  
Lara C.W. Blanchard, Art and Architecture  
Michael J. Bogin, Art and Architecture  
Christine Chin, Art and Architecture  
Robert Cowles, Music  
Cheryl Forbes, Writing and Rhetoric  
Christopher Hatch, Theatre  
Grant Holly, English  
Michelle Iklé, Dance  
Marilyn Jiménez, Africana/Latino Studies  
Mary Kelly, Education  
Elisabeth Lyon, English  
Stanley Mathews, Art and Architecture  
Heather May, Theatre  
Nicholas H. Ruth, Art and Architecture  
Charles Temple, Education  
Michael Tinkler, Art and Architecture  
David Weiss, English  
Cynthia J. Williams, Dance  
Chris Woodworth, Theatre  
Phyllia Changhi Yi, Art and Architecture

**\*\*\* The Arts and Education major and minor will no longer be offered for students matriculating in the fall of 2017 and later. \*\*\***

*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 335/435, which must be taken in the junior or senior year and must include the completion of a capstone project; 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 100-level 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	335/435	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	165	Introduction to Imaging
ARTS	166	Intro to Video I: Creating Art with Moving Images
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	267	Digital Imaging
ARTS	268	Time in Art II
ARTS	305	Painting Workshop
ARTS	315	Sculpture Workshop
ARTS	345	Printmaking Workshop
ARTS	365	Imaging Workshop

**Dance**

DAN	105	Introduction to Dance: Theory and Practice
DAN	140	Dance Ensemble
DAN	200	Dance Composition I
DAN	250	Dance Improvisation
DAN	300	Dance Composition II
DAN	305	Somatics

Any full-credit dance technique course

**English**

ENG	290	Creative Writing
ENG	391	Poetry Workshop
ENG	393	Fiction Workshop II: Theory of Fiction
ENG	394	Workshop: The Craft of Fiction
ENG	397	Creative Non-Fiction Workshop
ENG	398	Screenwriting I

**Music**

BIDS	298	The Ballets Russes: Modernism and the Arts
MUS	120	Tonal Theory and Aural Skills I
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
MUS	220	Tonal Theory and Aural Skills II

Two semesters of any 900-level course

## Theatre

THTR	130	Acting I
THTR	160	Introduction to Stage Craft
THTR	280	Stage Management
THTR	290	Theatre for Social Change
THTR	295	The Performing Arts of Bali
THTR	330	Acting II
THTR	335	Shakespearean Performance
THTR	340	Advanced Acting Styles
THTR	360	Lighting Design
THTR	370	Playwriting
THTR	480	Directing

Two Semesters of THTR 900 Theatre Production

## Education Electives

EDUC	200	Philosophy of Education
EDUC	201	Schooling and Social Equality
EDUC	203	Children with Disabilities
EDUC	209	Gender and Schooling
EDUC	220	Storytelling and the Oral Tradition
EDUC	221	Understanding Autism
EDUC	225	Contemporary Concepts in Educational Leadership
EDUC	230	Teaching English Language Learners
EDUC	301	Drama in a Developmental Context
EDUC	302	Disability in China
EDUC	304	Representations, Inferences, and Meanings
EDUC	306	Technology for Children with Disabilities
EDUC	307	Civil Rights Education
EDUC	320	Children's Literature
EDUC	332	Disability, Family, and Society
EDUC	331	Rethinking Families
EDUC	333	Literacy
EDUC	338	Inclusive Teaching
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 AEP Program Coordinator: Africana Studies, Art History, Asian Languages and Cultures, Dance, English, European Studies, French and Francophone Studies, German Area Studies, Latin American Studies, Media and Society, Music, Philosophy, Russian Area Studies, Spanish and Hispanic Studies, Theatre, Women's Studies, and Writing and Rhetoric.

## COURSE DESCRIPTION

**AEP 335/435 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. Students majoring in Arts and Education must complete this course in their junior or senior year and will be required to complete an additional capstone project in which they synthesize and apply their previous study in the field of arts and education to a practical problems in the field. (Collins/Davenport/Whittier, *offered annually*)

## Asian Studies

### *Department Faculty*

Darrin Magee, Chair, Environmental Studies

Etin Anwar, Religious Studies

Lara C.W. Blanchard, Art History

Jack D. Harris, Sociology

James-Henry Holland, Asian Studies

Chi-chiang Huang, Asian Studies

Shalahudin Kafrawi, Religious Studies

Feisal Khan, Economics

Kyoko Klaus, Asian Studies

John Krummel, Religious Studies

Robin Lewis, Environmental Studies

Jason Rodriguez, Anthropology

Yi-tung Wu, Asian Studies

Vikash Yadav, Political Science

Tenzin Yignyen, 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.

### **Learning Outcomes**

A senior Asian Studies major will be able to demonstrate:

1. A multidisciplinary perspective centered on Asia.
2. Foundational abilities in one or more Asian languages, including appropriate proficiencies in reading, writing, listening, and speaking.
3. An understanding of current and historical cultural, social, geographical, and political diversity within Asia.
4. The ability to plan and carry out scholarly research and give a scholarly presentation on an Asian topic 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 10 courses including two courses in Chinese, Hindi, Japanese, Korean 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. At least two of the 12 courses must be at the 300 or 400 level.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 7 courses*

At least two courses in one Asian language. 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 five non-language 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.

### **A Note on Languages**

At present, the Colleges have fully-staffed language instruction in Chinese and Japanese. An introductory Hindi course is part of our program abroad in India, and we are able to offer up to four semesters of Hindi via distance education through a partnership with Syracuse University. Only one semester of Vietnamese is currently offered; students wishing to use that language to fulfill major/minor requirements will need to consult early with the Department chair to establish a viable solution.

### **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	342/442	Ancient World Systems
ECON	233	Comparative Economic Systems
ECON	344	Economic Development
POL	140	Introduction to Comparative World Politics
POL	180	Introduction to International Relations
POL	213	Politics of China
POL	246	Politics of East Asia
POL	248	Politics of Development
POL	254	Globalization
POL	257	Russia and China Unraveled
POL	281	Politics of South Asia
POL	301	Politics of India
POL	304	Politics of Afghanistan
SOC	240	Gender and Development
SOC	253	World Cities
SOC	291	Society in India
SOC	299	Vietnam: Conflict, Contradiction, and Change

#### ***Humanities***

ARTH	103	Introduction to Asian Art
ARTH	249	Islamic Art and Architecture
ARTH	252	Japanese Art and Culture
ARTH	253	Buddhist Art and Architecture
ARTH	259	Early Chinese Painting
ARTH	272	Later Chinese Pictures
ARTH	303/403	Gender & Painting in China
ARTH	306/406	Telling Tales: Narrative in Asian Art
ARTH	336/436	Landscapes and Gardens
HIST	202	Japan Since 1868
HIST	242	Riding with Genghis Khan
HIST	292	Japan Before 1868
HIST	320	Asia Pacific Wars
HIST	324	Qing and Tokugawa
HIST	394	Russia and Central Asia
HIST	396	History and the Fate of Socialism: Russia and China
REL	210	Hinduism
REL	211	Buddhism
REL	215	Japanese Religions
REL	219	Introduction to the Islamic Tradition
REL	225	Japanese Philosophy & Religious Thought
REL	226	Religion and Nature
REL	236	Gender and Islam
REL	239	Nihilism East and West

REL	242	Islamic Mysticism
REL	243	Suffering and Salvation
REL	246	Iran before Islam: The History of Religion in Ancient Iran
REL	260	Religion & Philosophy from a Global Perspective
REL	264	South Asian Religions
REL	280	Negotiating Islam
REL	286	Islam and Environment
REL	304	Buddhist Philosophy
REL	311	The Mahabharata: Religion, Literature, and Ideology
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

**ASN 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! (Yoshikawa and Cerulli, *offered annually*)

**ASN 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 and Southeast Asia, 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; cross-cultural interactions of Asian cultures; 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*)

**ASN 120 Making of the Samurai** Images of samurai are ubiquitous today in movies, computer games, comic books and animations, historical novels, and even advertisements. But who were the samurai in Japanese history, and what did they do? When did they emerge, and where did they stand in society? What did they eat, and how did they go about their day-to-day lives? How were they perceived by their contemporaries, and how did they see themselves? When did today’s images of the samurai come about, and how? These are some of the questions we will address in this course, Making of the Samurai. In the process, we will also work on critical writing, reading, and thinking skills.

ASN 209 **Golden Age 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 occasionally*)

ASN 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*)

ASN 211 **Buddhism** This course covers the rise and historical development of Buddhism in South Asia and its spread into Southeast, Central, and East Asia. Through regular writing exercises, extensive use of visual and audio materials, and some fieldwork, students will acquire a basic vocabulary for discussing the ritual practices, ethical systems, and scriptures of Buddhism (e.g., selections from the Pali Canon); situate the major branches of Buddhism in their historical and geographical contexts (e.g., Theravada in Sri Lanka, Vajrayana in Tibet, Zen in Japan); and explore important concepts in each of the traditions and locations in view of significant sociohistorical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (Cerulli and Krummel, *offered annually*)

ASN 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, Republican 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*)

ASN 214 **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 annually*)

ASN 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*)

ASN 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*)

ASN 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 immersion 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*)

ASN 236 **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, family, population, woman, economy, environment, 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, censorship, human rights, peasants' protest, HIV, China's rise, China-U.S. relations, and China's future. (Zhou, *offered alternate years*)

ASN 242 **Riding with Genghis Khan** Genghis Khan and his descendants rode hard, fought bloody battles, envisioned world conquest, and drank copiously. They also created the largest land empire in the world, ruled over this empire effectively, and fostered cultural exchange across Eurasia at an unprecedented scale. After its fall, the empire's legacies continued to impact Eurasian history, arguable to this day. This course explores aspects of this great empire, from its Central Asian nomadic origins to the Mongol predicament after its fall. Our main focus is Genghis and the Mongol empire. Learn about the awesome Mongol battle strategies, and their administration that led to Pax Mongolica. Witness the magnificent courts and peoples that Marco Polo, or his reverse counterpart, Rabban Sauma, encountered, as you experience the excitement of their adventures. Explore how Mongols lived every day, and how they saw the world around them. Investigate how they adapted to various natural surroundings, and how they interacted with their various human neighbors, most famously the Chinese and the Persians. Consider why the great Khan remains widely known today, and why so many myths surround him. Let's ride through history with Genghis.

ASN 268 **China Goes Global** China has kept high-speed economic growth for over three decades. Accordingly, China has significantly expanded its international influence. Culturally, China has hosted the 2008 Summer Olympic Games and established over 480 Confucius Institutes worldwide; Educationally, China has become the largest sender of international students to the U.S. making up 31% of all international enrollments in the United States; Economically, China has established the Asian Infrastructure Investment Bank and launched the One Belt One Road project; Militarily, China has steadily modernized its military weapon and opened the first overseas military base in Djibouti in 2017. This course will discuss the implications of China's global expansion to the international community. The focus of this course will be given to how China's economic development affects the landscape of global powers through examining China's relations to its neighboring countries and Western countries especially to the U.S. This course will help students understand the trend of globalization and increase the awareness of new type of great power relations between China and the United States in the twenty-first century. No prerequisites. (Zhou, *offered alternate years*)

ASN 304 **Courtesan Culture** Historically, 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 focus on 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. The course will consider ideas about East Asian courtesans through a variety of approaches: literary, artistic, historical, religious, dramatic, and anthropological (Blanchard, *offered occasionally*)

ASN 305 **Showa Through the Silver Screen** Showa (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. (Yoshikawa, *offered alternate years*)

**ASN 310 Mahabharata** The Mahabharata: Religion, Literature, and Ideology offers a comprehensive study of the Mahabharata, the longer of the two Sanskrit epics and arguable the most foundational work of Indian civilization in terms of its exhaustive commentaries on religion, psychology, and social construction. Everything we read will be in translation, starting with a lengthy precis of the main story, followed by detailed excerpts from portions of the epic's eighteen books. Throughout the semester, students will read a selection of recent scholarship on the epic that discusses the epic's historical background, religious significance, and mythological innovations. A major aim of this course, furthermore, will be to understand and explore the Mahabharata as a highly fluid, geographically and linguistically polyvalent work that has been, and continues to be, recast and reinterpreted in India (and Elsewhere) in a variety of media. To this end, we will watch portions of the televised Mahabharata, Peter Brook's larger-than-life stage version of the epic, and selection from Hindi cinema. Prerequisites: REL 210 / ASN 210 or REL 264 / ANS 264. (Anthony Cerulli, *offered Spring alternate years*).

**ASN 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 U.S., 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.

**ASN 341 Seminar: 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 literary forms and genres. Major foci are on prose, fiction, poetry, drama, and vernacular story/novel. Primary concerns are with the shifting use of literary forms and genres from one dynastic period to another, how scholars and writers in different dynasties would favor and select specific literary forms and genres to reflect on and critique political, social, and cultural issues among other things, and why religious, gender, and social class bias emerged. Change of intellectual climate, linguistic simplification, as well as literary devices such as simile, metaphor, symbolism, euphemism, and others will be explained and discussed in depth. This course is taught in English. Open to all students. Upper class Asian Studies majors/minors are highly recommended to take the course.

**ASN 342 Seminar: Chinese Cinema** 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*)

**ASN 401 Asia Colloquium** The topic of the Asian Studies senior colloquium changes every year. Please consult with your Asian Studies major adviser. (Staff, *offered annually*)

**ASN 450 Independent Study**

**ASN 456 1/2 Credit Independent Study**

**ASN 495 Honors**

**ASN 499 Internship**

## **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  
Greg Raymond, Head Lacrosse Coach  
Tim Riskie, Head Squash and Tennis Coach  
Tim Sweeney, Head Basketball Coach  
Mark Taylor, Head Hockey Coach

#### **WILLIAM SMITH ATHLETICS**

Deb Steward, Director of Athletics  
Sandra Chu, Head Rowing Coach  
Sarah Eighmey, Head Cross Country Coach  
Chip Fishback, Head Squash and Tennis Coach  
Russ Hess, Director of Recreation, Intramurals and Fitness  
Scott Iklé '84, Head Sailing Coach  
Kelly Kisner, Head Swimming & Diving Coach  
Anne Phillips, Head Lacrosse Coach  
Lynn Quinn, Head Golf Coach  
Sally Scatton, Head Field Hockey Coach, Assistant Director of Athletics  
Lindsay Sharman, Head Basketball Coach  
Jaime Totten, Head Ice Hockey Coach  
Aliccann Wilber, Head Soccer Coach

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

Nick Cooke, Coordinator of Sports Medicine  
Caitlin Ketcham, Assistant Athletic Trainer  
Brian Miller, Athletic Compliance Coordinator  
Sara Siewerth, Assistant Athletic Trainer  
Tracy Stankavage, Assistant Strength Coach  
Jacqueline Stucker, Assistant Athletic Trainer  
Zachary Woodard, Head Strength and Conditioning Coach

#### **Hobart**

Hobart athletics seeks to afford experience in intercollegiate sports to as many men as possible. Annually, about one third of the Hobart student body participates in intercollegiate athletics. Many participate on more than one team. While student-athletes are encouraged to strive to fulfill their athletic potential, emphasis is placed on achieving a healthy balance between their scholastic and athletic endeavors. The broad-based program receives excellent support in the areas of equipment, facilities, staff, and sports medicine. Under the supervision of the Department of Athletics, Hobart fields intercollegiate teams in basketball, cross country, football, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, and tennis. Hobart is a member of Division III of the National Collegiate Athletic Association, and competes in this division in all sports except lacrosse. Since 1995, the Hobart lacrosse team has competed at the Division I level. Since 1972, Hobart College has won 18 national championships, four Eastern College Athletic Conference regional titles, and 47 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 not offered for 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, ice hockey, 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 seven national championships, 60 conference championships and 19 state championships.

### **Recreation, Intramurals and Fitness**

The Colleges provide an extensive recreation, intramural sports and fitness program. Bristol Field House is an 83,000-square-foot multi-purpose facility that houses a racquetball court, indoor track, full-size artificial-turf playing field that converts to five tennis or four basketball courts, and adjoins the Elliott Varsity House and the Dr. Frank P. Smith '36 Squash Center. The fitness center contains an assortment of 35 cardio and 60 weight-training machines. Free weights, stretching and functional fitness areas are also available.

Students who enjoy organized sports, but don't necessarily wish to compete on the intercollegiate level choose from a wide variety of intramural leagues and tournaments. Dodgeball, flag football, basketball, volleyball, soccer, softball, and a host of other team and individual sports are available. A third of all students participated in intramural sports during the 2014-15 academic year.

HWS fitness classes deliver fun, safe and exciting opportunities for students to exercise. Professional and student instructors teach an array of classes and with over 30 group exercise and indoor cycling classes offered per semester, students can choose classes that fit their needs.

### **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 tennis, 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 Adventure 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 rock climbing.

Dates and times of programs are publicized and a fee is charged to cover equipment and administrative costs. A resource center located in Bristol Field House includes an equipment rental system that provides individuals with the means to coordinate their own outings.

### **COURSE DESCRIPTIONS (for credit):**

**PEC 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*)

PEC 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*)

PEC 930 **Scuba Diving I** This course includes all techniques of the sport. Certification is given for satisfactory completion. Fee. (*Offered each semester*)

PEC 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*)

PEC 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*)

#### **COURSE DESCRIPTIONS (no credit):**

PER 125 **Modern Tennis: Power and Agility Training** Tennis is popular sport worldwide played by millions of people from all walks and at many different levels. The physical training required for tennis players to succeed at a high-level has become a major component of an athlete's training program. This course will cover intermediate to advanced level drills specific to enhancing footwork in the modern game of tennis. The workout will be interval based with drills focusing on balance, coordination, reaction, agility, and power tennis movements. The principles of adaptation, specifically, leading, intensity, volume, frequency, density, among others will shape the nature of each specific exercise and how it is to be performed by the athlete. The goal of the course is to help each athlete become a better mover on the tennis court.

PER 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*)

PER 929 **Field Hockey** Refine fundamental field hockey skills and game tactics and techniques. Open to new and experienced players. (Scatton, *Spring, offered annually*)

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

PER 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*)

PER 972 **Indoor Soccer** This course is coeducational and is held in Bristol Field House. (Wilber, *offered Spring semester*)

## Biochemistry

### Program Faculty

Kristy L. Kenyon, Associate Professor, Co-Chair  
Justin Miller, Associate Professor, Co-Chair  
Sigrid A. Carle, Professor  
David W. Craig, Professor  
Christine de Denus, Associate Professor  
Patricia Mowery, Associate Professor  
Josh J. Newby, Assistant Professor  
Erin T. Pelkey, Professor  
Kristin Slade, Assistant Professor  
Elana Stennett, Assistant Professor

The Biology and Chemistry departments offer a rigorous joint major to those students interested in the intersection of 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.

Please refer to the Biology and Chemistry department pages for course descriptions.

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

*disciplinary, 17 courses (16 courses if CHEM 110 and 280 are replaced with 190)*

The required biology courses are BIOL 167, 212, two 200-level cell/molecular biology courses (BIOL 220, BIOL 222, or BIOL 232), and two 300-level cell/molecular biology courses (BIOL 302, BIOL 327, BIOL 340, BIOL 341, or BIOL 380). Five of the required Biology courses must be taken at HWS. The required chemistry courses include CHEM 110, 280, (or 190 in place of 110 and 280), 240, 241, 320, 448 and 449. Calculus (MATH 131) and calculus-based physics (PHYS 150 and PHYS160) are also required. All Biochemistry majors complete a capstone senior seminar (BCHE 460), except those who complete Honors in a field appropriate for the Biochemistry major. 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	327	Cancer Biology
BIOL	340	Neurobiology
BIOL	341	Developmental Biology
BIOL	380	Genomics

### 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

### Additional Courses

MATH	131	Calculus II
PHYS	150	Introduction to Physics I
PHYS	160	Introduction to Physics II

### Biochemistry Courses

BCHE	460	Senior Seminar
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### 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, Department Chair  
 Sigrid Carle, Professor  
 Bradley Cosentino, Assistant Professor  
 Susan Cushman, Director of Introductory Biology Laboratories  
 Mark Deutschlander, Professor  
 David Dronney, Professor  
 Amara Dunn, Visiting Assistant Professor  
 Brielle Fischman, Visiting Assistant Professor  
 Kristy Kenyon, Associate Professor  
 Patricia Mowery, Associate Professor  
 Elizabeth Newell, Professor  
 James 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. The required core courses include BIOL 167 *Introductory Topics*, BIOL 212 *Biostatistics*, and BIOL 460 *Senior Seminar*. Biology is a diverse discipline united by common principles, thus 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.

Biology offers two disciplinary majors, a B.A. and a B.S., and a disciplinary minor. Only courses completed with a grade of C- or better, both departmental and cognate, may count toward the major or minor. Bidisciplinary courses do not typically count toward a biology major.

<b>Category A</b>	<b>Category B</b>
200-level <ul style="list-style-type: none"> <li>• BIOL 220: Genetics</li> <li>• BIOL 222: Microbiology</li> <li>• BIOL 232: Cell Biology</li> <li>• BIOL 233: General Physiology</li> </ul>	200-level <ul style="list-style-type: none"> <li>• BIOL 215: Population Genetics</li> <li>• BIOL 225: Ecology</li> <li>• BIOL 227: Behavioral Ecology</li> <li>• BIOL 228: Plant Biology</li> <li>• BIOL 234: Vertebrate Biology</li> <li>• BIOL 238: Aquatic Biology</li> </ul>
300-level <ul style="list-style-type: none"> <li>• BIOL 302: Immunology</li> <li>• BIOL 324: Anatomy</li> <li>• BIOL 327: Cancer Biology</li> <li>• BIOL 340: Neurobiology</li> <li>• BIOL 341: Developmental Biology</li> <li>• BIOL 380: Genomics</li> </ul>	300-level <ul style="list-style-type: none"> <li>• BIOL 316: Conservation Biology</li> <li>• BIOL 336: Evolution</li> <li>• BIOL 339: Physiological Ecology</li> <li>• BIOL 320: Agroecology</li> <li>• BIOL 325: Invasion Biology</li> </ul>

**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.

### 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 B.A., 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 for the major must be completed with a grade of C- or better. Of the nine biology courses for the B.A., seven must be HWS courses or as part of HWS-sponsored abroad programs. At least five biology courses must have a laboratory. 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. 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 B.S., seven must be completed at HWS or as part of HWS-sponsored abroad programs. At least five biology courses must have a laboratory. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

**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 adviser's permission.

#### **REQUIREMENTS FOR THE MINOR**

*disciplinary, 6 courses*

BIOL 167 and five additional biology courses. Students minoring in biology should work with a biology adviser to select courses that best compliment their major and their 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 or Economics, can be substituted with the permission of your adviser. Statistics courses from off campus must be petitioned for approval using the petition form ([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 adviser 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. Petition forms can be downloaded at [www.hws.edu/academics/biology/course\\_petition.pdf](http://www.hws.edu/academics/biology/course_petition.pdf).

## COURSE DESCRIPTIONS

**BIOL 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 introductory topics:

- **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)
- **Living Color** The biological world is filled with color. In animals, color can be used to provide camouflage or be part of conspicuous signals. Climate, environmental resources, and an organism's genetics influence color. Moreover, the perception of color is a property of an organism's visual system, and interactions between organisms can affect both the color of the signaler and the visual system of the receiver. In this course, we will examine color in animals as a basic biological trait to understand the underlying mechanisms that produce color as well as how evolution shapes the coloration of organisms. (Deutschlander)
- **Plants and People** Plants, broadly defined, are incredible organisms that humans rely on for food, shelter, textiles, medicine, and the oxygen we breathe. This course explores the basic biology of plants and emphasizes the ways in which humans and plants are similar and different with a focus on how we sense and respond to the world around us, all while covering all of the core principles of biology. (Straub)
- **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)
- **The Secret Life of Bees** explores important facets of biology through the lens of bees. Bees are a model system in biology, used in a diverse array of biological research including genetics, ecology, and evolution. During this course we will study defining characteristics of bees and their insect relatives, investigate why some bees are social and others are solitary, understand how bees and flowering plants evolved together for pollination, and learn about genetic mechanisms that underlie bee behavior. We will also cover general topics in biology related to all organisms, such as the evolutionary relationships among species, how traits are passed from parents to offspring, sex determination, how genes are expressed in individuals, and forces of evolution including natural selection. (Fischman)

**BIOL 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*)

**BIOL 215 Evolutionary Genetics** This course is an introduction to evolutionary biology and the genetic mechanisms of evolution in populations. Students will explore evolutionary processes responsible for the origin and maintenance of genetic diversity in populations and learn how genes and environment shape the expression and evolution of complex traits. To address the broader importance of genetic diversity, students will also examine applications of evolutionary genetics in medicine, conservation, forensics, agriculture, and anthropology. Topics include micro-evolution, population genetics, quantitative genetics, molecular evolution, and molecular ecology.

**BIOL 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 each annually*)

**BIOL 222 Microbiology** This course provides a broad introduction to microorganisms. We explore questions from individual microorganisms and viruses to the latest findings about the microbiome (millions of microbes in an environment such as the human gut, the ocean, the soil, etc.) and its implications. We discuss microbes and the microbiome in terms of health, medicine, environment, and biotechnology. The laboratory portion involves learning to work with microorganisms and designing independent experiments to ask questions about them. Microbiology is a multi-disciplinary field and this course will allow students to explore genetics, molecular biology, bioinformatics, evolution, ecology, biochemistry, and immunology. With laboratory. Prerequisite: BIOL 167. (Mowery, *offered annually*)

**BIOL 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*)

**BIOL 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*)

**BIOL 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*)

**BIOL 233 General Physiology** An introduction to the major physiological processes of animals, from the level of cells and tissues to the whole organism. A comparative examination of animals emphasizes basic physiological processes and demonstrates how animals with different selective pressures “solve problems” related to integrating the separate yet coordinate organ systems of their bodies. Students examine relationships between structure and function, mechanisms of regulation, control and integration, metabolism, and adaptation to the environment. Laboratory exercises reinforce

lecture topics and emphasize an investigative approach to the measurement of physiological processes. With laboratory. Prerequisite: BIOL 167. (Deutschlander, *offered annually*)

**BIOL 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*)

**BIOL 238 Aquatic Biology** Aquatic Biology provides a working knowledge of the general biology and ecology of aquatic systems and of the organisms that make up aquatic communities. Study in the classroom and field focuses on lake systems, but also includes streams and rivers, wetlands, and ponds. Students use field and laboratory techniques to study water quality issues, community composition, and ecological interactions among aquatic organisms. With laboratory. Prerequisites: BIOL 167. (Brown, *offered annually*)

**BIOL 302 Immunology** At a detailed level we dissect the immune system at the molecular, cellular, and disease level. With medical cases and current scientific literature we explore a wide range of topics such as 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*)

**BIOL 315 Advanced Topics in Biology** An in-depth study of topics of current research interest. Recent examples of courses include Restoration Ecology, Field Biology, Cancer Biology, Behavioral Neurobiology. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which will be dependent on the designated category/topic of the course. (Staff, *offered occasionally*)

**BIOL 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. (Cosentino, *offered annually*)

**BIOL 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. 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 annually*)

**BIOL 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. 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*)

**BIOL 325 Invasion Ecology** Biological invasions are second only to habitat destruction in causing declines in native species and are the primary drivers of global environmental change. Species invasions also provide unique opportunities for testing basic theories in ecology and evolution. This course studies the process and underlying mechanisms of invasions, the effects of invasions on communities and ecosystems, and the management techniques employed to address invasions. The focus is on research approaches and discussion of the relevant scientific literature.

**BIOL 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*)

**BIOL 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, homeostasis, 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. (Ryan, *offered occasionally*)

**BIOL 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*)

**BIOL 356 Ornithology** Birds instill wonder in many people due to their colorful and melodious communication, their incredible flight and migrations, and their ubiquitous presence everywhere humans live. Birds are also obvious sentinels of environmental change; more than one species has been a “canary in a coal mine” for environmental disturbances such as pesticide use, pollution, and climate change. Ornithology is the scientific study of this amazing group of animals. In this course, we will study local avifauna to learn about the diversity, natural history, and conservation of birds. Students will develop identification skills and learn and practice field techniques in ornithology. The study of birds also provides the opportunity to take a holistic approach to biology, combining subdisciplines such as evolutionary biology, systematics, population biology, genetics, animal behavior and physiology. Lecture and discussion topics may include the evolution and systematics of extant birds, feathers and flight mechanics, anatomy and environmental physiology, migration and dispersal, foraging ecology and niche partitioning, communication, parental and social behavior, and conservation. We will read and assess primary literature in ornithology to investigate how scientists advance our understanding of birds, and will examine the role of citizen science in advancing our ornithological research. Student experience, knowledge, and interest will determine specific case studies we explore.

**BIOL 380 Genomics** The field of genomics is a rapidly developing area of biology due to recent advances in DNA sequencing technology that makes relatively rapid sequencing of whole genomes of organisms and genome-scale approaches to answering biological questions possible. These advances in sequencing are revolutionizing studies in many areas of biological study, including genetics, development, evolution, and medicine. Topics to be covered in this course include methods for genome sequencing, genome assembly and annotation, genomic approaches for the study of structural changes, whole genome duplication, gene family evolution, gene expression, as well as evolutionary genomics, metagenomics, and personalized medicine. In the laboratory for the course, students will acquire the wet lab skills necessary for genomic data collection, use next-generation sequencing technology to sequence billions of base pairs of DNA, and gain the bioinformatics skills necessary to process, characterize, and analyze genomic data.

BIOL 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.

BIOL 456 **½ Credit 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.

BIOL 460 **Senior Seminar** The biology seminar is intended as a capstone experience that integrates knowledge learned in previous biology courses. Seminar topics are selected by the faculty and announced in advance in the registration handbook. Past topics have included Sex, Evolution and Behavior; Genomics; and Biology of Cancer. Seminars are a detailed exploration of a current topic in biology. Prerequisite: open only to senior biology majors, except with permission of the instructor. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be from category A (BIOL 220, BIOL 222, BIOL 232, or BIOL 233) and one of which must be from category B (BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238). (*Offered each semester*)

Sample senior seminar topics:

- **Biological Responses to Climate Change** Climate change is nothing new. Earth's climate has been anything but constant over its history, and organisms have either responded or gone extinct. What's likely to happen in this current period of climate change? Are species going to have enough time to acclimate or adapt? Will some migrate to a more hospitable region? What are the limits to acclimation, adaptation, and migration? Can we predict which species won't respond in time? These are some of the questions we'll address in this seminar. Answers to these questions will require you to integrate what you've learned across the major. And, given that responses can range from acclimations to adaptations, and can occur from the molecular level up to the ecosystem, we'll benefit from the different knowledge, interests, and questions you each bring to the course.
- **Dispersal ecology: the study of movement resulting in gene flow** Have you ever wondered how a population recolonizes an area that was disturbed in some way (flooded, dried out, burned)? Did you know that environmental conditions during gestation and prenatal periods regulate dispersal outcomes? Did you know that parents and siblings can induce dispersal of some young? Have you thought about the fact that there is a genetic basis from which dispersal occurs? Dispersal originated as a sub-discipline of animal behavioral biology, but various aspects have been applied to almost all living organisms and branched into new applications of research. It is an important life-history trait that can evolve in response to any change in the environment, and has immense impacts on the potential for local adaptation and genetic differentiation in a population. Our semester will be spent learning about who, why, when, and where organisms disperse, as well as the consequences related to these movements in proximate and ultimate ways.
- **Suspended Animation: how and why organism put life on pause** Many organisms—from bacteria to mammals—are capable of metabolic flexibility. These organisms are able to lower respiration and slow metabolism by a variety of processes. Examples include dormancy from days to years, hibernation in mammals, quiescence in response to heat, and diapause that suspends embryonic development. Even germ and somatic cells within an organism exit the cell cycle for extended periods of time. Why do organisms and cells exhibit this behavior, and how is it controlled? We will be exploring the idea of suspended animation from proximate and ultimate ways of thinking to broaden our understanding of how biologists ask questions to explain a biological trait or phenomenon. This will require you to integrate knowledge and skills you've acquired as a biology major, in both required courses and in the subdisciplines you have explored.

BIOL 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*

Justin S. Miller, Associate Professor, Department Chair

Walter J. Bowyer, Professor

David W. Craig, Professor

Christine R. de Denus, Associate Professor

Josh J. Newby, Assistant Professor

Erin T. Pelkey, Professor

David J. Slade, Laboratory Instructor

Kristin M. Slade, Assistant Professor

Elana Stennett, 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, or 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 and 280, or 190; 240, 241, 448.

The Chemistry Department currently offers majors at the B.A. and B.S. degree levels, and a minor in chemistry. The B.A. includes required courses in general, organic, inorganic, analytical, and physical chemistry, and one additional chemistry elective, along with cognates in math and physics. The B.S. includes the same core as the B.A., but with an additional required course in biochemistry, an additional chemistry elective, and two additional natural science courses. Beginning with the Classes of 2020, two half-credit capstone courses will also be required. In order to be credited toward the minor or major, all departmental and cognate courses must be completed with a grade of C- or better. Credit/no credit options cannot be used for departmental or cognate courses. The chemistry department places a strong emphasis on faculty-student research and encourages all students to do research 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 for the Standard track*

*(11 courses for the Accelerated track, if 190 is taken instead of 110 and 280)*

CHEM 110 and 280 (or 190), 240, 241, 310, 318, 320, 425; one additional 300- or 400-level chemistry course, which may include CHEM 450, 490, or 495; MATH 131 *Calculus II*; PHYS 150 *Introductory Physics I* and PHYS 160 *Introductory Physics II*. Beginning with the Classes of 2020, a capstone experience of two half-credit courses, CHEM 360 and 460, is required.

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

*disciplinary, 16 courses for the Standard track*

*(15 courses for the Accelerated track, if 190 is taken instead of 110 and 280)*

CHEM 110 and 280 (or 190), 240, 241, 310, 318, 320, 425, 448, two additional 300- or 400-level chemistry course, one of which may be CHEM 450, 490, or 495; two additional courses in the natural sciences (at least one of which must be at the 200-level or above); MATH 131 *Calculus II*; PHYS 150 *Introductory Physics I*; PHYS 160 *Introductory Physics II*. Beginning with the classes of 2020, a capstone experience of two half-credit courses, CHEM 360 and 460, is required.

### **REQUIREMENTS FOR THE MINOR IN CHEMISTRY**

*disciplinary, 6 courses for the Standard track*

*(5 courses for the Accelerated track, if 190 is taken instead of 110 and 280)*

CHEM 110 and 280 (or 190), 240; one additional chemistry course at the 200-level; two additional chemistry courses from the 300- or 400-level, only one of which may include CHEM 450, 490, or 495.

### **COURSE DESCRIPTIONS**

**CHEM 101 That's Cool! Chemistry is Everywhere** This course provides a platform for students to help them understand

and appreciate the underlying science that surrounds them every day and allow them to learn and practice the methods of scientific inquiry. Topics that will be covered will include nomenclature, understanding and using chemical equations, chemical bonding, atomic and molecular structure, and molecular interactions. The course will also answer questions such as “Why do snowflakes always have six points?” More extensive topics that may also be covered will include environmental chemistry, atomic and nuclear chemistry, simple thermodynamics, the structure and function of macromolecules (such as nucleic acids and proteins), forensic chemistry, food chemistry, and the chemistry of fossil fuels and biofuels. These topics will be chosen in part based on the expertise of the instructor and on relevant and timely issues. The course will also allow students to develop both qualitative and quantitative problem-solving skills. Two or three lectures a week, one of which will incorporate a hands-on component in which students will conduct experiments or analyze data in order to explore the scientific process. This course is not open to students who have taken or intend to take CHEM 110, or who must do so for their intended/declared major. (*Spring, offered annually*)

**CHEM 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*)

**CHEM 190 Accelerated General Chemistry** This course is designed for first year students with a strong high school background in chemistry. The course begins with a brief review of the material covered in high school chemistry and then moves on to more advanced topics. Questions such as (1) Will 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 illustrate these quantitative principles with various types of reactions. Three lectures and one laboratory per week. Prerequisites: At least one strong year of high school chemistry and a satisfactory score on the HWS chemistry placement exam. (*Fall, offered annually*)

**CHEM 240 Organic Chemistry I** This course is usually taken after CHEM 190/280, but may be taken after CHEM 110. This course is an introduction to the study of organic molecules, and includes structure, mechanism, reactions, synthesis, and practical methods for structure determination. The laboratory component incorporates synthetic and analytical techniques focusing on unknown compound identification, and has a significant writing component. Prerequisite: CHEM 110 (Pelkey, Miller, *offered every semester*)

**CHEM 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 expands on the CHEM 240 lab skillset and includes a significant research project experience. There is a significant writing component involving exploration of the synthetic chemistry literature. Prerequisite: CHEM 240. (Miller, Pelkey, *offered every semester*)

**CHEM 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*)

**CHEM 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 analytical methods 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, Stennett, *offered occasionally*)

**CHEM 304 Bonding with Food** 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 feelings to each other and to the campus community. Prerequisites: CHEM 241 or permission of instructor. (Miller, *offered approximately every other year*)

**CHEM 308 The Chemistry of Art: Materials and Conservation** Our studies will begin with the fairly simple pigments of the Stone Age, work our way through the altered materials created in Egypt (esp. glass), then the Renaissance in Europe, all the way through modern art. The advanced chemistry of the materials themselves, their conservation, and especially the analytical techniques used to understand and identify materials will be the focus of the course. Chemical tools to recognize forgeries will be included. The course will be about 50% lecture. The other 50% will comprise reading primary literature, discussions, student presentations, and student projects. The course will include at least one field trip to a museum for a behind-the-scenes visit. Although the course does not have a separate laboratory component, there will be some lab activities and independent projects like making colored glass, recording spectra (IR and NMR) of materials (paper, oil paints, tempera, some pigments), chromatography of dyes, and synthesis of artificial pigments.

**CHEM 310 Quantitative 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, Stennett, *offered annually*)

**CHEM 318 Inorganic Chemistry I** A systematic survey of the principal reactions and properties associated with various groups and periods in the periodic table. A generally qualitative approach to the 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. Prerequisite: CHEM 280. (de Denus, *offered annually*)

**CHEM 320 Physical Chemistry I** This course offers a fundamental and comprehensive introduction to thermodynamics and kinetics. 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. Prerequisite: CHEM 280, MATH 131, and PHYS 160 or permission of instructor. (Newby, Stennett, *Fall, offered annually*)

**CHEM 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. (Newby, Stennett, *Spring, offered every other year*)

**CHEM 360 Chemistry Seminar I** This course is a capstone experience that integrates knowledge learned in previous courses in the chemistry major, and will require students to critically analyze and synthesize their knowledge. Unlike courses dedicated to a particular topic of chemistry, students will explore a number of contemporary topics in chemistry through readings of journal articles and textbooks, in class discussions and presentations, and by hosting outside speakers. Students enrolled in CHEM 460 will also be required to create a portfolio of their work within chemistry. All majors will be required to take both 360 and 460; each is a 1/2-credit course. CHEM 360 and 460 must be taken during two different semesters in the junior/senior year. (*Offered every semester*)

**CHEM 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. Prerequisites: CHEM 190 OR 280; CHEM 241; plus at least one of the following three courses as a prerequisite and a second of these three courses as at least a co-requisite: CHEM 318, CHEM 320, CHEM 448; or instructor permission. (*Fall, offered annually*)

**CHEM 426 Advanced Topics in Chemistry** An in-depth study of topics of current research interest. Topics may include: Molecular Spectroscopy, Computational Chemistry, Advanced Instrumentation, Advanced Synthesis, Nanotechnology, and Surface Chemistry. (*Offered occasionally*)

**CHEM 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 318, and either 320 or 322, or permission of instructor. (de Denus, *offered occasionally*)

**CHEM 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, *offered approximately every other year*)

**CHEM 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. Prerequisites: CHEM 241, or permission of the instructor. CHEM 320 is highly recommended. (K. Slade, Craig, *Fall, offered annually*)

**CHEM 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, *Spring, offered annually*)

**CHEM 450 Independent Study** (*Offered each semester*)

**CHEM 456 1/2 Credit Independent Study** (*Offered each semester*)

**CHEM 460 Chemistry Seminar II** This course is a capstone experience that integrates knowledge learned in previous courses in the chemistry major, and will require students to critically analyze and synthesize their knowledge. Unlike courses dedicated to a particular topic of chemistry, students will explore a number of contemporary topics in chemistry through readings of journal articles and textbooks, in class discussions and presentations, and by hosting outside speakers. Students enrolled in CHEM 460 will also be required to create a portfolio of their work within chemistry. All majors will be required to take both 360 and 460; each is a 1/2-credit course. CHEM 360 and 460 must be taken during two different semesters in the junior/senior year. (*Offered every semester*)

**CHEM 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*)

**CHEM 495 Honors** (*Offered each semester*)

## Child Advocacy

### *Coordinating Committee*

Mary Kelly, Education, Coordinator  
Diana Baker, Education  
Kendralin Freeman, Sociology  
Jennifer Harris, Education  
Khuram Hussain, Education  
Julie Newman Kingery, Psychology  
Naomi Rodriguez, Education & Anthropology  
Cadence Whittier, Dance

The Child Advocacy minor engages students in the study of issues important to children. This includes the circumstances children experience regarding physical and emotional health, material resources, social relationships, education, and rights. It explores three components of child advocacy: 1) child development, 2) the family and other social contexts, and 3) educational, legal, and community-based strategies for advocacy.

### **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 and Other Social Contexts 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 two electives 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
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	330	Disability & Transition: Life after High School
EDUC 331/ANTH 214		Rethinking Families
EDUC	332	Disability, Family, and Society
EDUC	338	Inclusive Schooling
SOC	206	Kids and Contention: The Sociology of Childhood
SOC	225	Sociology of the Family
SOC	263	Juvenile Delinquency

#### **Strategies for Child Advocacy**

AFS	200	Ghettoscapes
ANTH	205	Race, Class, and Ethnicity
BIDS	202	Urban Politics in Education
ECON	122	Economics of Caring
ECON	248	Poverty and Welfare
EDUC	170	Race Dialogues for Community and Change
EDUC	306	Technology and Children with Disabilities

EDUC	307	Civil Rights Education
EDUC	333	Literacy
EDUC	336	Special Topics: Self Determination in Education
PPOL	364	Social Policy and Community Activism
SOC	221	Race and Ethnic Relations
SOC	261	Sociology of Education
SOC	290	Sociology of Community
SOC	315	Race and Education

*Service-learning courses, individually designed course equivalents, or the Boston and Geneva Collaborative Internships may count toward the Strategies for Child Advocacy core with permission of the child advocacy minor adviser.*

#### **ELECTIVES**

DAN	230	Community Arts: Wellness, Environment, Culture
EDUC	209	Gender and Schooling
EDUC	221	Understanding Autism
EDUC	370	Multiculturalism
POL	333	Civil Rights
PPOL	219	Sexual Minority Movements and Public Policy
SOC	223	Inequalities
SOC	258	Social Problems
WRRH	170	ASL & Deaf Culture)
WRRH	280	Immigrant Experiences: Voices and Discourses

*Other liberal arts courses or one independent study course (with appropriate departmental prefix) may count as electives with permission of the child advocacy minor adviser.*

## Chinese

### *Program Faculty*

Jinghao Zhou, Chinese Language and Culture, Coordinator

Chi-chiang Huang, 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 both simplified and traditional characters. 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 may have the opportunity to study at the Mandarin Training Center or other language institutes in 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	341	Chinese Literature in Translation
ASN	342	Chinese Cinema: Gender, Politics, and Social Change in Contemporary China
ASN	393	Pacific Century

### **COURSE DESCRIPTIONS**

**CHIN 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. Students 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*)

**CHIN 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, acquire 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 DVD accompanying the text are used. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 101 or the equivalent. (Zhou, *Spring, offered annually*)

**CHIN 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, and Integrated Chinese, Level 2-1 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*)

**CHIN 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*)

**CHIN 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*)

**CHIN 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*)

**CHIN 341 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 literary forms and genres. Major foci are on prose, fiction, poetry, drama, and vernacular story/novel. Primary concerns are with the shifting use of literary forms and genres from one dynastic period to another, how scholars and writers in different dynasties would favor and select specific literary forms and genres to reflect on and critique political, social, and cultural issues among other things, and why religious, gender, and social class bias emerged. Change of intellectual climate, linguistic simplification, as well as literary devices such as simile, metaphor, symbolism, euphemism, and others will be explained and discussed in depth. This course is taught in English and can address the "Social Inequalities" and "Cultural Differences" goals of the Colleges curriculum. No prerequisite. Open to all students. Upper class Asian Studies majors/minors are highly recommended to take the course. (Staff, *Spring, offered occasionally*)

**CHIN 450 Independent Study** Students interested in Chinese language beyond CHIN 302 can arrange to take this course, which is taught 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*)

**CHIN 456 1/2 Credit Independent Study**

## Classics

### *Department Faculty*

Leah Himmelhoch, Associate Professor, Chair

Michael Armstrong, Associate Professor

James Capreedy, Assistant Professor

Offerings in the Department of Classics explore all aspects of the languages and cultures of ancient Greece and Rome, the context of their interaction with the rest of the Mediterranean world, and their subsequent influence on our own day. The study of the classics, therefore, reveals important aspects of ancient cultures, raising new and fresh questions and insights both about antiquity and about the world in which we live. The department's faculty is also committed to understanding, both historically and theoretically, issues of gender, class and race.

Courses in the Department of Classics invite students to discover the literatures and cultures of ancient Greece and Rome. Courses in Greek and Latin focus on important texts in the original languages; these courses aim to develop a facility in reading Greek and Latin and to sharpen skills in literary criticism. Courses in classical civilization use materials exclusively in English translation and require no prerequisites; they offer students from the entire Colleges' community an opportunity to study classical literature and institutions in conjunction with a major, minor, or interdisciplinary work in the humanities.

The department offers disciplinary majors and minors in Classics, Latin and Greek. The department also coordinates both a disciplinary and interdisciplinary minor in Classical Studies. The Classical Studies minors approach the study of ancient Greek and Roman civilization from various directions, with various modes of inquiry. They are a less linguistically oriented alternative, offered to those who are interested in antiquity but not primarily interested in the ancient languages themselves.

All courses toward any of the majors or minors offered by Classics must be completed with a grade of C- or higher.

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

#### *disciplinary, 12 courses*

Four courses in Greek and four in Latin, including at least one 300-level course in each language. Four additional classics courses or courses approved by the department. No more than two 100-level language courses may count towards the major. 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 additional 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 must be at the 200-level and one 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 Greek language, at least three of which 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.

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

*disciplinary, 12 courses*

Seven courses in Latin language, at least four of which must be at the 200-level and one 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 LATIN MINOR**

*disciplinary, 5 courses*

Five courses in Latin language, at least three of which 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	175	Special Topics: Introduction to Greek Literature
CLAS	175	Special Topics: Introduction to Latin Literature
CLAS	213	Ancient Comedy and Satire
CLAS	228	Classical Epic
CLAS	275	Special Topics: Classics in the Cinema
WRRH	312	Power and Persuasion

##### **Religion and Philosophy**

CLAS	125	Greek and Roman Religion
CLAS	275	Special Topics: From Jesus to Constantine
PHIL	370	Ancient Philosophy
REL	254	The Question of God/Goddess
REL	258	The Qur'an 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.*

**CLAS 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 in its own right and in relation to larger issues, such as: the tragic treatment of myth; tragedy’s relevance to contemporary Athenian problems; tragedy’s role in the creation of an Athenian identity; tragedy’s role in debates about a citizen’s socio-political obligations to the state; the central role of gender politics in tragedy and what this might mean about Athenian society; what these plays might be said to imply about their audience’s understanding of the world. Further, through attention to matters of production, an attempt is made to imagine the effect of the plays in performance in the Athenian theater. 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)*

**CLAS 125 Greek and Roman Religion** This course is an introduction to Greek and Roman religious thought and practice. Subjects to be covered include: 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)*

**CLAS 202 Athens in the Age of Pericles** This course is a survey of the history of ancient Greece, from the earliest days to the time of Alexander the Great. At the course’s center is the great age of Athenian democracy, so fertile in its influence on our own culture. Particular attention is paid to the social and political history of Periklean Athens, but we will also spend a lot of time considering the culture of Ancient Greece. The heroic Age, oral poetry, religion, philosophy, science, Athenian law, the theater, Greek sexuality, literature and architecture are all among the topics covered. The way in which the ancient Greeks thought and expressed themselves is bursting with examples to compare to contemporary times; thus, a critical examination of Ancient Greece and its heritage requires students to read a range of primary sources from ancient philosophy to biography. We begin the course with the political and social revolution that led to the rise of the city-state and then, focus our attention on life in Athens and Sparta during the fifth century B.C.E. The course then traces domestic Athens’ decline under the effects of the Peloponnesian War and Macedonian imperialism. *(Offered every three years)*

**CLAS 209 Alexander the Great** In 336 BCE Alexander acquired the throne of Macedonia but thirteen 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. 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 addition, exploring Alexander can offer us different perspectives on leadership and how, if at all, we can learn about leadership through an investigation of Alexander. Finally, reading the ancient sources inevitably provides readers with a window into what the Greeks thought about the East and the “us” versus “them” mentality that pervaded much of the Greek world. 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)*

**CLAS 230 Gender and Sexuality in Antiquity** This course investigates ancient Greek and Roman conceptions of femininity, masculinity, and sexuality. In particular, it asks the questions: What did it mean to be a woman or a man? What did the ancient Greeks and Romans think about gender or sexuality? Is there such a thing as gender or sexuality in Greco-Roman antiquity? What did the Greeks and Romans define as ‘natural’ when it came to men, women, gender, and sex? Is it possible for us to investigate ancient attitudes without our own attitudes interfering? What can the answers to these questions teach a modern student? Finally, how might an understanding of ancient attitudes towards men, women, gender and sexuality relate to modern debates about gender and sexuality? *(Offered every three years)*

**CLAS 450 Independent Study** *(by arrangement)*

CLAS 456 **1/2 Credit Independent Study** (*by arrangement*)

CLAS 495 **Honors** (*by arrangement*)

### **Classics Courses Offered Occasionally**

CLAS 175 Special Topics

CLAS 221 Rise of the Polis

CLAS 275 Special Topics

CLAS 283 Aristotle

CLAS 290 Classical Law and Morality

### **GREEK COURSE DESCRIPTIONS**

**GRE 101 Elementary Ancient Greek** “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 ancient Greeks. No prerequisites. (*Fall, offered annually*)

**GRE 102 Beginning Greek II** “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 ancient Greeks. No prerequisites. (*Spring, offered annually*)

**GRE 223 Homer** This course reads one of the most famous authors of all time, Homer, both to improve reading knowledge of ancient Greek and to familiarize ourselves with one of the most influential texts in the “West.” We will read either Homer’s *Iliad* or *Odyssey*, the earliest written narratives in European history. As we read, we will learn more about Homeric dialect and the art of oral composition. We will also regularly engage with the most enduring question in Homeric scholarship: Can you treat Homer’s texts as literary constructs, or does their ‘orality’ preclude such analyses? If Homeric texts cannot be treated like literature, what can we say about Homeric narrative? We will also investigate how Homer’s *Iliad* and *Odyssey* have informed the development of the “Western” tradition. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

**GRE 250 Ancient Greek Historians** In this course, students read selections from Herodotus, Xenophon, or Thucydides, examining the author’s prose style 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 this way, students will be introduced to Attic Greek Prose, the language of other great authors like Plato, Lysias, Demosthenes, and Aristotle. In addition, students will examine the ways in which Greek historians recorded their history so that it was both aesthetically pleasing and useful. As such, students will be introduced to ancient historiography and investigate for themselves the methodologies and theoretical approaches of the ancient Greek historians. Prerequisite: GRE 102 or equivalent. (*Offered every three years*)

**GRE 264 Euripides** This class will read one of Euripides’ tragedies (e.g., *Medea*, *Alcestis*, *Hippolytos*, *Bacchae*) not only to acquaint ourselves with the language, grammar and style of tragic Greek, but also to familiarize ourselves with one of Athens’ “big three” Tragedians. Euripides was a misunderstood (if admired) tragedian in his day who was also fated to remain somewhat misunderstood by later readers, as well. Never has an author generated so many contradictory responses: Is Euripides a misogynist or a proto-feminist? Does he approve or disapprove of Athenian democracy? Does he approve or disapprove of Athenian empire? Was Euripides a moralist or did he question the underpinnings of Athenian culture? Are his tragedies deliberately comedic, or is he just that melodramatic—or even, is his (apparent) irony meant as satiric criticism? Is Euripides a devout believer in the Greek pantheon, or is he not? All of these alleged contradictions will be discussed. This course also discusses the performative context of Euripides’ work, and its influence on later dramas and literature. Prerequisite: GRE 102 or equivalent. (*Offered every three years*)

GRE 265 **Aristophanes** In this course, one of the comedies of Aristophanes, such as *Lysistrata* or *Clouds*, is read closely in ancient Greek. The course aims to develop the ability to read the original Greek text of an Aristophanic comedy with attention given to vocabulary, grammar, and style. 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*)

GRE 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*)

GRE 450 **Independent Study** (*by arrangement*)

GRE 456 **1/2 Credit Independent Study** (*by arrangement*)

GRE 495 **Honors** (*by arrangement*)

### LATIN COURSE DESCRIPTIONS

LAT 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*)

LAT 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*)

LAT 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, or permission of instructor. (*Offered every three years*)

LAT 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, as well as Vergil’s or Ovid’s representation of Augustan Rome against the background of its historical and literary heritage. Prerequisite: LAT 102 or the equivalent, or permission of the instructor. (*Offered every three years*)

LAT 248 **Cicero and 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, or permission of instructor. (*Offered every three years*)

LAT 255 **Latin Historians: Tacitus or Livy** In this Latin course, students will translate selections from one of the Roman historians, either Livy or Tacitus. The course aims to develop the ability to read the original Latin text of an ancient historian with attention given to vocabulary, grammar, and style. Students will also examine the work’s context, place in history, and the writer’s style as an historian. Livy and Tacitus are valuable on several levels: linguistic, historical, and literary. For Classicists, both the historical and philological value of the Roman historians are substantial and students can expect, therefore, to not only develop the ability to read the original text, but also, to learn about and research Roman historiography. Prerequisite: LAT 102 or equivalent, or permission of instructor. (*Offered every three years*)

LAT 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)*

LAT 450 **Independent Study** *(by arrangement)*

LAT 456 **1/2 Credit Independent Study** *(by arrangement)*

LAT 495 **Honors** *(by arrangement)*

## Cognition, Logic, and Language

### *Program Faculty*

David Eck, Mathematics and Computer Science, Coordinator  
Eugen Baer, Philosophy  
Scott Brophy, Philosophy  
Stephen Cope, English  
Mark Deutschlander, Biology  
Gregory Frost-Arnold, Philosophy  
Daniel Graham, Psychology  
Paul Kehle, Education  
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 <b>OR</b> CPSC 225 Intermediate Programming
CPSC	229	Foundations of Computation
CPSC	336	Robotics
CPSC	444	Artificial Intelligence
MATH	380	Mathematical Logic <b>OR</b> PHIL 240 Symbolic Logic
PHYS	287	Computational Methods

#### **Cognitive Psychology**

PSY	100	Introduction to 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	Topics in Sensory Perception

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 115 Introduction to Linguistics  
EDUC 304 Representations, Inferences, and Meanings  
ENG 201 The History of the English Language  
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 220 Storytelling and the Oral Tradition  
EDUC 221 Understanding Autism  
EDUC 222 Teaching, Learning, Schools, and Mathematics  
ENG 190 Creative Writing for First-Years and Sophomores  
ENG 290 Creative Writing  
ENG 300 Literary Criticism Since Plato  
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 110 Puzzles and Paradoxes  
PHIL 120 Critical Thinking and Argument Analysis  
PHYS 355 Classical and Quantum Information and Computing  
POL 263 Problems and Methods in the Study of Politics  
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  
Anna Creadick, English and Comparative Literature  
Michael Dobkowski, Religious Studies  
Laurence Erussard, English and Comparative Literature  
May Farnsworth, Spanish  
Catherine Gallouët, French and Francophone Studies  
Alla Ivanchikova, English and Comparative Literature  
Marilyn Jiménez, Africana Studies  
Elisabeth Lyon, English and Comparative Literature  
Nicola Minott-Ahl, English and Comparative Literature  
Edgar Paiewonsky-Conde, Spanish and Hispanic Studies  
Colby Ristow, History  
Caroline Travalia, Spanish and Hispanic Studies  
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 200 and an upper level 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	301	Cultural Theory
ENG	302	Poststructuralist Literary Theory
ENG	304	Feminist Literary Theory
ENG	305	Psychoanalysis and Literature

##### **Elective Courses**

BIDS	213	The French-English Medieval Connection
CLAS	108	Greek Tragedy
CLAS	112	Classical Myths
CLAS	213	Ancient Comedy
CLAS	228	Classical Epic
CLAS	230	Gender in Antiquity
ENG	239	The Eighteenth Century Novel
ENG	346	20th Century Central European Fiction
ENG	370	Who Am I? Identity and World Literature
ENG	375	Nabokov, Borges, Calvino
FRNE	211	Black African Literature
FRNE	215	Existentialist Journeys
FRNE	218	Memory, Culture, Identity in French Caribbean Literature
FRNE	219	Beyond Colonialism: Maghreb Literature
FRNE	341	Boulevard Saint-Germain
FRNE	395	Race, Society and Culture in the Ancient Regime
MDSC	313	Global Cinema
MUS	205	Music at the Movies
MUS	206	Opera As Drama
REL	103	Journeys and Stories
REL	226	Religion and Nature
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?
REL	279	Torah and Testament
REL	321	Muslim Women in Literature
REL	401	Responses to the Holocaust
RUSE	203	Russian Prison Literature
RUSE	237	Russian Folklore
RUSE	350	Dead Russians, Big Books
RUSE	351	20th Century Russian Literature Women Writers
SPNE	330	Latina Writing in the U.S.
SPNE	345	Latin American Contemporary Narrative
SPNE	355	Garcia Marquez: The Major Works
WMST	247	Psychology of Women

## Computer Science In the Department of Mathematics and Computer Science

Erika King, Associate Professor, Chair

### *Computer Science Faculty*

Stina Bridgeman, Associate Professor  
Carol Critchlow, Associate Professor  
David Eck, Professor  
John Lasseter, Assistant Professor  
John Vaughn, Associate Professor

### *Mathematics Faculty*

David Belding, Associate Professor  
Jocelyn Bell, Assistant Professor  
Jennifer Biermann, Assistant Professor  
Carol Critchlow, Associate Professor  
David Eck, Professor  
Jonathan Forde, Associate Professor  
Yan Hao, Assistant Professor  
Erika King, Associate Professor  
Kevin Mitchell, Professor  
Joseph Rusinko, Associate 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 majors in computer science (B.A. and B.S.) and a minor in computer science. In addition to the specific courses listed below, other courses may be approved by the department for credit toward the major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; credit/no credit courses cannot be taken toward the major or minor.

### **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 computer science courses excluding CPSC 450, CPSC 495, and CPSC 499; two additional computer science or mathematics (MATH 130 or above) courses. This major will also include a capstone experience, the details of which will be announced during Fall 2016.

### **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 adviser. (MATH 130 can be included in the last category.) This major will also include a capstone experience, the details of which will be announced during Fall 2016.

## REQUIREMENTS FOR THE MINOR

*disciplinary, 5 courses*

CPSC 124, CPSC 225, and three additional computer science courses chosen in consultation with the adviser.

## COURSE DESCRIPTIONS

**CPSC 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 Web Site Development. This course is intended for students with no previous programming 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 towards the major and minor in computer science but cannot be taken concurrently with or after completion of CPSC 124. No prerequisites. (*Offered every semester*)

**CPSC 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. No previous programming experience is required. This course is intended for prospective majors or minors and those interested in a rigorous introduction to programming. This course has a required lab component, and is required for the major and minor in computer science. (*Offered every semester*)

**CPSC 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*)

**CPSC 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*)

**CPSC 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*)

**CPSC 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*)

**CPSC 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*)

**CPSC 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*)

**CPSC 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*)

**CPSC 336 Robotics** An advanced study of the electronics, mechanics, sensors, and programming of robots. Emphasis is placed on programming robots which investigate, analyze, and interact with the environment. Topics may include mobile robots, legged robots, computer vision, and various approaches to robot intelligence. Prerequisite: CPSC 226 or permission of the instructor. (*Offered alternate years*)

**CPSC 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*)

**CPSC 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*)

**CPSC 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, global illumination, 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*)

**CPSC 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 220 and CPSC 225. (*Offered alternate years*)

**CPSC 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*)

**CPSC 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*)

**CPSC 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*)

**CPSC 450 Independent Study**

**CPSC 456 1/2 Credit Independent Study**

**CPSC 495 Honors**

**CPSC 499 Computer Science Internship**

## Critical Social Studies

### *Program Faculty*

Jodi Dean, Political Science, Coordinator  
Hannah Dickinson, Coordinator  
May Farnsworth, Spanish and Hispanic Studies, Coordinator  
Joseph Mink, Political Science, Coordinator  
Eugen Baer, Philosophy  
Eric Barnes, Philosophy  
Betty Bayer, Women's Studies  
Rob Carson, English  
Christine Chin, Art  
Stephen Cope, English  
Anna Creadick, English  
Kanate Dahouda, French and Francophone Studies  
Jessica Hayes-Conroy, Women's Studies  
Alla Ivanchikova, English and Comparative Literature  
Elizabeth Johnson, Environmental Studies  
Robin Lewis, Environmental Studies  
Whitney Mauer, Environmental Studies  
Renee Monson, Sociology  
David Ost, Political Science  
Paul Passavant, Political Science  
Stacey Philbrick Yadav, Political Science  
Elizabeth Ramey, Economics  
Linda Robertson, Media and Society  
William Waller Jr., Economics  
Melissa Autumn White, LGBT Studies  
Vikash Yadav, Political Science

The Critical Social Studies program focuses on social, cultural, and political theories and their interrelationships. Its orientation is critical. Even as there are vibrant debates over what theory is, the approach of the CSS program begins from an understanding of the rootedness of critique and theorization in everyday lives.

Critical Social Studies recognizes theory as connecting diverse endeavors into a common project of critical engagement with the world. Students in the program participate in increasingly demanding theoretical dialogues. These dialogues aim, 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. Critical Social Studies dialogues aim, second, to deal critically and historically, in social, political, and economic contexts, with those "common-sense" attitudes that constitute everyday and academic life. Our dialogues aim, third, to encourage reflection on the social, cultural, and political implications of such critical activity, that is, to wrestle with the question "what is to be done?"

The Critical Social Studies program offers a rigorous interdisciplinary major and minor. In consultation with a program coordinator, students assemble a structured set of courses focused on a Critical Social Studies theme. Themes include (but are not limited to):

Privilege, class, and capital  
Protest, autonomy, and organization  
Revolution and utopia  
Solidarity and difference  
Subject and discourse  
Violence  
Visual culture and performance

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

*interdisciplinary, 11 courses*

All majors must pass BIDS 200. Majors also work with a program coordinator to choose 10 additional courses that meaningfully engage with theory to form a coherent program. No more than 2 courses may be at the 100-level. No more than four courses may be in one department. No more than seven courses may be in one division. Students will work with a program coordinator to design their capstone experience (typically an extension of their work in BIDS 200).

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

All minors must pass BIDS 200. Minors also work with a program coordinator to choose five additional courses that meaningfully engage with theory to form a coherent program. These courses must be at least at the 200 level. No more than three courses may be from one department or division.

**COURSE DESCRIPTION**

**BIDS 200 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. (*Fall*)

## Dance

### *Department Faculty*

Cynthia J. Williams, Professor, Department Chair

Donna Davenport, Professor

Michelle Iklé, Associate Professor

Kelly Johnson, Assistant Professor

Cadence Whittier, 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 in dance history, composition, pedagogy, kinesiology, and somatic education. The dance major consists of a series of core courses in dance technique and theory. Students follow their interests within the discipline (Choreography and Performance, Dance Education or Movement Studies) by choosing a specific track. Students may elect to broaden their understanding of the interdisciplinary nature of the field through related disciplines in the Humanities, Social Sciences, Natural Sciences and the Fine and Performing Arts.

The dance major 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. Students may also choose a disciplinary dance minor. 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: 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 least one must be 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*

Either DAN 210, 212, or 214; either DAN 200, 250 or 300; either DAN 225, 305, or 325; two full-credit dance technique (DAN) courses at the intermediate or advanced level; and two DAN electives (not technique), one must be at the 200-level or higher.

### **COURSE DESCRIPTIONS**

**DAN 110 Introduction to Global Dance Forms** This course introduces students to African and Caribbean culture by engaging in a variety of dance practices. This is a studio-based course. Students develop a theoretical framework of

the dances studied through movement experiences, readings, writing assignments and class discussion. No prior dance experience or training is required.

**DAN 140 Dance Ensemble** Enrollment in this course is by audition only and requires participation in the faculty dance concert in April. 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 examines the development of Western theatrical dance from early social dance forms through the flowering of ballet in the 19th century. An emphasis is placed on recognizing how social, political, economic and religious environments and attitudes influenced dance, and were in turn influenced by dance. The course format consists of faculty lecture, student presentations, film and video viewing, 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. Modern Dance developed in America and was greatly influenced by a spirit of rebellion and feminist reform movements; it continues to be associated with social, artistic, and political reform movements in a global context. The course traces the development of modern dance through the tumultuous 1960s, and looks at the changing definitions of modern dance into contemporary times. (*Williams, Spring, offered alternate years*)

**DAN 214 20th Century Dance History** This course is designed to examine contemporary trends in concert dance and to look critically at how "post modern dance" evolved from the revolutions in culture and aesthetics of the 1960's, when all the arts underwent tremendous change. Rather than presenting a chronological catalogue of dancers and choreographers, my goal is to make visible and articulate issues of concern for contemporary choreographers: the ways in which gender is constructed and performed in dance; how racial, social, physical, sexual and aesthetic identities are configured and/or displayed; the myriad ways in which technology is changing our definitions of dance and dances, and how the multiple influences of community, society and culture in a trans-global world shape our ideas about dance, dancers, and choreography. (*Williams, Fall, offered alternate years*)

**DAN 225 Anatomy and Kinesiology** This course covers human skeletal 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. 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 annually*)

**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 therapeutic and educational practices 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 western and eastern body/mind practices such as Feldenkrais Method, Alexander Technique, Ideokinesis, Body/Mind Centering, Rolfing, Bartenieff Fundamentals, Acupuncture, Yoga, Reiki, and Pilates. Students are expected to gain an increased awareness of their body structure, an understanding of individual patterns of movement behavior, develop somatic self-awareness, witness the potential for teaching through touch and gain a comprehensive knowledge of the field. Course format includes movement exploration sessions, reading and reflective writing assignments, and hands-on application of course material. (Ikle, Spring, offered alternate years)

**DAN 325 Movement Analysis Laban** This movement-based course introduces the theories of Laban Movement Analysis, which includes studies in Effort, Shape, Space, 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 and describe the movement and how to understand their own movement patterns as a way to enhance personal expression, body connectivity, and wellness. (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 456 1/2 Credit Independent Study**

**DAN 460 Senior 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.) Students will work toward the development of choreographic and performance material, in addition to pursuing individual 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 TECHNIQUE & PERFORMANCE COURSES (DAN/DAT)**

Most dance technique courses may be taken as a one-half credit 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. All registered students will be expected to complete midterm and final assessments as designated by each professor.

**DAT 140 Dance Ensemble** Enrollment in this course is by audition only and requires participation in the faculty dance concert in April. 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 Technique** This course is an introduction to traditional and contemporary dance techniques for the beginning level 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 form. Topics each term are determined by the instructor and may include a combination of Jazz/Ballet/Modern or Modern/Afro-Caribbean styles.

**DAN 907 Introduction to Jamaican Dance** This is a studio-based dance course in which students are introduced to traditional and contemporary Jamaican dance. 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. No prior dance experience is necessary. This course may be taken for full credit only. (*Fall*)

**DAN/DAT 915 Beginning Modern Dance I** This course is designed for students with little or no previous dance experience who are curious to learn more about their dynamically moving selves and the genre of modern dance. In this studio-based course students have the opportunity to experience movement as a form of individual and artistic expression. Course material focuses on increasing individual kinesthetic awareness and personal artistry with movement lessons that emphasize proper alignment and movement mechanics and the development of expressive range. Students refine their physical skills and develop artistic literacy through the learning of basic movement vocabulary, creative explorations, concert attendance, reading and reflective writing assignments. (*Spring, offered alternate years*)

**DAN/DAT 920 Intermediate Ballet I** This course covers intermediate classical technique, and therefore focuses on learning new classical steps and movement sequencing, as well as performing the classical vocabulary with greater precision and clarity. Developing a more nuanced understanding of musicality and artistic choice is emphasized. Somatic and kinesiology sound approaches to learning classical ballet technique are prioritized. Classical ballet variations serve as an inspiration for barre and center combinations so that students gain a deeper understanding of the aesthetic and historical nuances of classical ballet. A solid foundation in ballet technique is expected. (*Fall, offered alternate years*)

**DAN/DAT 922 Intermediate Contemporary Ballet I** This course covers intermediate contemporary ballet technique, and therefore focuses on learning non-traditional ballet positions and movement sequencing, as well as performing the contemporary vocabulary with greater precision and clarity. Developing a more nuanced understanding of balance and off-balance, direction changes in center work, complex musical phrasing and meters, and the differences between contemporary and classical ballet is emphasized. Somatic and kinesiology sound approaches to learning contemporary ballet technique are prioritized. Contemporary ballet variations serve as an inspiration for barre and center combinations so that students gain a deeper understanding of the aesthetic developments and current artistic trends of ballet technique. A solid foundation in ballet technique is expected. (*Fall, offered alternate years*)

**DAN/DAT 925 Intermediate Modern Dance I** This is a course designed to further students' performance and understanding of the technical, stylistic, and expressive aspects of modern dance. A consistent emphasis throughout the term will be on establishing a strong sense of alignment in both stationary and locomotor sequences, and identifying the particular strengths and weaknesses that contribute to one's personal movement capabilities. A central focus is on providing a rich array of dance experiences that support students' growth as dance artists by helping every individual discover and uncover movement habits and patterns that may not be useful, and encouraging students to make choices about alignment and movement patterns. An additional area of focus will be the development (or honing) of kinesthetic awareness, including exploration of mind-body connections and internal pathways of expression. (*Fall, offered annually*)

**DAN/DAT 927 Intermediate Modern Dance II** This course is a continuation of Intermediate Modern I. Additional areas of emphasis include technical endurance, rhythmic accuracy, development of individual movement style, and increased work on dynamic phrasing and complex movement combinations. (*Spring, offered alternate years*)

DAN/DAT 930 **Advanced Ballet I** This course covers advanced classical technique, and therefore emphasizes the development of a unique artistic voice and the performance of complex steps, musical phrasing, and body connectivity concepts. This class prioritizes artistic experimentation, as well as somatic and kinesiology sound approaches to learning classical ballet technique. Classical ballet variations serve as an inspiration for barre and center combinations so that students gain a deeper understanding of the aesthetic and historical nuances of classical ballet. A strong foundation in ballet technique is expected. (*Spring, offered alternate years*)

DAN/DAT 932 **Advanced Contemporary Ballet I** This course covers advanced contemporary technique, and therefore emphasizes the development a rich and varied ballet movement vocabulary. Sometimes the class maintains a traditional structure beginning with barre and ending with center, but students also experience non-traditional ways of structuring the ballet class. Students explore body connectivity concepts that deepen their understanding of off-balance work, level changes, non-traditional balletic positions, and complex movement patterns. This class prioritizes artistic experimentation, as well as somatic and kinesiology sound approaches to learning contemporary ballet technique. Contemporary ballet variations serve as an inspiration for barre and center combinations so that students gain a deeper understanding of the aesthetic developments and current artistic trends of ballet technique. A strong foundation in ballet technique is expected. (*Spring, offered alternate years*)

DAN/DAT 935 **Advanced Modern I** This studio-based course is designed for the proficient dancer. A strong foundation in modern dance technique is expected. Emphasis will be placed on refining movement skills and artistry within contemporary modern dance at the advanced level. Complex and diverse movement experiences will emphasize proper alignment, movement mechanics, breath support, movement clarity, stylistic versatility, strength and endurance training, body connectivity, partnering skills and self-expression in order to develop greater technical acuity and enhance performance artistry. Concert attendance, reading and writing assignments provide additional resources as students place themselves within the context of contemporary modern dance. (*Offered annually*)

DAN/DAT 945 **Intermediate Jazz** This course will explore the range of dance styles, both traditional and contemporary, that fit within the broader definition of "jazz dance." Students should be familiar with basic jazz vocabulary and will learn to perform movement sequences and longer phrases of increasing complexity. Course work will emphasize individual ownership of jazz movement through principles of body connectivity, improvisational structures, exploration of classical and contemporary trends and individual and group choreography. Technical accuracy, improved body connectivity, stylistic versatility, dynamic range, strength, flexibility, and rhythmic sensibility are goals within the classroom. There will be an emphasis on individual expression and performance techniques as these are vital components of jazz dance. Concert attendance, reading and writing assignments supplement course material as students place themselves within the context of jazz dance. Prerequisite: Intermediate technique level proficiency in either modern dance or jazz, or permission of instructor. (*Offered annually*)

DAN/DAT 950 **Jamaican Dance II** Intermediate level technique class focusing on both traditional and contemporary Jamaican folk forms, their role in shaping Jamaican national identity and their significance in preserving cultural traditions. This is a dance technique course and requires that the students physically participate every day.

DAN/DAT 955 **Global Dance Techniques** This is a studio-based technique course that builds upon prior knowledge of Afro-Caribbean dance aesthetics and aims for sophistication and nuance in both theory and practice. Students are encouraged to investigate how the body is used as a tool for expression and definition of cultural voice. This is not an introductory course. (*Spring*)

## Development Studies

### *Program Faculty*

Jason Rodriguez, Anthropology, Coordinator  
Chris Annear, Anthropology  
Kevin Dunn, Political Science  
Alan Frishman, Economics  
Jack Harris, Sociology  
Feisal Khan, Economics  
Whitney Mauer, Environmental Studies  
Scott McKinney, Economics  
Stacey Philbrick Yadav, Political Science  
Filipe Rezende, Economics  
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, Religion, 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	213	Culture of India
ANTH	221	Human Rights and Indigenous People
ANTH	279	Diagnosing the World
ANTH	280	Environment and Culture: Cultural Ecology
ANTH	296	Africa: Beyond Crisis, Poverty, and Aid
ANTH	332	Ethnographies of Capitalism
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
EDUC	308	Comparative and International Education
ENV	110	Topics in Environmental Studies
ENV/ASN	215	Environment and Development in East Asia
ENV	309	Environmental Change in the Indigenous World
HIST	151	History of the World Food System
HIST	190	History of 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	258	Comparative Politics of the Middle East
POL	259	African Politic
POL	281	Politics of South Asia
POL	387	States and Markets

**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	316	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	203	Gender in Africa
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
LTAM	255	Inside the New Cuba
PHIL	159	Global Justice
POL	202	Politics of Afghanistan
POL	208	Gender and Politics in MENA
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	387	States and Markets
POL	401	Yemen: Politics on/of the Periphery
REL	159	Tongues of Fire: Pentecostalism Worldwide
REL	470	Nationalism
SOC	253	Global Cities
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*

Feisal Khan, Associate Professor, Chair  
H. Evren Damar, Assistant Professor  
Thomas E. Drennen, Professor  
Alan I. Frishman, Professor  
Keoka Grayson, Assistant Professor  
Joshua Greenstein, Assistant Professor  
Warren Hamilton, Assistant Professor  
Christina Houseworth, Assistant Professor  
William R. Kenan Jr., Professor  
Judith McKinney, Associate Professor  
Scott G. McKinney, Professor  
Elizabeth A. Ramey, Associate Professor  
Felipe Rezende, Associate Professor  
Jennifer Tessendorf, Instructor  
F. Gül Ünal, Assistant Professor  
William Waller, Jr., William R. Kenan Jr. Chair, 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.

Students must take the Math Placement Exam prior to registering for ECON 160 (see the online placement test at <http://math.hws.edu/placement/> for more information). Calculus I (MATH 130) or equivalent is a prerequisite for ECON 300 and 301. Only one 450 course can count towards the major. All courses must be completed with a grade of C- or better in order to be credited towards the major or minor, or meet prerequisite requirements. *Courses taken Credit/No Credit are not accepted for the major.*

Students who want to pursue a career in finance or a graduate degree in economics should take, in addition to the economics courses (and calculus) required for the major, several courses in mathematics, including: Calculus II (MATH 131), Multivariable Calculus (MATH 232), Linear Algebra and Applied Linear Algebra (MATH 204 and 214), Differential Equations (MATH 237) and Foundations of Analysis (Math 331).

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

*disciplinary, 11 courses*

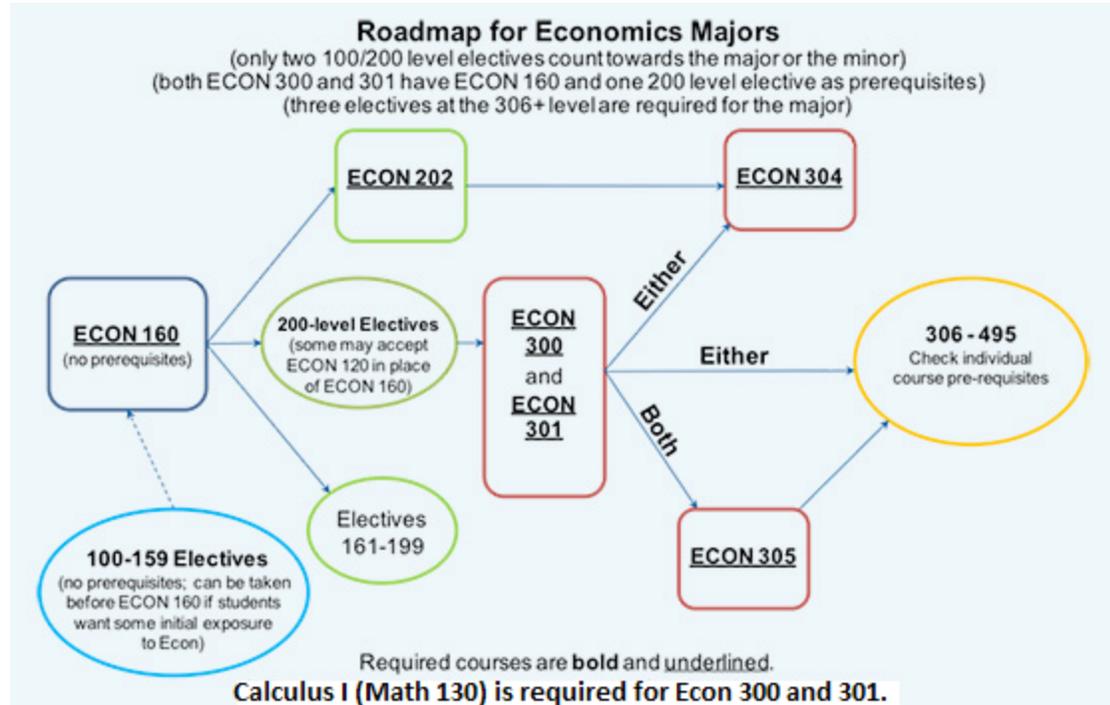
ECON 160; two topics/issues courses at the 100- or 200-level; ECON 202; the four core courses (ECON 300, ECON 301, ECON 304, ECON 305); and three additional upper-level courses. Calculus I (MATH 130) or equivalent is a prerequisite for ECON 300 and 301. Students are encouraged to take at least one of the upper-level courses at the 400 level. Only one 450 (Independent Study) or 495 (Honors) can count towards the major. All courses (including Math 130) 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. Calculus I (MATH 130) or equivalent is a prerequisite for ECON 300 and 301. All courses (including Math 130) must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

**PATHWAYS TO THE MAJOR**



**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
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 Theory Course**

ECON 160 Principles of Economics

### **Topics/Issues Courses**

ECON 120 Contemporary Issues  
ECON 122 Economics of Caring  
ECON 135 Latin American Economies  
ECON 196 Principles of Accounting  
ECON 198 Business Law  
ECON 203 Between Labor and Management: Unions  
ECON 207 Economics of Education  
ECON 212 Environmental Economics  
ECON 213 Urban Economics  
ECON 218 Introduction to Investments  
ECON 227 Women and International Development  
ECON 230 History of Economic Thought  
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 307 Mathematical Economics  
ECON 308 Corporation Finance  
ECON 309 Portfolio Analysis  
ECON 310 Economics and Gender  
ECON 311 Economics of Immigration  
ECON 313 African American Economic History  
ECON 315 Managerial Economics  
ECON 316 Labor Market Analysis  
ECON 320 Media Economics  
ECON 324 Money and Financial Markets  
ECON 325 Economics of Inequality and Distribution  
ECON 331 Institutional Economics  
ECON 344 Economic Development  
ECON 348 Natural Resources and Energy Economics  
ECON 415 Game Theory  
ECON 425 Seminar: Public Macroeconomics  
ECON 435 Seminar: Political Economy of Latin America  
ECON 474 Seminar: Current Issues in Political Economy  
ECON 476 Political Economy of the Middle East and North Africa  
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 ([www.hws.edu/offices/pdf/HOBDean\\_request\\_for\\_approval.pdf](http://www.hws.edu/offices/pdf/HOBDean_request_for_approval.pdf)) from the Hobart or William Smith Dean's office. The department does not count AP credit toward the major.

## **COURSE DESCRIPTIONS**

**ECON 120 Introduction to 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 occasionally*)

**ECON 122 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*)

**ECON 135 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*)

**ECON 160 Principles of Economics** This course is the first course in economic theory. 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*)

**ECON 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*)

**ECON 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*)

**ECON 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 and apply these tools. The course includes basic descriptive statistics, probability distributions, sampling distributions, statistical estimation, and hypothesis testing, as well as an introduction to computer software for statistical analysis. Students complete a semester project in which they apply the tools taught in the course to generate, interpret, and discuss a statistical analysis of their own. Prerequisite: ECON 160. MATH 130 strongly recommended. (*Offered each semester*)

**ECON 203 Between Labor and Management: Unions** In this course, students examine the labor movement in the U.S. and learn about labor management disputes and their resolutions. This course will analyze public and private sector collective bargaining, focusing on the history, bargaining units, the scope of collective bargaining, administration of a CBA (collective bargaining agreement), and the major provisions of a CBA. Legal, economic, and social aspects will be evaluated by examining several major issues and case studies. Prerequisite: ECON 160. (*Offered alternate years*)

**ECON 207 Economics of Education** This course applies the tools of economic analysis to the issue of education in the United States. It will use both current events and economic and sociological literature to provide an introduction

to various aspects of the topic such as the history of education and governance in the U.S., higher education as an investment decision, teacher quality and school type, and class and demographic issues (e.g., race, ethnicity, gender, inequality and the importance of family). Finally, the course will also evaluate the U.S. education system in relation to other countries. Prerequisite: ECON 160.

**ECON 212 Environmental Economics** The primary goal of this course is to apply basic micro-economic principles to understanding environmental issues and possible solutions. The course is structured around four basic questions: How much pollution is too much? Is government up to the job? How can we do better? How do we resolve global issues? Throughout the course, students move back and forth between theory and practice, learning how basic principles from economic theory can be applied to environmental questions and then looking at how these principles have been used to implement policy nationally and internationally. Prerequisite: ECON 120, ECON 160, or ENV 110 (Energy). (Drennen, *offered annually*)

**ECON 213 Urban Economics** As an introduction to the basic problems of urban areas in the United States at the present time, the course analyzes the hierarchy of cities in the U.S., market areas, and location. It then examines the economic issues concerned with urban housing, poverty, transportation, and finances. It has a policy orientation and concludes with a discussion of urban planning. Prerequisite: ECON 160, or permission of instructor. (Frishman, *offered alternate years*)

**ECON 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 annually*)

#### **ECON 219 Behavioral Finance**

Description: Behavioral Finance studies how behavior impacts the decisions of individuals, investors, markets, and managers. Behavioral Finance is interdisciplinary in its approach borrowing from accounting, economics, statistics, psychology, and sociology. This course applies both analytical and quantitative methods use in finance to better understand how people make decisions and why biases associated with cognitive dissonance and heuristics, overconfidence, and emotion impact preference in the financial decision-making process. Students will consider these limitations to better understand why and how markets might be inefficient.

**ECON 227 Women and International Development** In this course we will examine the process of economic development in the global South from a gender perspective, and analyze the dialectic relationship between gender equality and empowerment of women, and economic development. We will examine the evolution of women's access to employment and productive resources such as land and credit. Particular attention will be paid to the theoretical and political debates around these issues in order to attain a better understanding of the meaning and measurement of women's empowerment and equality. Prerequisite: ECON 120 or 160. (Gul, *offered annually*)

**ECON 230 History of Economic Thought** This course surveys the growth of economic thought from 1500 to the 20th century, with special emphasis on the growth of "scientific economics" in Britain between 1770 and 1890. While the primary aim of the course is to trace analytical developments in economics, attention is also paid to the political and social environments in which economic theory evolved. This course provides helpful preparation for ECON 305. Prerequisites: ECON 160 (Staff, *offered alternate years*)

**ECON 233 Comparative Economics** This course looks at how different societies and cultures have chosen to organize themselves economically, how their key economic institutions function and how well they have performed over time. We will move away from the traditional "capitalist versus socialist" or "command versus market" split within comparative economics to also look at how different religious traditions have attempted to answer the age old questions of "what," "how," and for "whom" to produce as well as how increasing economic and financial integration (i.e., "globalization") and financial crises have impacted economic systems worldwide. Prerequisite: ECON 160. (Khan, *offered annually*)

**ECON 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. (Gul, *Fall, offered alternate years*)

**ECON 240 International Trade** This course provides an introduction to the theory of gains from trade, comparative advantage and international monetary relations using the analytical tools of micro-and macroeconomics acquired in ECON 160 Principles of Economics. It uses this theory to examine issues such 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 and Tessendorf, *offered each semester*)

**ECON 243 Political Economics of Race** Persistent racial inequalities in income and wealth remain a fact of life in the USA 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. (Staff, *offered annually*)

**ECON 245 Political Economics of Food and 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. Questions addressed include: What is the role of the food system in social development, industrialization, and economic growth? How is food produced and what are the impacts of different production systems? What are the global patterns of food consumption, security, and trade? How do government policies shape the global patterns of food consumption, security, and trade? How do government policies shape the global food system? How might alternative policies and movements generate solutions to world food problems?

**ECON 248 Poverty and Welfare** Poverty amidst wealth is a troubling feature of the American economy. Economists and other social scientists have offered various explanations for it. This course looks into the nature and extent of poverty, theories of its causes, and the range of public policies aimed at easing or ending poverty. Prerequisite: ECON 120 or 160. (Greenstein, *offered annually*)

**ECON 251 Economics and the Arts** The purpose of this course is to apply economic theory and research methods to issues and problems in understanding the arts. Topics include decisions about pricing, input utilization, marketing, market integration, and government policy. The complementarity and/or competitiveness of high arts and popular arts are considered. Attention is given to the problems of funding and of balancing (or even identifying objectives) for efficient management of non-profit arts institutions. The possible roles of government in the arts are explored.

**ECON 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. Prerequisite: ECON 160, one 200 level topics/issues course, and MATH 130 or equivalent. (*Offered each semester*)

**ECON 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, one 200-level topics/issues course, and MATH 130 or equivalent. (*Offered each semester*)

**ECON 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 that demonstrate comprehension of the steps in conducting an econometric analysis. Prerequisites: ECON 202 and ECON 300 or ECON 301. (*Offered each semester*)

**ECON 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*)

**ECON 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 the fundamental concepts underlying microeconomic and macroeconomic theory. Prerequisites: ECON 300 and ECON 301. (Grayson, *offered alternate years*)

**ECON 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 and either ECON 300 or 301. (*Offered annually*)

**ECON 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. (*Offered occasionally*)

**ECON 310 Economics and Gender** This course examines the ways that gender matters in the economy and in economic theory. It examines the gendered nature of economic life through topics such as the economics and history of the family, household production and the allocation of time, gender differences in occupation and earnings, economic policy, gender in a global context, and alternative approaches for promoting gender equity. A discussion of feminist approaches to the study of economics provides the context for these issues. Prerequisite: ECON 301 or ECON 305. (Ramey, *offered alternate years*)

**ECON 311 The 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 USA but using both historical experiences and those of other countries to help inform our understanding. Prerequisite: ECON 301. (J. McKinney, Fall, *offered alternate years*)

**ECON 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, *Fall, offered annually*)

**ECON 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 occasionally*)

**ECON 316 Labor Market Issues** The supply of labor and the demand for labor is addressed in the first third of the course. We discuss the within firm decision to hire, profit maximization for different markets, wage elasticity, technological change, and policy. On the supply side we analyze the labor leisure model, household production, age earnings profiles, and policies applicable to each topic. Once the basics are addressed we explore expansions of these models within a variety of topics. A model of human capital is developed. Education is examined as an investment decision, with applications. The determinants of earnings are studied and examined by group, including race, gender, ethnicity, and nativity. A substantial portion of this section will focus on immigration, specifically adjustment and impact. We examine other topics such as unemployment and inequality. Prerequisite: ECON 301.

**ECON 320 Media Economics** This course uses economic analysis to study the media industry, including TV, video, print, music and new media. The course begins by reviewing/introducing basic economic concepts. Then develop the framework for industry studies in the field of industrial organization. Students will then prepare industry studies. These will be used to explore public policy questions involving the media. Prerequisites: Economics 301 OR Media and Society 100. (Waller)

**ECON 323 Advanced Microeconomics: Coordination, Conflict and Competition** The course focuses on fundamental concepts of social coordination on the question of how a society's institutions shape the interaction between individual choice and social outcomes. The students will build on concepts that they have learned in Economics 301, with a larger focus on topics such as asymmetric information and the principle-agent problem, bargaining power, incomplete contracts in credit, labor, and other markets, market failures such as externalities and public goods, non-clearing markets, and coordination failures. The analytical techniques used will include a focus on game theory along with other formal economic models. These theories and techniques will help students understand how economics can provide insight into issues such as the nature of social institutions, economic development, and environmental stability, inequality, and the relationship between power and economic outcomes.

**ECON 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. (Damar, Khan, Rezende, *offered annually*)

**ECON 325 Economics of Inequality and Distribution** This course covers distributional issues in economics, with focus on issues of inequality. We will discuss different conceptions, definitions, and measurements of inequality, examine current trends in poverty and inequality empirically, both internationally and with a particular focus on current trends in the U.S., study competing theories on how economic distribution is determined and inequality is created, and, finally review some possible remedies to reduce inequality, and whether or not they are feasible or desirable. Prerequisite: ECON 301. (Greenstein, *offered alternate years*)

**ECON 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*)

**ECON 334 Political Economy of Corruption** Corruption has long been identified as an obstacle to economic and social development worldwide. While no country of the world is corruption free, some countries suffer much more from it than others, with extremely serious indeed debilitating, effects on their economy, society, institutional structure and overall governance. We will analyze the theory, causes and consequences of corruption, drawing on a wide variety of historical and contemporary sources, examples and case studies. We will also examine both historical and contemporary anti-corruption efforts and analyze which factors were responsible for their success or failure. While the major focus of the course will be on economic issues, factors, and consequences, a nuanced understanding of the issue of corruption requires a more interdisciplinary approach that we will endeavor to follow.

**ECON 344 Economic Development** This course examines both the theory and practice of Third World 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. (Rezende, Fall, *offered annually*)

**ECON 348 Natural Resources 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*)

**ECON 415 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. Prerequisite: ECON 301; MATH 131 is recommended. (Grayson, *offered alternate years*)

**ECON 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 or ECON 240 or ECON 305. (S. McKinney, *offered alternate years*)

**ECON 450 Independent Study** An upper-level elective by arrangement with faculty members.

**ECON 456 1/2 Credit Independent Study**

**ECON 474 Topics 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. (Staff, *Fall, offered occasionally*)

**ECON 476 Political Economy of the Middle East and North Africa** This seminar course provides an understanding of the Middle East and North Africa (MENA) region through the lens of political economy. In this course, students will learn economics of different countries in MENA based on their overall economic performance such as economic performance measured by their economic growth, income level, and human development. The course examines how political, economic and institutional legacies of colonial powers shaped the region's economic trajectory, how economies of the region interact with Western capitalism and the global economy and how this interaction affects their patterns of economic transformation of growth. Some of the topics will include the importance of oil and capital flows, industrial and agrarian trends, the role of government in the economy, employment and the export of labor, human development and gender, the impact of Islamism and the Arab Spring. Prerequisites: ECON 300 or 301, or ECON 240 for INRL majors. (Unal, *offered alternate years*)

**ECON 480 Seminar: Current Issues in Macroeconomics** In this seminar, students consider a variety of current macroeconomic and global issues. In particular, this seminar focuses on the 2007-2008 global financial crisis. It explores the possible causes of, and consequences of, the meltdown in the global financial markets and the "Great Recession" that followed. It builds on Minsky's theoretical framework including his reinterpretation of Keynes's General Theory, Minsky's development of the financial instability hypothesis, and his policy proposals in *Stabilizing an Unstable Economy*. It then explores the transformation of the structure of the U.S. financial system, current analyses of the global financial crisis, and proposals for dealing with financial crisis and reregulation of financial institutions and markets. Students are expected to be active participants, write a substantial paper, and make a presentation to the seminar. Prerequisites: ECON 300 (Rezende, *offered alternate years*)

**ECON 481 Seminar: Current Issues in Microeconomics** In this seminar, students consider a variety of current microeconomic and global issues. Examples of such issues might be international trade, regulation, market structure, welfare and poverty, intellectual property rights, demography, and education. Students are expected to be active participants, write a substantial paper, and make class presentations. (*Offered alternate years*)

**ECON 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

Paul Kehle, Associate Professor, Chair  
Diana Baker, Assistant Professor  
Pat Collins, Professor  
Sherry Gibbon, Clinical Professor of Adolescence Education  
Jennifer Harris, Clinical Professor of Childhood Education, Coordinator of Field Supervisors  
Khuram Hussain, Associate Professor  
Mary Kelly, Associate Professor  
James MaKinster, Professor  
Audrey Roberson, Assistant Professor  
Naomi Rodriguez, Visiting Assistant Professor  
Charles Temple, Professor  
Laurie Asermily, Director of Teacher Certification and Student Placement  
Susan Pliner, Associate Dean for Teaching, Learning, and Assessment

The Education Department at Hobart and William Smith Colleges has two missions. One is to provide courses of study in education. The other is to offer programs that lead to New York State certification as teachers of most subjects in public primary and secondary schools.

The Education Department offers a disciplinary major, disciplinary and interdisciplinary minors, an undergraduate program leading to teacher certification, and a fifth-year graduate program that extends the undergraduate program to a Master of Arts in Teaching degree.

### THE MAJOR IN EDUCATIONAL STUDIES

Education happens in many places—in museums and national parks, in open air schools in developing countries, via campaigns for environmental sustainability, in family counseling clinics and youth centers, in public and private schools, in community colleges and universities, through services for citizens with disabilities, and in policy development caucuses, to name a few. Those who would work in any of these contexts need some common understandings, such as: the aims and possibilities of education; the variety of learners and their ways of learning; how knowledge, skills, and values are crafted into curricula; and the pedagogies that are presently available or might be invented.

The Colleges' major in educational studies is intended to help students develop competence as students, researchers, and practitioners of education in a variety of settings. However, the major in educational studies cannot lead to certification to teach in public schools. Students interested in teacher certification are referred to the department's Teacher Certification Programs that are detailed below.

### REQUIREMENTS FOR THE MAJOR IN EDUCATIONAL STUDIES

*disciplinary, 10 courses*

At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better, and no more than two may be taken CR/NC. At least four courses must be at the 300-level or higher. Up to 3 courses may be chosen from outside the Education Department, with permission of the adviser. The 10 courses will consist of: 1 foundations course; 1 diversity course; 4 concentration courses; 3 electives; and 1 capstone experience: EDUC 420, or an approved independent study, honors, or internship. The four concentration courses will support a particular focus or theme within the broad field of educational studies.

#### Representative Foundation Courses

EDUC	100	Perspectives on Education
EDUC	200	Philosophy of Education
EDUC	201	Schooling and Social Equality
EDUC	202	Human Growth and Development

(or others approved by adviser and chair)

#### Representative Diversity Courses

EDUC	170	Race Dialogues for Community and Change
EDUC	203	Children with Disabilities
EDUC	230	Teaching English Language Learners
EDUC	330	Disability and Transition
EDUC	331	Rethinking Families
EDUC	332	Disability, Family, and Society

(or others approved by adviser and chair)

Students will identify a **concentration** with the approval of an adviser taking four courses to support a theme such as:

- **Inclusive education** (providing services to people with disabilities)
- **Language and literacy** (e.g., teaching English as a second or foreign language; writing or publishing children's literature; producing curriculum materials, etc.)
- **Technology in education** (e.g., designing and managing technology-based curriculum materials, developing assistive technology for people with disabilities; using technology to bring the world into classrooms; citizen science projects; multimedia-mediated teaching and learning; etc.)
- **Global education** (acquainting people with places, cultures, and languages; preparing to teach overseas; supporting cultural-exchange programs; etc.)
- **Environmental education** (including education, policy development, or advocacy for environmental conservation and sustainability)
- **Educational policy** (via government agencies, foundations, and other advocacy groups concerned with issues that intersect education)
- **Education for development** (with an international focus, for example, via Save the Children, International Rescue Committee, or foreign-aid agencies; etc.)
- **Child services** (including social work, recreation work, community-based education, parent education, and any work that intersects with children and education)
- **Informal education** (including in museums, as park naturalists, and any other public or private activity focused on education and/or outreach).

#### **REQUIREMENTS FOR THE MINOR IN EDUCATION**

*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. All courses must be passed with a grade of C- or better.

#### **REQUIREMENTS FOR THE MINOR EDUCATION**

*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. All courses must be passed with a grade of C- or better.

#### **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 (PreK-12), music (PreK-12), TESOL (PreK-12), and several disciplines in adolescent education (7-12). New York State certification is recognized in most other states.

In all HWS certification programs, students learn to teach by teaching, and devote the majority of their coursework 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 or music, 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. Tutoring, assistant teaching, and the seminars are all carried in addition to a full course load in other subjects.

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.

All teacher-certification students may take courses leading to a minor in education.

The major in Educational Studies *cannot* be used as the basis for *any* HWS teacher-certification program. Teacher-certification students may complete a major in Educational Studies as a *second* major, provided their first major is the appropriate basis for their teacher-certification program.

All candidates for teacher certification in New York State must also, at their own expense, take and pass the examinations required by New York State and be fingerprinted.

### **Distribution Requirements for Certification**

In addition to completing the practica and seminars 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 equivalent placement). Note: Distribution requirements are subject to change as New York State publishes new rules for certification. A list of acceptable courses is included in 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 Educational Studies, Studio Art, Theatre, and Writing and Rhetoric.

### **Childhood and Students with Disabilities (1-6) Teacher Certification**

Dual certification in special education and in 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 take 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, 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 complement of teacher seminars, field placements, and distribution requirements similar to those in the adolescent program, students pursuing TESOL certification must take four courses in one or more foreign languages, and EDUC 230 and EDUC 231; students must major in anthropology, arts and education, English, French &

Francophone studies, history, individual studies (BA), international relations, psychology (BA), sociology, Spanish & Hispanic studies, theatre, or writing & rhetoric.

### **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 elsewhere 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**

EDUC	072-01	Teaching Students with Special Needs: Elementary
EDUC	072-02	Teaching Students with Special Needs: Secondary
EDUC	081-01	Teaching for Equity
EDUC	082-01	Teaching Reading and Writing—Elementary
EDUC	083-02	Teaching Secondary Science
EDUC	083-03	Teaching Secondary Social Studies
EDUC	083-04	Teaching Secondary English
EDUC	083-05	Teaching Secondary Foreign Language
EDUC	083-06	Teaching Secondary Math
EDUC	083-07	Teaching the Arts: Visual Art
EDUC	083-10	Teaching the Arts: Music
EDUC	083-11	Teaching TESOL

#### **Assistant Teacher Seminars**

EDUC	082-02	Teaching Reading and Writing—Secondary
EDUC	083-08	Teaching Elementary School Mathematics
EDUC	083-09	Teaching Elementary School Science
EDUC	084	Curriculum and Instruction
EDUC	085	Protecting the Dignity and Safety of All Children

### **TEACHER SEMINARS IN SPECIAL EDUCATION**

In addition to the required teacher seminars listed above, students pursuing certification in special education must complete the following two seminars:

#### **Assistant Teacher Seminars**

EDUC	073	Assessments and IEPs
EDUC	074	Collaboration and Management

## **EDUCATION FIELD PRACTICA**

The following education practica must be completed by all students in a teacher certification program. Students must be enrolled in a teacher certification program in order to register for 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**

EDUC 091 Tutor Practicum I  
EDUC 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. Practica run concurrently with seminars, and provide the field component for those seminars.

### **Assistant Teacher Practica**

EDUC 093 Assistant Teacher Practicum I  
EDUC 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. Practica run concurrently with seminars, and provide the field component for those seminars.

## **THE MASTER OF ARTS IN TEACHING PROGRAM**

The MAT program is open on a competitive basis to students who are enrolled in one of the Teacher Education programs at Hobart and William Smith Colleges. The program is designed to be completed in one academic year following graduation, during which students continue their liberal arts studies at the same time as they prepare for teaching certification.

Students in the MAT program pursue graduate-level study in a discipline or program of their choice. They apply that study to teaching by completing a graduate-level education course during the spring of their senior year, by student teaching in the fall semester of their 5th year, and taking a set of related courses during the spring semester of their 5th year. At the conclusion of the program students are eligible for an initial 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 work with their adviser to propose a graduate course of study. In the fall semester of the graduate year, students carry out their student teaching, and take an accompanying seminar. In the spring of the graduate year, students take five courses including graduate education courses, master's project courses, and electives.

### **COURSE DESCRIPTIONS**

Note: Courses numbered 071 to 095 (teaching seminars and field 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.

**EDUC 072 Teaching Special Education** In this course 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. (Kelly, Harris, *Fall*)

**EDUC 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 IEP. (Kelly, *Spring*)

**EDUC 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. (Baker, *offered each semester*)

**EDUC 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 also 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, Hussain, Roberson, *Fall, offered annually*)

**EDUC 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-6 Common Core Learning Standards for English Language Arts & Literacy. (Temple, *Spring*)

**EDUC 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*).

**EDUC 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*)

**EDUC 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*)

**EDUC 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*)

**EDUC 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*)

**EDUC 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*)

**EDUC 083-07 Teaching the Arts: Visual Art (P-12)** This seminar addresses the theory and practice of teaching the visual 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*)

**EDUC 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*)

**EDUC 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*)

**EDUC 083-10 Teaching the Arts: Music (P-12)** This seminar addresses the theory and practice of teaching the both choral and instrumental music. After examining the musical development of students in preschool through high school, students concentrate on developing methods of teaching music at all grade levels. Students design and critique music lessons, which meet the New York State Learning Standards for the Arts. Students also examine methods and techniques for assessing student performance in music, discuss ways of adapting music activities to meet the needs of all students, and explore means of teaching the music across the curriculum. (Staff, *Spring*)

**EDUC 083-11 Teaching English Language Learners** This seminar is required of those pursuing certification as Teachers of English to Speakers of Other Languages. Methods, materials, and assessment for teaching English Language Learners are covered. (Roberson, *Spring*)

**EDUC 084 Curriculum and Instruction** In this seminar, students examine long-term curriculum development. After discussing curriculum theory students choose a theme in an area of the curriculum which they wish to explore and develop a "curriculum project" (short course or teaching unit) which could be used to teach their specific theme over a period of several weeks. Attention is given to aligning curricula with New York State Learning Standards and developing integrated curricula as well as adapting curricula for students with special needs. Students also examine a number of models of teaching. Groups of students are assigned different models of teaching, design lesson plans illustrating those models, and present those lessons for analysis. Assessment is also discussed in terms of the curriculum projects which students develop. (Collins, Gibbon, *offered each semester*)

**EDUC 085 Protecting the Dignity and Safety of All Children** 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, *offered each semester*)

**EDUC 091 Tutor Practicum I** Tutor practica are completed by students during their two semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. 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 EDUC 081 and 082, and provide the field component for those seminars. (*Offered annually*)

**EDUC 092 Tutor Practicum II** Tutor practica are completed by students during their two semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. 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 EDUC 081 and 082, and provide the field component for those seminars. (*Offered annually*)

#### **EDUC 093 Assistant Teacher Practicum I**

**EDUC 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 three hours a week (for the entire 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 EDUC 083 and 084, and provide the field component for those seminars. (*Offered annually*)

**EDUC 095 Assistant Teacher Practicum** 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 three hours a week (for the entire 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 EDUC 083 and 084, and provide the field component for those seminars. (*Offered annually*)

**EDUC 115 Introduction to Linguistics** This course provides an introduction to the scientific study of language. We will address questions related to the nature of language as a means of communication, and then focus on the core areas in linguistic analysis, including phonetics and phonology (the structure and patterns of sounds), morphology (word structures), syntax (sentence structure), semantics (meanings of words), and pragmatics (words in use). We will also briefly discuss topics in language variation, consider the importance and types of data in linguistics, and identify implications for education. (Roberson, *offered alternate years*)

**EDUC 170 Race Dialogues for Community and Change** “Race Dialogues for Community and Change” puts Hobart and William Smith (HWS) students and Geneva School (GHS) students in critical dialogue about race, community and social justice. Both GHS and HWS students will participate in weekly conversations that address issues of race and racism and develop a civic program for community action. Participants will learn a language and capacity for dialogue by which to reflect upon and learn about self and others and they will identify and plan individual and collective actions to empower and engage students on HWS and GHS campuses. This service-learning course will meet at Geneva High School.

**EDUC 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. This course is run as a seminar; with the guidance of the instructor, students are responsible for preparing and presenting units of study to be discussed by the entire class. (Collins, *offered alternate years*)

**EDUC 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, *offered alternate years*)

**EDUC 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. (Harris, *Fall*)

**EDUC 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 is disabled? 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? (*Offered annually*)

**EDUC 209 Gender and Schooling** This course examines the entanglement of gendered identities and the educational experience. This course will address questions of how educational institutions operate as sites for the production and reinforcement of gender norms. We will examine how the gendered positions of teachers and students shape the educational experience and investigate how gender inequalities impact educational achievement. Through a variety of readings this course will ask students to address how gender operates within school settings, how gender and sexuality are shaped by educational institutions, and how scholars, teachers, and youth might work to address these inequalities.

**EDUC 220 Storytelling** 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. But 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, *offered annually in the spring*)

**EDUC 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. (Baker, *offered alternate years*)

**EDUC 222 Learning, Teaching, Schools, and Mathematics** Contemporary society-through the sciences, many jobs, industries, health issues, economic theories, and technologies-depends upon mathematics and quantitative literacy. Mathematical knowledge has also been part of human culture since the earliest civilizations. Being more informed about mathematics education helps students be more responsive to contemporary educational issues. Student interest determines topics selected from: effective pedagogy, the cognitive nature of mathematical problem solving, the roles of mathematics in education and society, state and federal standards, comparative education, curriculum, assessment, and equity. Crosslisted with Cognition, Logic and Language. (Kehle, *Spring, offered alternate years*)

**EDUC 225 Educational Leadership** Educational settings are being newly defined by technology and globalization. As access to global networks continues to spur an interconnectedness, today's educators must navigate environments where complex social challenges exist, resource allocations are unpredictable and systems are consistently impacted by external forces, such new policy or laws from state or federal governments. Contemporary educational leaders must engage across difference, identify critical needs, build coalitions, manage uncertainty and collaborate with stakeholders. This course is designed to provide a conceptual framework of leadership theory as well as introduce a variety of change models that can be applied within educational settings. (MaKinster, *offered alternate years*)

**EDUC 230 Teaching English Language Learners** While the number of school children speaking a language other than English at home has been growing exponentially over the last few decades, their level of academic achievement has lagged significantly behind that of their language-majority peers. This course aims to contribute to preparing future teachers for working in culturally and linguistically diverse classrooms. One of its major goals is to give students a better understanding of the cognitive, linguistic, and emotional challenges involved in being schooled in a second language. In the first part of the course, therefore, through readings and discussions, students will become acquainted with some key theoretical frameworks for understanding second language and literacy development as well as sociocultural issues particularly relevant to the education of English language learners. The second major goal of the course is to provide students with pedagogical strategies for adjusting instruction to meet the needs of English language learners in the mainstream classroom. This goal will be achieved in the second part of the course, which will consist predominantly of lesson planning workshops and teaching demonstrations. The course will have a service-learning component consisting of 15-20 hours of tutoring an English language learner. (Roberson, *offered alternate years*)

**EDUC 231 Linguistics and English Grammar for Teaching English as a Second Language** This course aims to provide an introduction to the study of language to all students interested in the way language works. Students will learn linguistics by “doing linguistics,” that is, by analyzing language data both in contrived exercises and in “live” samples (billboard signs, newspaper headlines, etc.). They will gain a basic understanding of phonology, morphology, syntax, semantics, pragmatics, and language variation, and of the ways in which language is represented in writing. The course also aims to develop students’ awareness of basic English grammar and to enable them to explain its rules to learners of English as a second or foreign language. (Roberson, *offered alternate years*)

**EDUC 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 with a group of local children. (Collins, *Spring*)

**EDUC 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. (Kehle, *Spring, offered alternate years*)

**EDUC 306 Technology And Disability** This course will actively explore the user of assistive technology (AT) and universal design (UD) for children with disabilities. We will focus on social, legal, and ecological factors relating to the use of AT and UD in education and community settings. Participants will explore various technologies from non-electronic “low-tech” to “high-tech” devices, and learn strategies to assess AT and the strengths and needs of children with disabilities. We will examine issues of mobility, speech communication, independent living and self-determination, along with Universal Design principles. Participants will have hands-on opportunities to use AT. (Kelly, *offered alternate years*)

**EDUC 307 Civil Rights Education** Since the Supreme Court’s 1954 ruling in *Brown v. Board*, educational equality has been central to the ongoing struggle for civil rights in the U.S. This course will explore the origins and legacy of civil rights activism with regard to educational opportunity, with a focus on current issues of racial and socioeconomic justice. Taking a social history perspective, the course will evaluate major debates between civil rights leaders in the 1930’s and the movements that dramatically emerged in the 1960’s and continue today. Of particular interest to this course is an analysis of why schooling in particular has been central to civil rights struggles. (Hussain, *Spring, offered alternate years*)

**EDUC 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, *offered alternate years*)

**EDUC 321 Creating Children's Literature** In this course, students will write and share manuscripts in several genres of fiction and nonfiction for children and young people after examining several exemplary children's books for their features. Students will consider issues of child development and the social and pedagogical purpose of children's literature in relation to appealing literature for children. And they will consult with practicing writers, illustrators, book designers, editors, and critics of children's books, both live and in print. In the process, students will channel their creativity as well as their disciplinary knowledge into works that may be of value to children. (Temple, *offered annually*)

**EDUC 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 Education for All initiative has brought 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. (Temple, *offered alternate years*)

**EDUC 330 Disability and Transition** This course will explore issues related to transitions in the lives of individuals with disabilities, with a focus on transitions between school and adulthood. Current and emerging issues related to equal access for people with disabilities in post-secondary educational, vocational residential, and community settings will be explored. Educational policies and practices related to students with disabilities will also be examined, including self-determination and self-advocacy, IEP planning, assistive technologies, and accommodations. (Kelly, *offered alternate years*)

**EDUC 331 Rethinking Families** This course is an exploration of the concept of the family in relation to the policies and institutions that shape our daily lives. We will explore the ways that multiple family formations challenge our conceptions of what makes a family and consider how families are impacted by categories of race, class, citizenship, ability, and sexuality. We will then examine how the family institution has been positioned as a key political site, and explore how families are shaped by public education, law, and social welfare policies, among other institutions. This course asks students to develop an understanding of the family as a political institution, to consider a variety of diverse family formations, and to critically examine the policies and institutions that shape the lives of children and families in the contemporary United States. (N. Rodriguez, *offered annually*)

**EDUC 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, *offered annually*)

**EDUC 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: Diversity, Children, and Families; and Life after High School. (Repeatable) (Staff)

**EDUC 346 Technology in Education** 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 students explore ways in which educational 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*)

**EDUC 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 create 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)

**EDUC 351 Teaching and Learning with Citizen Science** This course will explore the ways in which emerging opportunities and technologies enable students and teachers to contribute to and use citizen science data. Citizen science initiatives enable any person to make scientific observations, gather data and submit those data to web or app-based databases. These data are then available for use, visualization and analysis by both professional scientists and the average citizen. The increasing availability of these technologies creates enormous potential for educators, teachers and students, especially with regard to environmental science, biodiversity conservation, and technology-enhanced field studies. Students will explore a variety of citizen science projects, engage in their own data collection, collaborate with teachers from across the state, and explore the variety of teaching, learning and pedagogical opportunities available to educators. Discussions, projects and topics relate to environmental studies, environmental ethics, public policy, conservation and sustainability.

**EDUC 401 Analysis of Secondary School Teaching** This seminar accompanies EDUC 402/403, student teaching in the secondary schools and 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. This course must be passed with a C or better in order to be recommended for certification. (Gibbon, offered each semester)

**EDUC 402/403 Secondary Practicum** The practicum experience includes supervised observation and teaching of an academic subject in a secondary school. Students spend the entire day at a secondary school for the complete term. EDUC 402/403 must be taken on a credit/no credit basis. EDUC 401 is taken concurrently. This course is open only to candidates seeking secondary school teacher certification. The readings for this course are determined by the subject and grade level being taught. (Gibbon, offered each semester)

**EDUC 404 Analysis of Elementary and Special Education Teaching** 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 reading 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. (Harris, offered each semester)

**EDUC 405/406 Elementary Practicum** Students plan and direct instructional and ancillary activity in an elementary school classroom setting for an academic term. It is expected that the student take on all responsibilities normally accepted by elementary teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, participation in professional conferences or in service training sessions, and budgeting. EDUC 405/406 is open only to seniors who participate in the elementary teacher certification program. This course must be taken on a credit/no credit basis. (Harris, offered each semester)

**EDUC 407 Special Education Practicum** 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/Baker, offered each semester)

**EDUC 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. This seminar supports students as they prepare for and take the edTPA student teacher assessment. Occasional group meetings may be held. (*Offered each semester*)

**EDUC 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. This course must be passed with a grade of C or better in order to be recommended for certification. (*Offered each semester*)

**EDUC 415 Analysis of TESOL** (Permission of instructor; open only to TESOL student teachers). Analysis of TESOL is a full-semester seminar to accompany the student teaching semester for students involved in one of several programs leading to New York State certification in Teaching English to speaker of other languages, kindergarten through grade 12. In the seminar the students carry out readings and discussions on teaching speaking, listening, reading and writing in English, and relate academic writings on these issues to daily experiences in classrooms.

**EDUC 420 Seminar: Research in Education** Open only to Master of Arts in Teaching students or educational studies majors using it as their capstone, this course is a survey of educational research and research methodology with an emphasis on qualitative and teacher-generated research. (*Offered annually*)

**EDUC 450 Independent Study**

**EDUC 456 1/2 Credit Independent Study**

**EDUC 495 Honors**

**EDUC 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, Fall, offered annually*)

**EDUC 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, Fall, offered annually*)

**EDUC 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. (*Harris, Fall, offered annually*)

**EDUC 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. (Harris, *Fall, offered annually*)

**EDUC 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. (Baker, Kelly, *Fall, offered annually*)

**EDUC 801 & 803 Master's Project** Students will complete a graduate level integrative group project that addresses an issue of educational relevance. This project will analyze an educational issue from multiple perspectives and develop a set of presentations will be presented publically (e.g., Senior Symposium, Community Engaged Scholarship Forum, community meeting with stakeholders, conference presentation). (*Spring, offered annually*)

**EDUC 801 Master's Project** (*Fall*)

**EDUC 802 Master's Thesis** (*Spring*)

**EDUC 820 Graduate Seminar in Education Research** Students will explore educationally relevant research and practices through the course and individually produce a literature review addressing an area of focus. An outside faculty reader must be identified who will review the final literature review. Prerequisite: EDUC 420 (*Spring, offered annually*)

**EDUC 821 Educational Foundations** The course takes an interdisciplinary approach to critically examine the fundamental nature of American education. Students will draw on theoretical frameworks from education, history, sociology, public policy and philosophy to make critical inquiries into educational problems, such as multiculturalism, contemporary school reform, and equality of educational opportunity. Students will explore the interplay of various actors that inform educational experiences, such as children, policy makers, and families, as well as critically engaging "text and self" in relation to educational apparatuses. Ultimately, this course aims to provide pre-service teachers with a rich understanding of the sociopolitical context of schooling and education and the necessary analytical tools to support ethical and responsive teaching and research. Prerequisite: EDUC 420 (*Spring, offered annually*)

## English

### *Program Faculty*

Anna Creadick, Associate Professor, Chair  
Geoffrey Babbitt, Assistant Professor  
Biman Basu, Associate Professor  
Alex Black, Assistant Professor  
Rob Carson, Associate Professor  
Melanie Conroy-Goldman Hamilton, Associate Professor  
Stephen Cope, Assistant Professor  
Kathryn Cowles, Assistant Professor  
Laurence Erussard, Associate Professor  
Grant I. Holly, Professor  
Alla Ivanchikova, Assistant Professor  
Elisabeth Lyon, Associate Professor  
Nicola Minott-Ahl, Associate Professor  
Vinita Prabhakar, Visiting 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. Students who have transferred credit for an introductory course from another college may apply their credit as a 100- or 200-level elective course.

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

*disciplinary, 12 courses*

ENG 200; 10 elective courses; and a capstone experience, typically a 400-level seminar. Of the 10 electives, four must be at the 300-level or above, and no more than two 100-level courses may count toward the major. Up to three courses taken outside the department may count towards the major and the fulfillment of requirements, with permission of the adviser. Requirements include the following areas: one Early Period course (pre-1800); one American Literature course; one Global Literature course; one UK/European Literature course, and a three-course concentration. A single course may fulfill more than one requirement.

Concentrations may be defined by genre, literary history, theme, 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 Modernism, or focus on one particular era, such as nineteenth-century British fiction. Thematic concentrations bring together coursework on a central topic, such as globalization, gender, or poetics. Field of study concentrations in creative writing, film studies or theory are also options for students with particular interest in those areas.

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

*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.

### **Literary Courses Outside the Department (All Classes)**

The following list is a representative sample of courses that may be approved to fulfill the requirements of the English major and minor. Students may take a maximum of three courses outside the department for major credit, with adviser permission. AFS 309 **Black Cinema**; AMST 330 **Digital Humanities**; CLAS 108 **Greek Tragedy**; MDSC 313 **Global Cinema**; RUSE 352 **Nabokov**; SPNE 404 **Lorca and Almodovar**; THTR 309 **Feminist Theatre**; WMST 219 **Black Feminism and Theater**; WRRH 201 **Grammar and Style**; WRRH 312 **Power and Persuasion**; WRRH 306 **New Media Writing**.

### **COURSE DESCRIPTIONS**

*While all English Department courses are geared to the integrated goals of teaching and developing critical reading and thinking, as well as honing written and oral communication skills, many also partially or substantially address the aspirational goals of the Hobart and William Smith Colleges curriculum.*

*ENG courses are numbered at the 100-, 200-, 300-, and 400-levels according to the level of research, analytical, and writing expertise required to engage effectively with the material. Within each of these "centuries," however, we have*

also subdivided our courses by “decade” according to the subject matter they cover. The logic for these divisions is:

00-09 Core Courses, Genre Courses, Theory Courses  
10-29 Thematic Courses  
30-39 British Literature to 1800 (or so)  
40-49 British Literature since 1800  
50-59 American Literature to 1900 (or so)  
60-69 American Literature since 1900  
70-79 Global Literature  
80-89 Film  
90-99 Creative Writing Courses

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**100-level courses** in English introduce students to textual and literary study, focus on critical analysis and close reading skills, and build a foundation for critical writing in the disciplines of English and Comparative Literature. 100-level courses are suitable for first-years, sophomores, or non-majors. Students interested in the major may take 100-level courses or may also opt to begin with ENG 200 and other courses at the 200-level. No more than two 100-level courses may be counted toward the major.

ENG 106 **The Short Story** This course introduces the short story genre, including attention to its history and development. Students read a broad range of examples, including at least one single-author collection or cycle. Assignments allow students to learn the fundamental skills of literary criticism through the practice of formal analysis. (Staff)

ENG 108 **Literary Science Fiction and Fantasy** This course will begin with a survey of the origins of science fiction and fantasy, the development of the genres in the post-Enlightenment era, and twentieth-century trends, but its main focus will be the relationship between mainstream literary fiction and science fiction/fantasy, and the ultra-contemporary trend of crossover between the two. We will consider the relationship between science and the genres, the exile of science fiction from canonical literature, and what the increasing openness of literary writers and academic circles might mean. Readings may include: Evans, *The Wesleyan Anthology of Science Fiction*; Tolkien, *The Lord of the Rings*; Herbert, *Dune*; Miéville, *The City and the City*; VanderMeer, *City of Saints and Madmen*; Mitchell, *Cloud Atlas*; Lethem, *Chronic City*; Link, *Magic for Beginners*. (Conroy-Goldman)

ENG 110 **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)

ENG 111 **Experience of War in Literature** We will read in the literature of war from one of its earliest representations, *The Iliad*, all the way through verse and film that address the realities of post-9/11 warfare. We will read chronologically and consider, after Homer, the nineteenth century Napoleonic warfare in *War and Peace*, the especial traumas of WWI and WWII, and late twentieth and twenty-first century warfare of the Vietnam conflict and the wars in Afghanistan and Iraq. Special attention will be paid to the experience of soldiers, male and now female, civilians and nurses, to the ethos, psychologies, ideologies and bureaucracies that drive warfare, and to the efforts of writers to capture the toll taken by those experiences. Texts may include *The Iliad*, sections of *War and Peace*, *All Quiet on the Western Front*, *Catch-22*, *Slaughterhouse Five*, *The Things They Carried*, *Billy Lynn’s Long Half-Time Walk*, *Redeployment*. (Weiss)

ENG 114 **Sickness, Health, & Disability** This course explores narrative techniques and representational strategies and other literary representations of illness, health, and various forms of disability (cognitive, physical, emotional, and so forth). Through readings from different genres and from different periods and cultures, we will examine, critique, and deconstruct the ways in which sickness, health, and disability--as well as normalcy--are defined in literary and cultural contexts, and how these definitions often intersect with definitions of and assumptions about race, class, gender, sexuality, morality, criminality, and other markers of citizenship and identity. (Cope)

ENG 115 **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 clutch 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 and primary documents with poetry, memoir, novels, and other literary forms, students will investigate the relationships between revolution and the word. (Creadick)

**ENG 130-01 Medieval Genres: Swords, Hammers, Quills, Bathtubs** This course approaches the Middle Ages through its representation of different genres in an array of texts, manuscript illuminations, music and other artistic expressions. It exposes the cultural and social conditions that are illustrated by these texts. Students will evaluate the social, religious and gender politics that are revealed by each genre. The investigation will begin with texts originally written in Latin. It will start around 700 with the writings of an Anglo-Saxon monk, the Venerable Bede. Students will follow Saint Brendan in the adventures that probably led him from his Irish monastery to the coast of America, many centuries before Columbus. Students will then reach the continent and discover the troubadour Bernard de Ventadorn and other poets from France. They will travel between France, England, Italy and Germany to evaluate the genres of fables, popular romance, fabliaux and dramatic farce. (Erussard)

**ENG 136 Shakespeare on Screen** So far as we can tell, Shakespeare's plays were written for the stage rather than for the page. In other words, they were meant to be experienced in an embodied public performance of sights and sounds, rather than read silently and 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 in multiple performances, exploring how different directors brought these plays to life in different ways, working in a new medium and within different social and political contexts in the twentieth and twenty-first centuries. (Carson)

**ENG 152 American Revolutions** From Declaration of Independence to the Declaration of Sentiments, America's revolutionaries and reformers have written their own literature. This course will explore the history of politics and culture in the United States from the American Revolution to the Civil War. We will study the work of writers who were for the rights of women and against the removal of Indians from their lands, who were for the liberation of enslaved people of African descent and against the use and abuse of alcohol. We will also read the writings of the early labor and environmental movements. Like the figures we study, we will experiment with different forms to express our ideas and arguments.

**ENG 165 Introduction to African American Literature I** We begin with a slave narrative from the nineteenth century, but this course concentrates on African American narratives of the twentieth 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)

**ENG 170 Global English Literature** What comprises global English literature? Colonialism was not only an economic, but a cultural, technological, linguistic, and demographic phenomenon. Movements of westerners to colonial spaces evoked counter-movements of people from around the globe traveling to the west. These flows resulted in a new body of literature in western languages written by people from other parts of the globe. In this course students will study examples of this world literature written in English. Readings will typically include works from Africa, the Caribbean, Asia, and the Indian subcontinent. In order to consider how these literatures have been influenced by western aesthetic values and forms, and how might they, in turn, transform and reinvent western traditions, students may also study key narratives from England and/or the United States. Following decolonization movements of the mid-twentieth century, the study of these diverse literatures spawned key terms such as postcolonialism, globalization, diaspora, transnationalism, alterity, and so on; these concepts will also be part of the course. Throughout these literary works, students will find characters who must continue to live with the alien and alienating legacies of colonialism, even in a modern and globalized world. (Basu, Ivanchikova)

**ENG 175 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. (Basu)

**ENG 180 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. Students who complete ENG 180 may not take ENG 280. (Lyon)

**ENG 185 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. Readings and films may vary. (Minott-Ahl)

**ENG 190 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. Students who complete ENG 190 may not take ENG 290. (Babbitt, Cowles, Hamilton, Prabhakar)

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*200-level courses are geared to majors and minors, though typically open to all students. They are reading-, viewing-, and/or writing-intensive courses that introduce an array of critical perspectives and methods in the discipline, while providing a core for the major in the breadth of material covered.*

**ENG 200 Critical Methods** This course is required of all majors and minors to prepare students for upper-level study in English and Comparative Literature, and may not be exempted. 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. (Staff)

**ENG 203 The Lyric** This is a course about The Secret of Poetry. That secret has everything to do with the powers of language and what those powers are being harnessed to do. The premise of this course is that there is something about the use of language in lyric poetry that sets it apart from other forms of language-use. We will begin the course by considering the concept of mimesis as a way to begin discovering that secret and understanding how it is enacted. In this course we will try to get fix on what lyric poetry really is. Is it poetry that aspires to the condition of music, for example? And if it is, why? If "a poem is not the record of an event but the event itself," as Robert Lowell put it, how is that possible; that is, what makes that possible? We'll explore the way poetry doesn't refer to experience but incarnates it. Texts include Ovid's *Metamorphoses*, the odes of John Keats, and the poems of Gerard Manley Hopkins, Randall Jarrell, Marianne Moore, Denise Levertov, George Herbert, among others. (Weiss)

**ENG 205 Narrative Analysis** 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. In addition to working through some fundamental theories about narrative (what it is and how it works), we will also apply what we've learned to some representative texts. 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. (Ivanchikova)

**ENG 213 Environmental Literature** In this course students read poetry and prose by writers who concern themselves with the human experience of and relation to nature. These diverse writers artfully evoke the 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.

**ENG 214 Victorian Poets** The poets of the nineteenth century lived in an age of rapid change, as well as the questioning and re-thinking of once-established truths. They saw themselves as participants in the collective (though not-always concerted) effort of their age to make sense of their changing world and influence the direction their society would take

in politics, religion, morality, and art, to name a few areas of concern. This course introduces students to the works of well-known Victorian poets, such as Alfred Tennyson, Elizabeth Robert Browning, and W. B. Yeats. It will also focus on Thomas Hardy, Charles Dickens, and Charlotte Brontë, writers we are accustomed to think of as novelists. (Minott-Ahl)

**ENG 233 Medieval Drama** This course offers a panorama of Medieval dramatic genres. It surveys works from the tenth to the fifteenth 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)

**ENG 236 Shakespeare: Comedies** An introduction to Shakespeare, focusing in particular on seven of his best-known comedies. We will adopt a myriad-minded approach to our readings: sometimes we will read the plays historically, paying particular attention to the ways in which plays 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 on the page; and at other times still we will attend to their politics, especially with respect to their handling of questions of gender, sexuality, class, race and ethnicity. (Carson)

**ENG 237 Shakespeare: Tragedies** An introduction to Shakespeare through his five best-known tragedies: *Romeo and Juliet*, *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. We will approach these plays from a wide variety of critical angles, so that the course will not only provide a survey of Shakespearean tragedy but also offer a survey of contemporary critical methodologies. (Carson)

**ENG 239 Eighteenth 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, offered alternate years)

**ENG 241 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 magic spells, 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. (Minott-Ahl)

**ENG 242 Victorian Literature** This course investigates origins of the modern world view as anticipated and expressed in nineteenth century English literature: the breakdown of traditional religious beliefs; the alienation and isolation of the individual; changing attitudes about nature; the loss of communication; the role of education; and the affirmation of art. (Minott-Ahl)

#### **ENG 244 The Nineteenth-Century British Novel: Topics**

**ENG 244a The Nineteenth-Century British Novel** This course will focus on the intimate, socially and emotionally complex connections between marriage, capitalism, and politics in the nineteenth century. We will explore these ideas in the context of the intertwined public and private lives of women and examine the works of at least three women writers. In addition, we will also examine the development of the novel itself in the Victorian period as it becomes increasingly focused not only on popular entertainment and the chronicling of rapidly changing times, but also on initiation and shaping of important discussions about what kind of civilization the British wanted to have in a new age.

**ENG 244b Dickens and His World** This course will look closely at some of the vast body of Dickens' literary production with a view to gaining a deeper understanding of the man and the age that, along with Queen Victoria herself, he helped to define. Dickens' ideas about urban poverty, the negative consequences of capitalism, utilitarianism, and rapid industrialization came to dominate our view of Victorian England, and the Victorians' view of themselves, in important ways. We will also examine how his use of humor encouraged and emboldened his generation to reappraise its value system and begin to strive for a better society.

**ENG 244c Gothic Novel** This course will explore the Gothic novel from the mid-eighteenth century to the end of the nineteenth, 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 structures on the conduct of women of the upper and newly emerging middle classes.

We will explore how some 18th century Gothic novels actually reinforce the values and social mores they are accused of undermining, while others subvert 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. (Minott-Ahl)

**ENG 248 Country, City, Colony: The Modern British Novel** This course will consist of an exploration of the development and transformation of the British Novel in the late 19th and early 20th Centuries as exemplified by the work of three British writers. Our emphasis will be on the ways in which definitions of British culture and identity were reflected by these novelists' representations of the city, the country, and the colony, and the colony as the defining social and geographical features of the British Empire. We pay close attention to the ways in which race, class, gender, and other markers of social difference and inequality are represented and redefined in these novels as the opportunities and encroachments of Modernity--increased social and geographical mobility, the emergence of commodity Capitalism, first-wave Feminism, colonial exploration and exploitation, World War--radically transform the social and cultural landscape of Britain, Europe, and the world as a whole. Novelists may include: Joseph Conrad, Thomas Hardy, D.H. Lawrence, Jean Rhys, Virginia Woolf. (Cope)

**ENG 250 Early American Literature** This course surveys the development of U.S. literature up to and including the Civil War period. Literary works will be analyzed in terms of both their textual qualities and the social contexts that produced them. Readings may include Whitman, Dickinson, Thoreau, Hawthorne, Melville. Not open to students who have taken "American Literature to Melville." (Staff)

**ENG 251 Nineteenth-Century American Fiction** What's so great, or so American, about the Great American Novel? To answer this question, we will read a number of novels from the period--the nineteenth-century--in which the idea of the G.A.N. (as Henry James, whose own works contended for that title, abbreviated it) was first introduced. We will also discuss historical shifts in literary valuation that would cause Harriet Beecher Stowe's *Uncle Tom's Cabin*, the nominee of the critic who first came up with the idea, to be supplanted by Herman Melville's *Moby Dick* as the Great American Novel. In addition to Stowe and Melville, we may read fiction by writers like Nathaniel Hawthorne, Mark Twain, Charles Chestnutt, and Sarah Orne Jewett.

**ENG 252 American Women Writers** This course focuses on a selection of women writers who have made important contributions to U.S. literature. Authors, genres, and periods will vary depending on the instructor's area of interest and expertise. (Creadick)

**ENG 254 Nineteenth-Century American Poetry** American poetry from the nineteenth-century can both seem too much of its own time and way ahead of its time. Poets like Walt Whitman and Emily Dickinson are, in their own ways, entirely exceptional and wholly representative of verse written before the Modernist Movement. This course will explain why. In addition to spending about half of the term on Whitman and Dickinson, the course will treat the work of a dozen other poets, black and white, who worked in as many different forms. We will read authors who are better known for their prose (Poe, Melville), authors who were popular in their time but have since fallen out of critical favor (Longfellow, Whittier), and a large group of women writers who were described, and were often dismissed, as "poetesses." We will also read prose-like Emerson's essays, Poe's articles, Whitman's prefaces, and Dickinson's letters--that will help us understand them. Together, they will demonstrate for us the diversity of writers and writings from this period. (Staff)

**ENG 260 Modern American Literature** This course surveys American Literature written during the first half of the twentieth century, from the Civil War to the 1940s. Focusing on the novel, we will trace the overlapping literary movements of this era, including realism, naturalism, and especially modernism. We will chart the personal, social, and political forces (such as industrialization, immigration, war, feminism, urbanization, depression) that shaped the production and reception of these literary works. Not open to students who have taken "American Literature from Crane." (Creadick)

**ENG 261 Popular Fiction** When a novel acquires a mass readership, does it lose aesthetic value? What is the difference between "literary fiction" and "popular fiction"? Focusing on a genre fiction, cult bestsellers, middlebrow blockbusters, "pulp" or "trash" fiction produced across American history, this course invites students to consider the politics of taste and hierarchies of literary value embedded in popular reading practices. Students will read these literary works alongside a number of primary and secondary texts in order to illuminate the pleasures and anxieties of reading. (Creadick)

**ENG 263 Jewish American Fiction** This course will trace chronologically the course and development of Jewish American fiction in the 20th century and survey the work of some of its great writers. We will tackle the issues of the immigrant, the outside and the condition of minority status. We will address the issues and problems around assimilation to do with identity, language, religious belief and values, class and anti-Semitism. We will address the changing experience of women in the confrontation with a new culture and with an evolving American culture. We will also examine the effects

of the Holocaust on Jewish-American identity and its ramifications in the children-of-survivors generation. Authors may include Yeziarska, Roth, Malamud, Bellow, Paley, Elkin, Ozick, and Shteyngart. (Weiss)

**ENG 266 Modernist American Poetry** This course is a study of selected major early twentieth century figures, including Gertrude Stein, T.S. Eliot, H. D., Jean Toomer, Ezra Pound, Marianne Moore, and William Carlos Williams. (Cowles)

**ENG 267 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. Crosslisted in Women's Studies, this course also covers a number of poetic movements that investigate social justice issues. (Cowles)

**ENG 270 Globalization 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. We typically begin with two famous American novels, Upton Sinclair's *The Jungle* and Don DeLillo's *White Noise*, to examine the impact of globalization on the United States. We then move to two South Asian novels, Salman Rushdie's *Midnight's Children* and Hanif Kureishi's *Black Album*. We end with two important novels by black women writers, Tsitsi Dangarembga's *Nervous Conditions* and Toni Morrison's *Tar Baby*. (Basu)

**ENG 273 Crime, and Punishment: Crime Novels, Murder Mysteries, Detective Fiction** This course will explore the genre that's variously called crime fiction, murder mystery, the detective novel. We will look at its origins in the 19th century, beginning with Edgar Allan Poe, as a response to the Enlightenment and the positivist optimism about the powers of logic, reason and rationality to explain and know. And the genre wades into the historical nature v. nature debate, which is also the Rousseau/ Hobbes debate: is "badness" innate or is it societally induced (so the ills of society make its individual members ill or corrupt). As Prospero says of Caliban: "a born devil, on whose nature nurture can never stick." Our seminal text will be Dostoevsky's *Crime and Punishment*, whose focus is on crime as transgression and the consequences of a "trans-valuation of values." The novel is a meditation on the nature of goodness and cruelty and weakness, self and selflessness. We will then look at some of the fine instances of the genre in the 20th century. Students will be encouraged as part of their coursework to write their own crime story as a way to understand the forces that the genre engages and works out, and to better appreciate the artfulness of the form.

**ENG 276 Imagining the Middle East** This course will examine representations of the Middle East, its geography, its culture, and its peoples in literature and film. The Greater Middle East is a loosely defined geopolitical entity that extends from Pakistani-Indian border to the Northern shores of Africa. Students will learn about the region as seen and imagined through the eyes of both foreigners and natives, Western and non-Western writers, travel journalists, soldiers, bloggers, colonists, refugees, and migrants. The course will explore the stereotypes that define representations of the Middle East in the West; most specifically, we will address Edward Said's claim that the Middle East became trapped in swarm of interrelated notions he defined as Orientalism. Said insists that Orientalism is a fiction produced by the western mind and subsequently used to justify colonial exploration, validate the need for human rights interventions, while also constructing the region as a site of an exotic adventure. (Ivanchikova)

**ENG 280 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. This course is not open to students who have taken ENG 180 "Film Analysis I." (Lyon)

**ENG 282 Film Histories II (1930-1950)** 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. This course 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)

**ENG 286 The Art of the Screen Play** 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. Prerequisite: ENG 200. (Holly)

**ENG 287 Jane Austen in Film** 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 Austen's story, 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)

**ENG 290 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. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Prerequisite: at least one other ENG course. Not open to students who have taken ENG 190. (Conroy-Goldman, Cowles, Babbitt)

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*300-level courses are designed for majors and minors, and so often require prerequisites. These are reading-, viewing- and/or writing-intensive courses that emphasize theory and criticism, as well as deep analysis of primary texts. Courses at this level often require oral presentations and culminate in substantial student projects.*

**ENG 301 Cultural Theory and Popular Culture** This course introduces cultural studies as a major area of contemporary theory which has reshaped the way we think and write about literature. Critical cultural studies, historicism, and reader-response theory have expanded understandings of literary meaning to include production and reception of those texts as well as their ideological content and consequences. Students read theoretical essays by such thinkers as Marx, Gramsci, Althusser, Foucault, White, Butler, and Baudrillard, as well as examples of scholars applying these ideas to the study of literary and other cultural forms. Students will then become the critics, applying these theories to the contemporary literary, material and popular culture "texts" that surround them—stories, poems, film, photographs, toys, fashion, sports, and music. (Creadick)

**ENG 304 Feminist Literary Theory and Criticism** This course is designed to introduce students to feminist literary theories and critical practices that are considered to be of crucial importance in the field of feminist literary theory today. It focuses on such issues as female sexualization, representations of violence and madness, and subjectivity. During the course of the term we will read and discuss a large variety of texts and methodologies written by some of the most influential feminist theorists today. Students will also become familiarized with the context in which these texts were written and learn how these various methodologies can be applied to the study of literary works. The course is an excellent opportunity to broaden your horizons and learn about new ideas. It is also an opportunity to acquire advanced critical thinking skills through an encounter with very complex and dense texts. As a result of this course, students should be able to have a better understanding of contemporary feminist and post-feminist culture by placing contemporary cultural practices in the context of feminist intellectual tradition.

**ENG 310 Power, Desire, Literature** This course examines the relationship between power and desire as it is represented in literature. While the course will use Nietzschean, Freudian, and Marxist theories to frame our analysis of some classic literary texts by Sade and Masoch, it will also examine some more recent writers and the emergence of sadomasochism in the contemporary United States. 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)

**ENG 324 Small Press Book Publishing: Book Contest and Acquisitions Editing** In this course, students will help publish a book. We will focus on small press acquisitions editing through the facilitation of Seneca Review's first biennial Deborah Tall Lyric Essay Book Contest. The editors of Seneca Review will have narrowed down manuscript submissions to approximately 15 semi-finalists. Over the course of the semester, students will have the opportunity both to learn about and to engage in the acquisitions editorial process by reading, discussing, and evaluating each of the semi-finalist manuscripts and by ultimately helping select five finalists. The TRIAS resident will meet with the class several times and serve as the contest judge. Students will work in small groups to pitch one of the finalist manuscripts to the judge. By engaging in the book publishing and acquisitions process, students will grapple with such questions as: How do lyric

essays and hybrid texts work in conjunction with one another in a book-length manuscript? What makes a creative manuscript good and how do we weigh it against competing manuscripts with different strengths? And how can we distinguish between manuscripts that cross the threshold into the realm of literary excellence and those that do not?

**ENG 340 The Architectural Novel** This course focuses on how Sir Walter Scott, Victor Hugo, William Ainsworth, and Alexandre Dumas use fictional narrative to make sense of the realities of their age. From about 1792 to the late 1840s, when revolution was again in the air in Europe, the last remnants of feudalism in England and France, in particular, were swept away by the tides of political unrest, technological advances, and economic change. These novelists supply architecture, history, legend and landscape as the basis for understanding the events of their own present. In their novels, the gothic building becomes a point of reference for exploration of the nature of the novel itself, the relevance of medieval architecture in post-feudal societies, the vanishing of ancient buildings, landscapes, and traditions in the face economic change and industrial revolution, as well as the idea of a national art - and of nation itself. (Minott-Ahl)

**ENG 351 Archives of American Literature** Ralph Waldo Emerson once wrote that “language is the archives of history.” This course will explore early American history through literature. In addition to reading historical fiction, autobiography, epic poetry, and other genres that revisit and revise the past, we will investigate how researchers come to know it. In other words, we will study the theory and practice of archives. What do these literary examinations of the country’s past say about its present? How is the historical record created and preserved for, and how will it be accessed in, the future? Who and what gets left out, and why does it matter? Our authors, who may include Nathaniel Hawthorne, Frederick Douglass, Lydia Marie Child, and Pauline Hopkins, will use writing to reckon with the past. And so will we. (Black)

**ENG 362 Body, Memory, Representation** We begin with a slave narrative from the nineteenth century, and we then turn to a twentieth century narrative form that has been called the neo-slave narrative. Black women writers have initiated an important line of inquiry in these reconstructions of slavery in fiction. In these texts, they 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. We will compare these narratives to sadomasochistic narratives and end the semester by comparing them to Masoch’s *Venus in Furs*. (Basu)

**ENG 370 Geographies of Nowhere: Mapping the Frontier** This course examines representations of the frontier, its structure, its role in our collective imagination, and the part it played in Western colonial expansion by focusing on twentieth and twenty-first 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). (Ivanchikova)

**ENG 376 Who Am I? Identity in World Literature** Can stories shape our understanding of who we are and help us find our own unique place in the world? 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. 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. (Ivanchikova)

**ENG 390 Trias Topics Workshop** The Trias Workshop is an intensive, practice-based studio course based in the resident’s genre. Students are expected to read assignments in contemporary literature, complete writing exercises, read and critically respond to other students’ work, and produce a portfolio of polished, original writing. Students will be expected to attend all Trias events in the fall and to engage with the work of visiting writers. Admission to the workshop is by application only. (Trias Writer-in-Residence)

**ENG 391 Advanced Poetry Workshop** For students highly motivated to write poetry, this course offers the opportunity to study, write, and critique poetry in an intensive workshop and discussion environment. Students will produce multiple poems, write critically in response to contemporary works of poetry, and produce, workshop, and revise a chapbook-length collection of poems as a final project. Class time is divided between discussions of contemporary poetry and workshops on student writing. Prerequisite: Permission of instructor, based on writing sample. ENG 190/290 is generally required. (Cowles)

**ENG 396 Lyric Essay** HWS is the birthplace of the lyric essay. It was in the introduction to the Fall 1997 issue of *Seneca Review* that esteemed HWS professor Deborah Tall and Hobart alumnus John D’Agata gave the lyric essay its most seminal and enduring definition, which begins by characterizing the new hybrid form as “a fascinating sub-genre

that straddles the essay and the lyric poem... give[s] primacy to artfulness over the conveying of information... [and] forsake[s] narrative line, discursive logic, and the art of persuasion in favor of idiosyncratic meditation.” We will begin our course examining the essays of Tall, D’Agata, and writers published in *Seneca Review*. And in order to gain an appreciation of the lyric essay as an inherently innovative, ever-evolving, genre-busting art form, we will proceed to study a wide range of essayists. Students will both create their own lyric essays and respond critically to each other’s creative work in regularly held workshops. (Babbitt)

**ENG 399 Hybrid Forms Workshop** New publication methods and technologies change art. From the printing press, to the typewriter, the record player, the camera, or the film reel, artists have used new technologies to expand our notions of art and to skirt borders of genres and media. In the advent of the Internet and digital technologies, the possibilities for expansion and experimentation have again exploded, and contemporary artists are involved in a renaissance of hybrid forms that has become bigger than the technologies that started it. Poets are using cameras and bullhorns, musicians are using kitchen utensils, translators are using languages they don’t actually speak, artists are using old books and exacto knives, sculptors are using live (and not live) human bodies, film directors are using colored pencils and moth wings, dancers are using dirt and armchairs. In this creative writing workshop, the focus will be on hybrid texts that include language in some form. We’ll track a strange vein of precedent for contemporary hybrid texts across decades and even centuries, we’ll explore what artists and writers are producing right now, and we’ll create and workshop our own hybrid texts. We’ll learn new critical language for talking about such texts, and we’ll participate in collaborative and guerilla art projects. Artists from outside the English Department who are interested in working with language in some way are encouraged to ask for permission, even if they have not taken ENG 290. Prerequisites: ENG 190/290 or permission of the instructor. (Cowles)

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**400-level courses** – with the exception of both full-credit and half-credit Independent Studies\* - are intended as the capstone experience for upper-level majors. The expectation is that students already have a solid understanding of how to analyze, interpret, research, and write about literary texts. In Creative Writing, students taking a capstone course are expected to be able to produce high-level original writing, and be proficient at the complex processes of refining and revision of their own work. They must also be able to demonstrate ability to engage critically and constructively with published works and the writing of their peers. *The reading load is heavy in all capstone experiences, and the class period is entirely discussion-based and frequently student-led. These courses typically culminate in a substantial seminar project, which is an opportunity for students to showcase their most advanced work in the discipline.*

**\*Please Note:** Eng. 450 and 456 Independent Studies are not capstone courses.

**ENG 436 Shakespeare Seminar** The Shakespeare Seminar studies a single play by Shakespeare in great depth for a full semester. We will explore the play’s history in print, on stage, on screen, and in adaptation; but most of all we will focus on the history and scope of diverse critical readings that the play has inspired. Students will be encouraged to enter into the critical conversation themselves in substantial ways: they will collaborate to develop a symposium of graduate-level conference papers for the midterm, and for the final, they will produce a collection of publishable critical articles.

**ENG 441 Writing Women: Defining Femininity in Late Nineteenth Century Britain** This course will reconstruct the social and legal conditions under which British women lived in the last two decades of the nineteenth century. Together, we will use research skills and techniques learning in previous English coursework to examine the work and lives of women writers who used the print medium to construct a new femininity in this age of increasing female presence in the work force, increasing discontentment with legal and economic disadvantage, and restrictive social mores in a rapidly modernizing and more urban age. In our investigations, we will look at journals and read letters written by women living in late nineteenth and early twentieth century Britain with a view to understanding their concerns as they understood them. Through close reading and analysis of their writings, we will also explore the ways in which they reproduced and struggled against the discourses that enabled economic and political disadvantage and the simultaneous silencing and exploration of their creativity by a largely male literary establishment. In addition to such writers as Virginia Woolf, Sarah Grand, and Olive Schreiner, we will also examine the male writers such as John Stuart Mill who lent their more audible voices to the causes of gender equality and women's suffrage and George Gissing, who so intimately depicts the lives of ordinary people navigating rapidly changing times. In addition to primary source material and as part of the capstone to the English major, we will also be reading and discussing modern investigations of the New Woman and discussing the approaches and methodologies of the various scholars whose work we will encounter.

**ENG 445 Ulysses** Often considered the greatest novel of the twentieth century (and considered by some the greatest novel in history), James Joyce’s *Ulysses* is also among the most difficult novels to read. At once thrilling, edifying,

frustrating, baffling, bemusing, seductive, repulsive, compassionate, confounding (the list could go indefinitely), few novels have commanded the scholarly attention of James Joyce's penultimate novel. In this class, we will read the novel in terms of some of the questions that have animated Joyce criticism over the past half-century: is *Ulysses* exemplary of cosmopolitan Modernism or is it a post-colonial novel? Is it an exercise in misogyny or a proto-Feminist intervention? Elitist or populist? Because the book is so relentlessly allusive, it will be necessary for us to refer to some of the literary, philosophical, and historical materials Joyce incorporated into his novel, including Irish history, Jewish history Shakespeare's *Hamlet*, the geography of Dublin, and Thomist philosophy. Although it is not necessary, students who have not already done so might wish to familiarize themselves with *Dubliners* and *A Portrait of the Artist as a Young Man*, as well as the *Odyssey* and *Hamlet*, as these are all important foreground materials for Joyce's experiment. (Cope)

#### ENG 450 Independent Study

#### ENG 456 1/2 Credit Independent Study

**ENG 458 The American 1850s** The 1850's was a period of unprecedented artistic production in the history of the United States, one that's arguably been unmatched since. In the span of ten years, writers like Herman Melville, Walt Whitman, Frederick Douglass, Nathaniel Hawthorne, Emily Dickinson, Henry David Thoreau, and Harriet Beecher Stowe published major works of prose and verse that experimented with literary conventions and responded to the times. In addition to attending to issues of form and context, this course will consider the relationship between literature and culture and politics and history. Along the way, we will read foundational works of scholarship, revisit classic debates, and participate in current conversations. As part of this process, students will write and present a research paper, as well as collaborate on other critical and creative projects.

**ENG 465 Reading Faulkner** William Faulkner (1897-1962) sits comfortably 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. (Creadick)

**ENG 470 Representing 9/11 Wars** Representing 9/11 Wars will interrogate the corpus of cultural texts (novels, film, memoirs, drama, travel writing) about Afghanistan that was published in the aftermath of 9/11 and the subsequent U.S. led invasion of Afghanistan in 2001. By examining the frames of cultural reference, images, themes, and aesthetics that emerge in these texts, students will gain a richer understanding of the post-9/11 global novel and the place mediated wars in the global post-9/11 imaginary. Students will learn how the global novel recasts, reframes, and remediates scenes of war-induced suffering we are already exposed to 24/7 in a hypermediated world, positioning the reader as a witness to wars that are, paradoxically, both distant and close. The post-9/11 global novel exhibits a specific aesthetic sensibility that is a sedimentation of its historical context: it registers the global state of war and the proximity of distant suffering; maps cartographies of casualties; tackles the issues of scale (close-ups of the suffering body versus the large scale of the world); grapples with understanding the extent of militarization of ordinary lives as well as new configurations of power in today's world; and addresses the issues of empathy, developments in critical theory. Students will be required to write an extensive research paper on one of the topics discussed in the course.

**ENG 490 Trias Tutorial** Under the direction of the Trias Writer-in-Residence, students will work towards the production of a full portfolio of creative writing, suitable for publication or submission as a writing sample to graduate school in the field. Students will pursue individualized reading lists, produce new work on a bi-weekly basis, and complete substantial revisions of their efforts.

#### ENG 495 Honors

## Entrepreneurial Studies

Thomas Drennen, Professor, Economics, Environmental Studies, Chair

Amy Forbes, Associate Director, Centennial Center for Leadership

Warren Hamilton, Assistant Professor, Economics

Craig Talmage, Assistant Professor, Entrepreneurial Studies

The HWS Entrepreneurial Studies Program challenges students to become well-rounded leaders and resourceful innovators who are globally aware and community-centric. With an emphasis on the conceptual understanding, practical skills and ethical structure necessary for business or civic leadership, the Entrepreneurial Studies Program cultivates agents of change across a wide-range of causes and careers. These future leaders of the 21st Century explore and hone the analytical and critical thinking skills of a liberal arts education as they stoke their passions and animate their ideas – whether creating new non-profit or for-profit enterprises, or leading innovation within existing organizations.

The Entrepreneurial Studies Program offers an interdisciplinary minor.

### REQUIREMENTS FOR THE MINOR

*interdisciplinary, 7 courses*

Three required core classes: ENTR 101 Entrepreneurial Leadership, ENTR 120 Economic Principles for the Entrepreneur, ENTR 201 Quantitative Tools for the Entrepreneur; one ethics class; two electives from two different departments (see list below); capstone course ENTR 400.

### ELECTIVES

ANTH	323	Ethnographies of Capitalism
ANTH	330	Anthropology of Creativity
ANTH	340	Anthropology of Global Commons
SOC	100	Introduction to Sociology
SOC	223	Inequalities
SOC	242	Sociology of Business
SOC	249	Technology and Society
SOC	259	Theories of Social Movements
AEP	335	Arts and Human Development
DAN	230	Community Arts
ECON	196	Principles of Accounting
ECON	198	Business Law
ECON	240	International Trade
ECON	315	Managerial Economics
ECON	338	Economics of Non-Profits
EDUC	225	Educational Leadership
ENV	215	Environmental Development in East Asia
ENV	330	Sustainability, Commodities and Consumption
MDSC	200	Cultures of Advertising
PHIL	158	Debating Public Policy
POL	180	Intro to International Relations
POL	236	Urban Politics and Public Policy
POL	248	Politics of Development
POL	254	Globalization
POL	387	State and Markets
POL	401	Varieties of Capitalism
PSY	243	Organizational Psychology
PSY	245	Intro to Cross Cultural Psychology
PPOL	364	Social Policy and Community Action
WRRH	352	Writing in the Professional World

## **COURSE DESCRIPTIONS**

**ENTR 101 Entrepreneurial Leadership** As technology and globalization continue to spur interconnectedness, leaders must navigate tumultuous environments where change is rapid, discontinuous and unpredictable. Innovation, ingenuity and an ability to add value by solving problems are necessary. This course will examine the attributes required of successful entrepreneurs in contemporary leadership roles. Students will learn how to take an idea to impact. They will consider important concepts, such as ethics, sustainability, economic Darwinism, and managing uncertainty. They will discuss product invention, service implementation, economic choice, risk and return, scale and scope, value creation, and small business generation. As a significant course assignment, students will develop a strategic plan for a product, service, startup or organization that is worthy of implementation. No prerequisites required. (Forbes and Hamilton, *offered annually*)

**ENTR 120 Economic Principles** The course seeks to provide students with the foundational understanding of microeconomic theory necessary to pursue entrepreneurial enterprises in contemporary markets. Students will acquire the analytical tools for solving complex organizational or policy issues. Key topics will include: economic principles guiding various types of organizations; rational behavior; competition vs. monopoly power; simple game theory; pricing strategies; and production costs and behavior in the short and long-term. This course will be more applied than a traditional intro to economics class, relying on entrepreneurial case studies and news reports as appropriate.

**ENTR 201 Quantitative Tools** This course teaches the basic accounting, statistical, and Excel skills necessary for success in the Entrepreneurial minor. All of the examples will be done using Excel. The accounting techniques covered will include: accounting terminology; the accounting equation; how to prepare and analyze financial statements (the balance sheet, income statement, and statement of cash flows): operational costing considerations; cost behavior and cost-volume-profit analysis; differential analysis and product pricing; and budgeting. The statistical concepts which will be covered include: data collection; basic measures of summarizing data; presenting data in tables and charts; hypothesis formulation and testing; sampling techniques; normal distributions; and simple regressions techniques.

**ENTR 220 Social Innovation for the Entrepreneur** This course considers the two convergent streams of conceptual thought, activity, and impact associated with the emerging field of social innovation and entrepreneurship. First, we will discover who are social entrepreneurs defined as change agents and pioneers of social innovation. We will together try to understand the knowledge, courage, hope, dreams, personalities, cognition thought-patterns, behaviors, strategies, processes, and acumen of today's social entrepreneurs. Second, this understanding leads to our thinking about the application of entrepreneurship principles to social issues. Furthermore, the uniqueness of the nonprofit form in relationship to government and commercial enterprises is acknowledged, so that students may learn of the importance of social enterprise. Social enterprise- the second major stream of content for the course-utilizes earned income strategies to serve social missions. Students will explore, debate, and question whether purpose and profit can go together.

**ENTR 400 Capstone** Students in this senior capstone experience will identify and tackle real-life challenges in the social, economic and global environment using skills developed in other courses in the minor (and likely from their major). Capstone projects could include the development and launch of a product, service or organization (for-profit or non-profit). Projects will be required to demonstrate positive social and environmental impact regardless of legal structure. Students will be required to pitch their ideas for social, environmental, or economic innovation to HWS and local community experts. They will use this feedback to ensure their ideas and subsequent innovations have lasting community impact. This course will provide students with opportunities to think systematically and critically to identify and analyze real-world social, environmental, and economic issues. It will provide students with opportunities to brainstorm and construct sustainable and responsible solutions. This course not only focuses on the economic processes and outcomes (e.g., wealth generations and job creation) of entrepreneurship; but also, it explores other domains and bottom lines (e.g., social, environmental, etc.) that must be addressed for the betterment of our world and our diverse societies. Students will be challenged to discover where they fit in regarding bettering our world and society.

**ENTR 450 Independent Study**

**ENTR 456 1/2 Credit Independent Study**

## Environmental Studies

### *Department Faculty*

Darrin Magee, Chair, Associate Professor, Environmental Studies  
Kristen Brubaker, Assistant Professor, Environmental Studies  
Thomas Drennen, Professor, Economics, Environmental Studies  
John Halfman, Professor Environmental Studies and Geoscience  
Elizabeth Johnson, Visiting Assistant Professor, Environmental Studies  
Beth Kinne, Assistant Professor, Environmental Studies  
Robin Lewis, Assistant Professor, Environmental Studies  
Whitney Mauer, Assistant Professor, Environmental Studies  
Tarah Rowse, Visiting Assistant Professor, Environmental Studies

### *Contributing Faculty*

Christopher Annear, Anthropology/Sociology  
Nan Crystal Arens, Geoscience  
Betty Bayer, Women's Studies  
Jeffrey Blankenship, Art and Architecture  
Walter Bowyer, Chemistry  
Scott Brophy, Philosophy  
Meghan Brown, Biology  
Sigrid Carle, Biology  
Lisa Cleckner, Finger Lakes Institute  
Bradley Cosentino, Biology  
Tara Curtin, Geoscience  
Susan Cushman, Biology  
Christine de Denus, Chemistry  
Mark Deutschlander, Biology  
David Finkelstein, Geoscience  
Jessica Hayes-Conroy, Women's Studies  
Clifton Hood, History  
Paul Kehle, Education  
Kristy Kenyon, Biology  
Neil Laird, Geoscience  
Steven Lee, Philosophy  
Brenda Maiale, Anthropology/Sociology  
James MaKinster, Science Education  
Kirin Makker, Art and Architecture  
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  
Erin Pelkey, Chemistry  
Steve Penn, Physics  
Elizabeth Ramey, Economics  
Craig Rimmerman, Public Policy  
James Ryan, Biology

Earth's environment is maintained through complex feedback mechanisms which, over geologic time, have created an environment replete with myriad life forms and incredible biological, geological, and cultural diversity. Humans have always affected their environment, but since industrialization, the nature and scope of human impact has increased dramatically.

Our current use of natural resources is spiraling due to consumption-based economies and increasing demand by humans for necessities such as food and fresh water. 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 have led to widespread air, water, and soil pollution, and set in motion long-term and troubling changes in our climate, new

extinctions, unsustainable patterns of resource extraction and waste creation. Poverty and racism further exacerbate resource access disparities and threaten the livelihoods and survival of many humans around the world.

Environmental concerns will be with us for generations as we work toward a more sustainable way of life. The Environmental Studies program structures a liberal arts education around these concerns and prepares students for entry-level positions, as well as graduate study, in fields related to environment and sustainability. The program offers an interdisciplinary major and minor combining study in the natural sciences, humanities, and social sciences. 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 that shape 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 highly recommend two majors: a major in Environmental Studies that provides a breadth of understanding of a wide array of environmental issues, along with a disciplinary major that brings depth and focus to the study of those issues. All courses counting toward an Environmental Studies major or minor must be passed with a grade of C- or higher.

### **Environmental Studies Program Majors and Minors**

Environmental Studies is an interdisciplinary program. Careful selection of core and elective courses is key to developing a coherent area of concentration within the student's program of study.

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

*interdisciplinary, 13 courses*

ENV 110 or ENV 101; ENV 400 or ENV 401; 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 complement their ES degree 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
EDUC	348	Our National Parks
ENG	213	Environmental Literature
ENV	202	Human Values and the Environment
ENV	240	Environmental Justice in Film
ENV	245	Radical Environmentalism
ENV	333	Environmental Justice and American Literature
ENV	335	Food Justice: Literature, Art and 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
WRRH	325	Rhetoric and Place

##### *Natural Sciences Core*

BIOL	167	Introductory Topics in Biology
CHEM	110	Molecules that Matter
ENV	200	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 144/PHYS 115 Astrobiology		
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 and Agriculture
EDUC	360	Teaching for Sustainable Environment
ENV	201	Environment and Society
ENV	204	Geography of Garbage
ENV	205	Intro to Environmental Law
ENV	215	Environment and Development in East Asia
ENV	237	American Indians and Environmentalism
ENV	320	Natural Resource Law
ENV	330	Sustainability, Commodities and Consumption
ENV	340	Water and Energy in China
PPOL	101	Democracy and Public Policy
PPOL	328	Environmental Policy
SOC	249	Technology and Society
SOC	271	Sociology of Environmental Issues
WMST	212	Gender and Geography

*Tools Courses*

BIOL	212	Biostatistics
CPSC	225	Intermediate Programming
ECON	202	Statistics
EDUC	351	Teaching and Learning with Citizen Science
ENV	203	Fundamentals of GIS
ENV	310	Advanced GIS
ENV	351	Sustainable Community Development Methods
MATH	232	Multivariable Calculus
MATH	237	Differential Equations
PHYS	285	Math Methods
POL	261	Research Methods
PSY	210	Statistics and Research Methods
SOC	211	Research Methods
WMST	305	Food, Feminism and Health
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	290	Pharaohs, Fellahin & Fantasy
ANTH	296	Africa: Beyond Crisis, Poverty, and Aid
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
ARCS	301	Design II: The Immediate Environment
ARCS	302	Design III: The Wider Environment
ARCS	400	Geneva Studio
ARTH	336/436	Arts of the Landscape and the Garden in China and Japan
ARTS	265	Intermediate Imaging
ARTS	365	Imaging Workshop
BIOL	212	Biostatistics
BIOL	215	Population Genetics
BIOL	225	Ecology
BIOL	227	Behavioral Ecology
BIOL	228	The Biology of Plants
BIOL	238	Aquatic Biology
BIOL	316	Conservation Biology
BIOL	320	Agroecology
BIOL	336	Evolution
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	318	Inorganic Chemistry
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
ENG	241	English Romantic Poets
ENG	250	American Literature to Melville
ENG	257	Dickens and His World
ENG	350	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	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	341	Beyond Sprawl

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	321	Environmental Theory and Public Policy
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	202	Agriculture, Food and Society
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	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

ENV 099 **Environmental Institute** This course is represented by the curriculum in the Environmental Studies Summer Youth Institute (ESSYI) program. ESSYI is a two-week, college-level interdisciplinary program for talented high-school students entering their junior and senior years. The program introduces students to environmental issues and interdisciplinary techniques for addressing environmental problems. Students make new intellectual and emotional connections as they explore current environmental crises through scientific, social, economic, philosophical, ethical, and political perspectives. At the Institute, students develop a broad understanding of the interrelated forces that affect the environment and our relationship to the world. The environmental issues that confront us as we enter the 21st Century are complicated and the institute helps students to understand that successful solutions will not come from a single field. The central goal is to empower students with the confidence and tools to change the world through collaborative efforts in their future careers. Students will leave the institute with a better understanding of themselves, the environment, academic opportunities in college, and their career goals and aspirations.

ENV 101 **Sustainable Communities** This course 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 also will touch on intertwined subjects such as individual and collective responsibilities, community planning, and environmental justice. Case studies will be used to discern how individuals, cities, and towns are working to become more sustainable. This course can substitute for the ENV 110 requirement. (Lewis, Mauer, *offered annually*)

ENV 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, Sense of Place, 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*)
- **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. (Mauer, *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. (Kinne, Magee, *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 do 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. (Johnson, Curtin, Brubaker, *offered annually*)

ENV 200 **Environmental Science** This is rigorous course for the Environmental Studies major focusing on the science behind and plausible scientific solutions to pressing environmental issues. Students will learn about the science behind and the complex scientific interrelationships of issues like population growth, ecosystems, exotic species, resource use, e.g., soil, mineral, water and energy resources, and the impact of their use on the planet, i.e., global warming, acid rain, pollution, toxicity, and waste disposal. (Brubaker, Halfman, *offered each semester*)

ENV 201 **Environment and Society** This course introduces students to the study of relationships between people and the environment from a critical social science perspective, and provides a context for thinking about the social causes and consequences of environmental changes in different regions of the world. It focuses on how and why the human use of the environment has varied over time and, more importantly, 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. This course is intended to move beyond the description of environmental issues to examine how social scientists explain how environmental and social factors produce environmental outcomes. (Lewis, Mauer, *offered annually*)

ENV 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, ecotology, environmental justice, ecofeminism, and queer ecology. (Crawford, *offered annually*)

**ENV 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*)

**ENV 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*)

**ENV 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)

**ENV 207 Statistical Design and Analysis in the Earth and Environmental Sciences** Investigation design and statistical analysis of data are intimately linked. This course will explore these facets of the scientific process iteratively. We will examine probability and sampling, study and data integrity, hypothesis generation and testing, and data analysis using descriptive statistics, t-tests, chi-squared applications, one-and two-way analysis of variance, correlation, time series analysis and linear regression. We will also introduce multivariate methods of data structure exploration. Students will practice concepts by designing investigations in the realms of Earth and environmental science, gathering and/or assembling data from other sources and analyzing it using the R statistical computing environment. Prerequisite: One 200-level course in the Natural Sciences. Offered annually.

**ENV 210 Qualitative Research and the Community** Qualitative data is an increasingly important part of research in the fields of business and public service as well as in the nonprofit sector and academia. Yet familiarity with the data collection and analysis methods of qualitative research remains low for many students in fields like environmental studies. This course will introduce students to the various tools of qualitative researchers through readings, discussions, and methodological critiques. In this course, we will learn to approach research as a process of knowledge construction and focus on developing the skills necessary to contribute new (or more Nuances) knowledge concerning the intricacies of human-environment interactions in our everyday lives. Over the course of our semester together, we will engage in a semester-long collaborative research project that will allow us to gain greater proficiency with qualitative research skills, including how to collect data through interviews and participant-observation and how to analyze interview transcripts and interpret field notes. (Lewis, *Fall, offered annually*)

**ENV 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 annually*)

**ENV 237 American Indians and 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 course explores American Indian relationships to nature and eco-political responses to contemporary environmental issues. Beginning with the history of American Indian political relationships with the U. S. federal government, we will consider the various and complex ways in which this history has affected—and continues to affect—American Indian ecology, agricultural land use, natural resource conservation, urban pollution, and modern environmental movements. Topics

may include: land struggles regarding sacred and ecologically unique places; uranium mining and other resource struggles; fishing and whaling; dam removal; 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 course will be introduced to study the writings and ideas of Native and non-Native scholars and activists such as Vine Deloria, Jr., Winona LaDuke, William Cronon, among many others.

**ENV 245 Radical Environmentalism** This course investigates the emergence, societal impacts, and significance of radical environmentalism, with special attention to the historical and moral dimensions, as well as the ecological and political perceptions that provide a firm basis for its controversial efforts to halt environmental degradation. Through readings, films, and discussion, students will learn about various and diverse forms of radical environmentalists. Students will examine topics such as tree-sits in the Pacific Northwest; monkey-wrenching; animal liberation; eco-terrorism; groups such as Earth First!, ELF, PETA, and ALF; deep ecology; eco-warriors; and attempts by the government to subvert and infiltrate environmental organizers and groups. (Helfrich, *offered annually*)

**ENV 252 Green Energy** The climate change crisis has spurred the need for and interest in sustainable energy technologies. In this course we will study the major green energy technologies: efficiency, wind, solar (photovoltaic and thermal), geothermal, current/wave energy, smart grids and decentralized production. The class will study each technology from the basic principles through current research. In parallel, students will work together on a green energy project. Project ideas include: developing a green energy production project on campus, or a campus/Geneva self-sufficiency study (Penn, *offered alternating years*)

**ENV 309 Environmental Change in the Indigenous World** Indigenous identity, culture, community, and politics are inextricably bound to place. Place-based cultures and identities, however, may be threatened in a world increasingly connected through the spatial expansion and deeper integration of capitalist markets, the coordination and exchange of technological developments, the movement of people, ideas, language, and symbols across borders, and the extension and homogenization of modes of governance and regulation. The imagining and re-imagining of Indigenous sovereignty is thereby tied to issues of territoriality, land and resource rights, dispossession/displacement, and environmental change. In this seminar, we will critically examine the effects of global processes on Indigenous environments and on Indigenous efforts to resist and revitalize. Specifically, we will investigate key discourses of Indigenous identity formation and negotiation, neo-colonialism, sovereignty, models of nation rebuilding, sustainability, food security, and livelihoods.

**ENV 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*)

**ENV 315 Eating, Killing, Loving: Our Lives with Animals** In contemporary American culture, some animals--dogs, cats, and horses, for example--are considered treasured members of our families. They are beloved, attended to with the same care we give our kin. At the same time, other animals are considered pests, to be killed as a matter of course. Others still are paired with sauces and sides to make up what we call dinner. Elsewhere and throughout history, animals (and, and in some cases, humans) have moved in and out of these categories, demonstrating that the role of animals in our lives is never settled and seldom rooted in rational decision making. Instead, we connect with animals emotionally, affectively, and culturally. This course will examine our relationship with nonhuman animal by pairing an investigation of philosophy with an exploration of animals in literature and art. In it, students will explore the histories and ethical frameworks that govern how we treat (and eat) animals, with a focus on wildlife conservation and animal agriculture's. Together, we will question how thinking with animals teaches us about how we position ourselves as humans within the world. Finally, we will consider our potential futures alongside the nonhumans with which we share the planet, particularly in light of ongoing ecological degradation and mass extinction's. Throughout the term, we will collectively question what we think we know about nonhuman animals-and ourselves.

**ENV 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*)

**ENV 330 Sustainable 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 alternate years*)

**ENV 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 Koreans, 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*)

**ENV 351 Sustainable Community Development Methods** This course applies the practices and processes of sustainable community development planning through a service-learning project with local organizations. The course will begin by surveying the myriad approaches to sustainable development methods and application undertaken by a variety of disciplines. Students will evaluate the successes and failures of not only the methods but the outcomes of these efforts in achieving social equity, environmental and economic sustainability. Through a service-learning project, students will navigate through the process of developing a sustainable community development plan by applying the skills and knowledge developed throughout the course. (Lewis, Mauer, *offered alternate years*)

**ENV 400 Group Senior Integrative Experience** The group senior integrative experience (Group SIE) involves a multidisciplinary project or seminar. It enables a group of ES seniors to investigate an interdisciplinary topic of environmental interest with a focus on the local HWS and Geneva community. The topic is selected at the beginning of the semester and students work both independently and in groups toward the completion of an overall class goal. Completion of the group senior integrative experience requires preparation of a substantial individual paper demonstrating the student’s project focus as well as the integration of their work with the others within the class, and a public (group or individual) presentation at a brown bag seminar. (Staff, *Fall, offered annually*)

**ENV 401 Individual 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*)

**ENV 450 Independent Study**

**ENV 456 1/2 Credit Independent Study**

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

## European Studies

### *Program Faculty*

Michael Tinkler, Art, Coordinator  
Eugen Baer, Philosophy  
Scott Brophy, Philosophy  
James Capreedy, Classics  
Rob Carson, English  
Jodi Dean, Political Science  
Laurence Erussard, English  
Maureen Flynn, History  
Catherine Gallouët, French and Francophone Studies  
David Galloway, Russian Area Studies  
Grant Holly, English  
Matthew Kadane, History  
Eric Klaus, German Area Studies  
Judith McKinney, Economics  
Susanne McNally, History  
Carol Oberbrunner, Philosophy  
David Ost, Political Science  
David Weiss, English  
Courtney Wells, French and Francophone Studies  
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, France  
Bath, England  
Berlin, Germany (IES Berlin or Norwich University Art/Architecture)  
Brussels, Belgium  
Budapest, Hungary  
Chichester, England  
Copenhagen, Denmark  
Edinburgh, Scotland  
Freiburg, Germany  
Galway, Ireland  
Landau, Germany  
Leipzig, Germany  
London, England  
Maastricht, Netherlands  
Norwich, England  
Prague, Czech Republic  
Rennes, France  
Rome, Italy  
Seville, Spain  
Tuebingen, Germany

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

*interdisciplinary, 11 courses*

EUST 101 and 102 (HIST 101 and 103 may be substituted in consultation with an adviser); one European Studies theory

course; one European Studies fine or performing arts course; two semesters of the same European language (French, German, Greek, Italian, Latin, Russian, Spanish) at a level appropriate to the student; and five additional courses focused on a single theme in European Studies. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major, including language classes taken in programs abroad.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 7 courses*

EUST 101 or 102 (HIST 101 or 103 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 (French, German, Greek, Italian, Latin, Russian, Spanish) at a level appropriate to the student; three additional courses focused on a single theme in European Studies. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor, including language classes taken in programs abroad.

### **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	231	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

#### *Italy*

ARTH	221	Early Italian Renaissance Painting
HIST	253	Renaissance and Reformation
HIST	276	The Age of Dictators
MUS	206	Opera as Drama
POL	243	Europe after Communism

### **COURSE DESCRIPTIONS**

**EUST 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 Greece Roman antiquity to the Renaissance, this course explores, both historically and critically, some of the core ideas which characterize these European cultures.

EUST 102 **European Studies II** 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.

EUST 450 **Independent Study**

EUST 456 **1/2 Credit Independent Study**

EUST 495 **Honors**

## 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 issues related to gender and social justice through the Center's yearly theme. Courses are coordinated with the series' evening lectures to offer students and others the opportunity for sustained conversation around central concerns for contemporary culture. Yearly themes have looked at globalization, collectivity and the commons, arts and activism, and sex and debt. The 2015-2016 theme was Gender, Climate, and the Anthropocene. The theme for 2016-2017 is No Place Like Home.

**FSCT 202 Can't Buy Me Love: The Commodification of everyday Life** What does it mean when you pay someone to look after your elderly parents, clean your house, walk your dog or even to spend time with you? In today's service-based economy, it is strikingly difficult to think of a service or activity that one cannot buy, from the more mainstream care and cleaning services; to the more specialized services of sex workers; doulas; therapists, beauticians, dating and relationship assistants, personal assistants, trainers and shoppers. One of the defining features of neoliberal capitalism has been the transformations that have occurred to labor and life, in which the male breadwinner and his 'non-working' housewife have been replaced with new and differently problematic ideals. In this course we will consider how the proliferation of commodified forms of reproduction has had a profound effect on where such work takes place and how the expansion of markets has also disrupted previously naturalized discourses of what can and ought to be bought and sold.

## French and Francophone Studies

### *Department Faculty*

Kanaté Dahouda, Associate Professor, Chair

Catherine Gallouët, Professor

Marie-Hélène Koffi-Tessio, Assistant Professor

Courtney Wells, Assistant Professor (Acting Chair, Fall 2016)

French continues to be one of the most influential languages in the world. Spoken on five continents, it is one of the fastest growing languages in the world today: It is also one of the two official languages of the European Union, the second language of the United Nations, a national language in Canada and the official language of many African countries and Caribbean societies. French is also enjoying a renaissance in Francophone areas of the United States. The French and Francophone Studies department offers a transnational and transcultural program of studies with integrated courses in language, cultures, and literatures that reflect the rich diversity of French-speaking cultures 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 Senegal (alternate years). Students going to a departmental program must be enrolled in a FRE class the semester prior to their departure. Students in these programs will receive up to four departmental credits for courses taken abroad. These credits can be applied toward a major or a minor in French and Francophone Studies. They may also receive credit toward majors and minors for other departments and programs, if arrangements have been made prior to departure abroad. All arrangements for off campus programs are made through the Center for Global Education.

The French and Francophone Studies faculty teach across the curriculum and participate in programs with cross-listed courses in Africana Studies, American Studies, Comparative Literature, European Studies, International Relations, Media and Society, Middle Eastern Studies, Music, Peace 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 disciplinary major is further divided into several tracks. The interdisciplinary minor "Concentration in French" is designed for students enrolled in language classes at any level and is articulated around a semester abroad with one of our departmental programs. The interdisciplinary Francophone Studies major and minor will interest students majoring in such fields as Africana Studies, Anthropology, Studio Art, Art History, Economics, Environmental Studies, European Studies, History, International Relations, Media and Society, Political Science, Psychology, Sociology and Women's Studies. During the course of their studies, all French majors are required to prepare and submit a portfolio to be formally presented in the spring semester (in April) of their senior year. Eligible seniors may be awarded a Certificate of Excellence in French if they have fulfilled all the qualifications leading to the Certificate. Students qualifying for Excellence in French will become members of the French Honor Society, Phi Beta Kappa.

All French courses numbered 225 or above count toward the major. All courses taken in the French and Francophone Studies department count towards our majors and minors. French and Francophone Studies courses taken abroad all count in the department program, and up to three of these courses may substitute for core courses in the major and minor, as is appropriate.

### **REQUIREMENTS FOR THE DISCIPLINARY FRENCH AND FRANCOPHONE STUDIES MAJOR (B.A.)**

#### *disciplinary, 10 courses*

All French courses numbered 225 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. The disciplinary French and Francophone Studies major includes two possible tracks. Upon declaring a disciplinary French and Francophone Studies major, the students may select an area of concentration. During the course of their studies, students prepare a portfolio to be formally presented 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 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. No more than one French/Francophone literature and culture course taken in English may count toward the major. 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. No more than one French/Francophone literature and culture course taken in English may count toward the major. French majors pursuing this track are strongly encouraged to pursue off-campus study in Senegal. 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 INTERDISCIPLINARY 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; two FRE 300-level courses, and two French and Francophone electives selected in consultation with the adviser, and 2) six courses from other disciplines chosen in consultation with the adviser. No more than one French/Francophone literature and culture course taken in English may count toward the major. Upon declaring an interdisciplinary French and Francophone Studies major, the students may select an area of concentration. 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 DISCIPLINARY 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. A semester abroad in one of the department programs 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.

**REQUIREMENTS FOR THE CONCENTRATION IN FRENCH INTERDISCIPLINARY 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 any of the department programs 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 INTERDISCIPLINARY 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 one of the department programs 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	225	Parlons Français
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 French Literature I: Mystics, Friends, and Lovers
FRE	252	Introduction to French Literature II: Que sais-je?
FRE	253	Introduction to French and Francophone Literatures III: Paris-Outre-mer

#### *Level V: Advanced Culture and Literature*

FRE	351	Francophone African Fiction
FRE	352	North African Literature and Culture: Narrative of Dissent and the Search for Identity
FRE	355	Francophone Caribbean Literatures
FRE	380	Images de Femmes
FRE	382	French Theater
FRE	383	Topics in Middle Ages and Renaissance
FRE	384	Topics in 17th and 18th Centuries
FRE	385	Topics in 19th to 21st Centuries

## **COURSES IN ENGLISH**

FRNE	111	Transnational France: Diversity from 1789 to Present Day
FRNE	155	Exile and Identity in Francophone Caribbean Fiction
FRNE	211	African Literature: The Quest for Identity
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	285	The Troubadours: Songs of Love, War, and Redemption
FRNE	341	Boulevard Saint-Germain: Beauvoir, Sartre, and Camus
FRNE	395	Race in 18th Century French Culture

### **EXAMPLES OF CROSSLISTED COURSES (Interdisciplinary major and minor)**

French and Francophone Studies are relevant across all disciplines taught at Hobart and William Smith Colleges. Crosslisted course offerings vary yearly depending on the current schedule. They may come from any department or program. The courses listed below are given as examples. This is not an exhaustive list. New relevant courses may be added. Consultation with a French and Francophone Studies adviser is necessary to determine if a course from another department or program can be applied to the departmental interdisciplinary major and minor.

AFS	150	Foundations of Africana Studies
AFS	180	The Black Atlantic: Cultures Across an Ocean
ANTH	115	Language and Culture
ANTH	205	Race, Class, and Ethnicity
ANTH	296	African Cultures
ARTH	218	Age of Chivalry

ARTH	232	Rococo Art and Architecture
ARTH	240	European Painting in the 19th Century
ARTH	255	French Roots of Modernism
ARTH	334	Manet and the Modernist Project
ARTH	389	Rococo to Revolution: Painting in France 1760-1800
BIDS	206	Multiculturalism in Canada
BIDS	213	The French Medieval Connection
BIDS	291	Medieval Art and Literature
BIDS	298	The Ballets Russes: Modernism and the Arts
DAN	210	Dance History I
ECON	233	Comparative Economics
EDUC	370	Multiculturalism
ENG	228	Medieval Comparative Literature
ENG	302	Post-structuralist Literary Theory
ENG	317	Heart of Darkness
ENG	370	Who am I? Identity and World Literature
ENV	120	Sustainable Geography and Global Economy
HIST	101	Foundations of European History
HIST	103	Early Modern Europe
HIST	223	Modern France
HIST	237	Europe since the War
HIST	250	Medieval Popular Culture
HIST	253	Renaissance and Reformation
HIST	284	Africa: From Colonialism to Neocolonialism
HIST	301	The Enlightenment
HIST	325	Medicine and Public Health in Modern Europe
LTAM	222	Caribbean Literature and Politics
MDSC	313	Global Cinema
MUS	202	Medieval and renaissance (600-1600)
MUS	203	Baroque and Classical Music (1600-1800)
MUS	204	Romantic and Modern (1800-1950)
PHIL	220	Semiotics
PHIL	230	Aesthetics
PHIL	372	Early Modern Philosophy
POL	140	Introduction to Comparative World Politics
POL	180	Introduction to International Relations
POL	208	Gender and Politics in the Middle East and North Africa
POL	245	Politics of the New Europe
POL	249	Protest Politics in Comparative Perspective
POL	258	Comparative Politics of the Middle East
POL	259	African Politics
POL	297	Europe and America
REL	236	Gender and Islam Westernization
REL	257	What's Love Got to Do with It?
REL	271	The History and Impact of the Holocaust
REL	313	Religious Language
REL	318	Postcolonial Theologies
SOC	233	Women in the Third World
SOC	299	The Sociology of Vietnam: Conflict, Colonialism, and Catharsis
WMST	100	Introduction to Women's Studies
WMST	300	Feminist Theory

#### **COURSES TAUGHT IN FRENCH (FRE)**

**FRE 101 Beginning French I** For students with no French experience, or placement. 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 uses French as the principal language of instruction in the classroom. Students will work weekly in an integrative way with interactive materials

online such as online exercises, movies, music and cultural readings. It is open only to students with no prior experience and students who have been placed in FRE 101, or students who have permission of the instructor. (Offered every semester)

**FRE 102 Beginning French II** For students who had French I in 12th grade, or placement. This course is a continuation of FRE 101. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. This course uses French as the principal language of instruction in the classroom. First-year students are placed according to placement exam results. Prerequisite: FRE 101 or equivalent, or permission of the instructor. (Offered every semester)

**FRE 120 Intermediate French I** For students who had FRE III in 11th grade or FRE II in 12th grade, or placement. 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. Students will work weekly in an integrated way with interactive materials online such as online exercises, movies, music and cultural readings. First-year students are placed according to placement exam results. This course uses French as the principal language of instruction in the classroom. Prerequisite: FRE 101 and 102 or equivalent. (Offered every semester)

**FRE 130 Intermediate French II** For students who had FRE IV in 11th grade or FRE III in 12th grade, or placement. This course offers qualified students the opportunity to reinforce all the fundamentals of the French language. FRE 130 is the fourth-semester French language and culture course at Hobart and William Smith Colleges. In this course, we study the French language within the context of French and Francophone (French-speaking countries other than France) culture and literature. The goal of French 130 is to continue the study of modern French and Francophone culture through an immersion in its language and its literature. Therefore, all classes will be conducted in French. Over the course of the semester, students will work to fine-tune their proficiency in the four fundamental language skills: speaking, listening, reading, and writing. Students will work in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. First-year students are placed according to placement exam results. This course uses French as the principal language of instruction in the classroom. Prerequisite: FRE 120 or placement, or permission of the instructor. (Offered every semester)

**FRE 225 Parlons Français** This course is designed as an intensive training in oral expression for semi-advanced and advanced students. The course focuses on the practice of speaking and aims to help students develop and broaden pertinent vocabulary, as well as conversational or idiomatic expressions used in everyday life by French speakers. Students will gain greater fluidity and confidence and improve their oral communication skills by exploring contemporary issues in films and the media and reading and discussing short stories, plays, and articles from French and Francophone magazines and newspapers. Thus placing an emphasis on dialogue and discussion, this course will prepare students linguistically for 240--level French topics courses through a wide variety of challenging conversational activities, including oral presentations, discussions of current events, and in-class readings of plays. This course aims to help students understand how to use the French language in varied communicative contexts and gain a deeper understanding of French and Francophone cultures.

**FRE 226 French in Review I: Parler et Comprendre** For students who had FRE IV in 12th grade, or placement. 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. First-year students are placed according to placement exam results. The course uses French as the principal language of instruction in the classroom, and includes mandatory recitations every week. Prerequisite: FRE 130, or placement, or the equivalent. (Offered every semester)

**FRE 227 French in Review II: Lire et Ecrire** For students who had FRE V (or more) in 12th grade, or placement. This is an advanced language course in which students learn nuances of French grammar and stylistics through reading and various writing exercises. This course emphasizes the skills of reading and writing. The course guides the students through cultural and literary texts of increasing difficulty and helps 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. First-year students are placed according to the placement exam results. Prerequisite: FRE 226, or placement, or permission of instructor. (Offered every semester)

**FRE 230 Sénégal: An Orientation** This course provides an introduction to the people, land, and culture of Sénégal for qualified students interested in this country. It is required of all students going to the Sénégal program. It includes an introduction to Sénégalese history, religion, economics, manners and customs, food, sports, geography, and society. Materials for the class include readings and visual documents. The course may include a field trip to “Little Senegal” in New York City. Prerequisite: FRE 227, or concurrently with FRE 227 (Koffi-Tessio, *Fall, offered alternate years*)

**FRE 241 Prises De Vue** 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. Students improve their language skills through readings, discussions, written weekly film reviews, and reflection papers 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 permission of the instructor, or concurrently with FRE 227. (Gallouet, *offered annually*)

**FRE 242 Introduction to Quebec 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, or concurrently with FRE 227. (Dahouda, *offered regularly*)

**FRE 243 Topics in Francophone Cultures** This course seeks to introduce the variations of French and the variety of cultures in the Francophone world. Students are introduced to the concept of Francophone, 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 permission of the instructor, or concurrently with FRE 227. (Dahouda, *offered alternate years*)

**FRE 244 Le Midi de la France** In this course, we concentrate on the South of France. 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, the South has been shaped by a constant flux of immigrants. Its luminous landscape reflects this diversity from rugged and dry terrains, mountains and the Mediterranean coast. It has been the site of many political and religious upheavals which are embedded in its cities and landscapes. It is difficult to look at the South 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 the South by following different itineraries marked by cities such as Marseille, Montpellier, Toulouse, Aix-en-Provence. We will study its rich folklore and traditions, and taste its fragrant cuisine. Prerequisites: FRE 227, or permission of the instructor, or concurrently with FRE 227. (Wells, *offered alternate years*)

**FRE 251 Introduction to French 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 two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Wells, *offered alternate years*)

**FRE 252 Introduction to French 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 two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Gallouët, *offered regularly*)

**FRE 253 Introduction to French and Francophone Literatures III: Paris-Outre-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 two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Koffi-Tessio, *offered alternate years*)

**FRE 352 North African Literature and Culture: Narrative 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 or FRE 252, or permission of the instructor, or concurrently with another 250 level. (Gallouët, *offered regularly*)

**FRE 383 Middle Ages and Renaissance** Topics include Medieval epic and romance, Medieval and Renaissance lyric poetry, Montaigne, Rabelais, The Pléiade poets, Women in the French Renaissance. Prerequisites: FRE 251 and FRE 252, or permission of the instructor, or concurrently with another 250 level. (Wells, *offered regularly*)

**FRE 384 Topics in XVIIth and XVIIIth Centuries** Topics include from d'Artagnan to the Sun King: Power and Culture in the XVIIth century; Narrative fiction; Epistolary Narratives; Representations of the Other in the Ancient Régime. Prerequisites: FRE 251 and FRE 252, or permission of the instructor, or concurrently with another 250 level. (Gallouët, *offered regularly*)

**FRE 385 Topics in XIXth to XXIst Centuries** 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, or concurrently with another 250 level. (Koffi-Tessio, *offered regularly*)

**FRE 450 Independent Study**

**FRE 456 1/2 Credit Independent Study**

**FRE 495 Honors**

**COURSES TAUGHT IN ENGLISH (FRNE)**

**FRNE 111 Transnational France: Diversity from 1789 to Present Day**

This course is an introduction to the problematic of the Other in contemporary France. The principles on which this civil society is organized are analyzed, particularly those based on the 1789 Declaration of the Rights of Men. The course seeks to analyze what becomes of these principles today in the face of growing resentment against immigration and a crisis of national identity. The course begins with a short introduction to the 1789 revolution, which established the basic principles of the modern French State. Reflections on the French colonial experience in Algeria and its legacy in contemporary France serve as an introduction to the immigration question today. (Gallouët, Koffi-Tessio, *offered occasionally*)

**FRNE 285 The Troubadours** This course introduces students to the texts, music, and culture of the troubadours of medieval Southern France—and their legacy as the inventors of love poetry in the vernacular. Performing their songs in the most powerful and vibrant cultural centers of medieval France. The Troubadours sang the praises of their beloved, incited kings to war, accused the decadence and corruption of the ruling classes, and made the vernacular an accepted medium for religious expression. But who were the troubadours? In this class, students are introduced to the language, history, religion, geography, and culture of these poets. Through the study of printed texts, CD recordings, digital images of medieval manuscripts, and artistic representations, students will learn about the origins of the troubadour lyric as live musical performance, its later transformation into written text, and the troubadours' impact on other cultures and literary traditions. Readings (and CD/MP3 recordings): the troubadours, some texts of the Northern French trouvères, and occasional relevant readings in literature of other periods and traditions.

## Geoscience

### *Department Faculty*

David C. Kendrick, Associate Professor, Department Chair

Nan Crystal Arens, Professor

Tara M. Curtin, Associate Professor

David B. Finkelstein, Assistant Professor

John D. Halfman, Professor

Neil F. Laird, Professor

D. Brooks McKinney, Professor

Nicholas D. Metz, Assistant Professor

Geoscience is the study of our planet, its lithosphere, hydrosphere and atmosphere. Geoscientists use their expertise to monitor changes in the environment, gain a greater understanding of our natural world, predict and evaluate how human activities may contribute to environmental change, and manage Earth's resources. The study of geoscience provides strong preparation for a variety of careers in government, industry and academia, including environmental consulting; weather forecasting; natural hazards impact assessment; natural resource management; environmental law; petroleum exploration; science teaching; science journalism; and research in geology, hydrology, climatology, and meteorology.

The Geoscience Department offers a variety of courses spanning areas of geology, hydrology, and atmospheric science. In addition to taking formal courses, most geoscience students undertake undergraduate research through independent study and honors courses or as internships. Our instruction and research are strongly augmented by fieldwork in the Finger Lakes region, as well as other locations around the world. The department offers two majors, a B.A. and B.S., and a minor. 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 BIOL 212; 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, 6 courses*

Two introductory GEO courses; 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	Introduction to Environmental Geology
GEO	141	Science of Climate Change
GEO	142	Earth Systems Science
GEO	143	Earth and Life through Time
GEO	144	Astrobiology

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	Earth History
GEO	240	Mineralogy
GEO	250	Oceanography
GEO	255	Global Climates
GEO	260	Weather Analysis
GEO	262	Polar Meteorology
GEO	265	Weather Measurements & Computing
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

**GEO 142 Earth Systems Science** 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 groundwater), atmosphere and biosphere (living things). This course examines each of these "spheres". What are they made of? How are they structured? 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 curricular goal of experiencing scientific inquiry. It does not count toward the Geoscience major. (Arens, Halfman, or Kendrick, *offered annually*)

**GEO 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*)

**GEO 144 Astrobiology** 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 it 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*)

**GEO 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*)

**GEO 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 typically 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, Curtin, Kendrick or McKinney, *offered each semester*)

**GEO 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*)

**GEO 206 Scientific Communication** Scientists communicate to two primary audiences: other scientists and non-scientists. Each audience has different needs and successful communication requires that the writer keep the audience in mind. Scientists communicate in a variety of media: technical reports, non-technical articles, literature reviews, research proposals, technical posters, abstracts, and presentations both technical and non-technical. Each of these modes integrates verbal and visual elements. This course will explore each of these eight modes to help students already familiar with scientific content to become better communicators. We will begin by a close reading of examples of each mode of scientific communication to examine its elements, style and the ways in which the writer addresses the needs of the audience. Then students will compose in that mode.

**GEO 207 Statistical Design and Analysis in the Earth and Environmental Sciences** Investigation design and statistical analysis of data are intimately linked. This course will explore these facets of the scientific process iteratively. We will examine probability and sampling, study and data integrity, hypothesis generation and testing, and data analysis using descriptive statistics, t-tests, chi-squared applications, one-and two-way analysis of variance, correlation, time series analysis and linear regression. We will also introduce multivariate methods of data structure exploration. Students will practice concepts by designing investigations in the realms of Earth and environmental science, gathering and/or assembling data from other sources and analyzing it using the R statistical computing environment. Prerequisite: One 200-level course in the Natural Sciences. Offered annually.

**GEO 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 more 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*)

**GEO 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*)

**GEO 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 landscape 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. (Curtin, *Fall, offered alternate years*)

**GEO 230 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*)

**GEO 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, *offered annually*)

**GEO 250 Oceanography** This course serves as an introduction to basic oceanography, including physical, chemical, geological, and biological processes and patterns. Emphasis is placed on the physical, chemical and geologic structure of the oceans and their role in the carbon cycle, ocean circulation and global climate change, and the evolution of the oceans through geologic time. We will also explore the different environments of biological productivity from upwelling zones to mid-ocean ridges to coastal dynamics and their susceptibility to environmental change. Prerequisite: GEO 184 and CHEM 110 or instructor consent. (Finkelstein, *Spring, offered annually*)

**GEO 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, clouds, and precipitation will be covered with a focus on global climate and regional climates. Prerequisite: GEO 182. (Laird, *Fall, offered annually*)

**GEO 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*)

**GEO 262 Polar 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. Prerequisite: GEO 215, GEO 255, or GEO 260. (Laird, *Spring, offered alternate years*)

**GEO 265 Weather Measurements and Computing** 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. Atmospheric remote sensing of clouds, precipitation, and air motion by weather radars and satellites will be examined through observation and data interpretation. The later portion of this course will explore scientific computing - important to working in most areas of science, especially meteorology. Students will be introduced to the basic concepts of programming and computation using Python and develop skills necessary for the reading, analyzing, and plotting of meteorological and climatic data. Prerequisites: GEO 182 and PHYS 150. (Laird, *Spring, offered alternate years*)

**GEO 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*)

**GEO 280 Aqueous and Environmental Geochemistry** Aqueous fluids are the agents of geologic change. They initiate and control many geologic processes because they are ubiquitous, mobile and chemically reactive. Chemical interaction between fluids and rock, soil, or aerosols have a direct bearing on topics such as acid deposition, drinking water quality, acid mine drainage, and the chemical evolution of the hydrologic cycle. Students examine the chemical and geological processes that govern the concentration levels of dissolved substances in aqueous systems. Projects completed during lecture and lab will emphasize the collection and analysis of surface or near surface waters and the interpretation and presentation of data. Note: There will be required weekend field trips. Prerequisites: GEO 184 and GEO 186, CHEM 110 or by permission of the instructor.

**GEO 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. Prerequisite: GEO 184. (Arens or Kendrick, *Spring, offered alternate years*)

**GEO 299 Geoscience Field Studies** The course is designed to introduce you to field-based scientific investigations in an intensive 2-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*)

**GEO 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*)

**GEO 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*)

**GEO 335 Stable Isotope Geochemistry** Examination of principles governing the distribution and analysis of the stable isotopes of C,H,O,N, and S in geological and biological materials. We will explore their application in understanding geochemical, biological and chemical processes. These principles will be applied to processes and problems in climate change, ecology, food systems, limnology, oceanography and paleobiology. The interdisciplinary nature of course material will allow the application of stable isotopes as a monitor of reactions which will appeal to students with a variety of scientific backgrounds.

**GEO 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 magnetic 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*)

**GEO 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. Prerequisite: GEO 260 and MATH 130. (Metz, *Fall, offered alternate years*)

**GEO 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*)

**GEO 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 and MATH 130. (Metz, *Spring, offered alternate years*)

**GEO 360 Applied Climatology** Weather and climate are responsible for causing important variations across physical and biological environments, as well as influencing decisions related to society, business, and infrastructure. Climatology is the study of the modern variations in weather and climate and is often described using applied statistical analyses. Students will develop and strengthen analytical skills through building or enhancing a foundation in statistics; will analyze and interpret weather and climate data; and explore the relationships of climatological data with areas such as agriculture, health, and energy. Prerequisite: GEO 215, GEO 255, or GEO 260. (Laird, *Spring, offered alternate years*)

**GEO 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 215, GEO 255 or GEO 260. (Laird, *Fall, offered alternative years*)

**GEO 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, *offered alternate years*)

**GEO 450 Independent Study**

**GEO 456 ½ Credit Independent Study**

**GEO 495 Honors**

## German Area Studies

### *Program Faculty*

Eric Klaus, German, Chair

Eugen Baer, Philosophy

Jodi Dean, Political Science

Derek Linton, History

Ashwin Manthripragada, German

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 functional language abilities and functional cultural abilities. Functional cultural abilities can be described as developing intercultural competence. The skills leading to this competence include the ability 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.

### **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 two semesters of German language beyond GERM 102 or its equivalent; GERM 301; and three 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 an 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 minor.

### **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: GERM 201 and 202, or their equivalent. Moreover, students are required to take GERM 301, Introduction to German Area Studies I. Beyond these courses, students are expected to take three electives. Two of the three electives must address one of the topic areas (cultural legacies, historical heritages, and intellectual traditions); the third should examine one of the other two topic areas. 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)

**GERM 101 Beginning German I** German instruction endeavors to foster inter-cultural competence by infusing historical knowledge, cultural artifacts, and social structures into the very first lesson. *Kontakte*, the instructional materials for both German 101 and 102, is a communicative-based text that offers many opportunities for intercultural investigation. Instruction is designed to improve all skill areas of language acquisition through level-appropriate reading, writing, listening, and oral assignments. (*Offered annually*)

**GERM 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*)

**GERM 201 Intermediate German I** Instruction at the 200-level continues along the same lines as that on the 100-level in that functional linguistic and cultural abilities are the goals of the course. The text used in GERM 201 is *Stationen* and will take students on a tour of key locations in German-speaking Europe to introduce them to the broad cultural offerings of these diverse regions. (*Offered annually*)

**GERM 202 Intermediate German II** Fourth-semester German is designed to develop further the skills acquired in previous semesters. Students will continue to work with *Stationen* in achieving these goals. (*Offered annually*)

**GERM 301 Introduction to German Area Studies I** This course represents students' first exposure to the field of German Area Studies. In addition to improving the students' ability to express their thoughts clearly, concisely, and correctly in spoken and written German, the class will introduce students to core issues of the field, i.e. the culture of German-speaking Europe 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*)

**GERM 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*)

**GERM 370, 371 Special Topics** The topic of these courses will be determined by the instructor. Possible topics include *Immigranten literatur*, Kafka, Romanticism, and the Image of America in German Culture. Prerequisite: German 301 or

permission of instructor. May be repeated for credit. (*Offered annually*)

#### **GERM 450 Independent Study**

#### **GERM 456 1/2 Credit Independent Study**

#### **GERM 495 Honors**

#### **COURSES TAUGHT IN ENGLISH (GERE)**

**GERE 104 German Cinema** This course will introduce students to all the major periods of German cinema and the historical contexts that gave rise to them: from silent “Orientals” and expressionist film in the Weimar Era to the propaganda film of Hitler’s Third Reich, from postwar cinema that sought to reconstruct and rewrite national identity to transnational and queer cinema that sought to unhinge essentialism from German identity, and from the work of the great auteurs of New German Cinema and Turkish-German Cinema. By drawing out the complex relationship between politics and film, we will learn to appreciate and interrogate the role that film has played in shaping and being shaped by German history, society, and culture.

**GERE 208 Guilt in German Literature** Whether incest, murder, or betrayal, crime and the resulting guilt are recurring themes in the literature of German-speaking Europe. One genre in particular contains a high number of stories chronicling transgression and sin – the novella. The novella enjoys a prominent place in the literature of Central Europe and especially during the 19th century. We will conduct close readings of numerous creepy, eerie, and ghoulish novellas written by German-speaking authors over the past two hundred years. The course will have three main goals: to introduce students to major movements and significant voices of German-speaking Europe; to introduce students to the genre of the novella; and to investigate how guilt and punishment are represented in these texts.

**GERE 212 The Cave of Western Thought** This course is designed to question the ways in which (y)our world comes into being using the image of the cave to mine the mysterious depths of mind, soul, and being. Are we shackled in the belly of a mountain, as Plato contends in his “Allegory of the Cave,” until we realize Truth, or is Truth to be found in the dark and deep depths within Plato’s cave? What are the multifarious uses of the cave in literature that reference human experience, sensory and spiritual, and how and why does the cave come to represent such divergent themes of enlightenment, freedom, power, sense perception, love, and language? Taking cues primarily from the German-language literary tradition, we will also learn how philosophy has infused various literary periods and genres, from Medieval Epic to Modern Film.

**GERE 213 Border, Nation, Identity** With a focus on literature addressing two epochal events of the 20th century—the 1947 Partition of India/Pakistan and the 1990 Reunification of East/West Germany—this course takes a comparative approach to understand the nature of the national border. We will ask a myriad questions that interrogate the efficacy of national borders as markers of human identity. What is a national border and how is it drawn, how is it erased? What role do politics, religion, and language play in establishing a community within a border? What mythologies bring people together as a nation? In which ways is a national border divisive? We will study these two moments in history primarily from the vantage point of fictional literature, including novels, short stories, poetry and film. We will supplement our exploration of fictional texts with the study of treatises, essays, correspondence, speeches, and documentary photography and film. By reading fiction alongside non-fiction, we will be able to examine how a national border is simultaneously a thing of the imagination and of grave physicality.

## Health Professions

### *Coordinators*

Justin Miller, Chemistry and HP Committee Chair  
Scott MacPhail, Health Professions Counselor

### *Advisers (Health Professions Steering Committee)*

Jamie Bodenlos, Psychology  
Gregory Frost-Arnold, Philosophy  
Jessica Hayes-Conroy, Women's Studies  
Derek Linton, History  
Judith McKinney, Economics  
Renee Monson, Anthropology and Sociology

Hobart and William Smith Colleges have a record of excellence in the health professions. HWS graduates gain admission to highly selective programs, and our alums 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, Professional and Experiential Education, maintains a wealth of additional resources. 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 BS/MD 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 Medical Programs**

SUNY Upstate Medical University allows qualified students to apply and be accepted to medical school at the end of the sophomore year.

### **Early Assurance Nursing Program**

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.

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 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 can 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.

#### *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**

This is an interdisciplinary minor for students preparing for professional or graduate training in a health care specialty. The minor is particularly suited for students majoring in a natural science (such as Biology, Chemistry, Mathematics, or Physics) who wish to take a suite of interdisciplinary courses that will provide them with perspectives from the social sciences and humanities on health care and related topics. In addition, students can take some courses for the minor that will provide them with useful skills or experiences for practicing medicine in a professional setting.

Faculty members of the Health Professions Minor Steering Committee oversee the minor program, advise students, and approve declaration and audit forms for individual students. The Health Professions Advisory Committee Chair acts as the program coordinator and approves all minor declarations and audits.

#### **The Goals of the Minor**

Enable the participants to study important issues of health care in the United States and abroad.  
Allow the participants to gain auxiliary skills vital to health professionals in the 21st century.  
Allow the participants to improve communication skills and to consider ethical foundations essential for health professionals.

Students minoring in health professions must complete:

Six total courses/experiences, all of which must be unique to the minor.

No more than two 100-level courses.

At least one Foundations Course.

A concentration of at least three courses. The courses within the concentration of choice must come from *at least* two different disciplines.

Students may choose from one of the concentration areas listed below, or

Students may develop a concentration, collaborating with their minor adviser to define the concentration and select appropriate courses.

Credit/no credit courses cannot be counted toward the minor.

Special attention should be paid to completing some of the formal coursework in both the humanities and social sciences; the minor should be diverse with courses from several different disciplines. Students may also wish to include up to two of the Skills Courses/Experiences listed below.

**Foundations Courses** – must complete one, no more than two may be used for the minor:

ANTH 110 Introduction to Cultural Anthropology (offered every semester)

PHIL 156 Biomedical Ethics (offered 3 out of every 4 semesters)

PSY 100 Introduction to Psychology (offered every semester)

SOC 100 Introduction to Sociology (offered every semester)

WMST 100 Intro to Women's Studies (offered every semester)

**Skills Courses/Experiences** – optional; no more than two may be used for the minor:

An HWS-sponsored Clinical Internship (minimum of 50 hours) or EMT certification

HCP 450 An appropriate Independent Study approved **in advance** by the steering committee

SPAN 102, 121, 122, 203, 204 (any of these listed Spanish language courses may be counted on its own; a second

Spanish language course can be counted, but must be at the 200-level)\*\*

WRRH 351 The Science Beat (offered alternate years)

\*\* If your career plans in health care make another language desirable, two courses in a language other than Spanish can be incorporated into the minor with permission of your minor adviser and the program Chair. You should get permission **BEFORE** you embark on any language other than Spanish.

**Concentrations** – students must complete at least three courses in one concentration. The *courses within the concentration of choice must come from at least two different disciplines* (for example, ECON and SOC, or ECON and WMST, but not solely ECON).

#### **A. Health Care Policy**

AFS	200	Ghettoscapes (offered alternate years)
BIDS	214	The Politics of Reproduction (offered alternate years)
BIDS/SOC	295	Alcohol Use and Abuse (offered occasionally)
ECON	122	Economics of Caring (offered every fall)
ECON	160	Principles of Economics (offered every semester)
ECON	248	Poverty & Welfare (offered alternate years)
HIST	325	Medicine in Modern Europe (offered in fall semesters alternating with HIST 313)
MDSC	307	Medicine and Society (offered every 2 to 3 years)
PHIL	315	Social Justice (offered at least in alternate years)
SOC	221	Race and Ethnic Relations (offered annually)
SOC	224	Social Deviance (offered annually)
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)
WMST	204	Politics of Health (offered at least in alternate years, alternating with WMST 362)
WMST	220	The Body Politic (offered occasionally)
WMST	305	Food, Feminism and Health (offered most fall semesters)
WMST	362	Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

#### **B. Mind & Body**

ANTH	205	Race, Class, Ethnicity (offered alternate years)
ANTH	220	Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH	341/441	Making Babies (offered alternate years)
BIDS/SOC	295	Alcohol Use and Abuse (offered occasionally)
DAN	225	Anatomy and Kinesiology (offered alternate years)
DAN	305	Somatics (offered alternate years)
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	208	The Scientific Revolution
PSY	203	Introduction to Child Psychology & Human Development ( <i>EDUC 202 Human Growth &amp; Development may be substituted for PSY 203</i> ) (offered annually)
PSY	205	Adolescent Psychology (offered annually)
PSY	221	Introduction to Psychopathology (offered annually)
PSY	245	Cross-Cultural Psychology (offered annually)
PSY	275	Human Sexuality (offered occasionally)
REL	213	Death & Dying (offered annually)
REL	260	Religion and Philosophy from a Global Perspective (offered alternate years)
WMST	220	The Body Politic (offered occasionally)
WMST	247	Psychologies of Women (offered occasionally)
WMST	362	Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

### C. Health and Social Justice

\*Required Foundations course: PHIL 156 Biomedical Ethics (offered 3 out of every 4 semesters)

ANTH	205	Race, Class, Ethnicity (offered alternate years)
ANTH	220	Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH	341/441	Making Babies (offered alternate years)
BIDS	214	The Politics of Reproduction (offered alternate years)
HIST	321	The Evolution of Human Emotion (offered every spring)
HIST	371	Life-Cycles in History (offered every fall)
MDSC	307	Medicine and Society (offered every 2 to 3 years)
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)
REL	213	Death & Dying (offered annually)
REL	260	Religion and Philosophy from a Global Perspective (offered alternate years)
WMST	204	Politics of Health (offered at least in alternate years, alternating with WMST 362)
WMST	220	The Body Politic (offered occasionally)
WMST	305	Food, Feminism and Health (offered most fall semesters)
WMST	362	Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

### D. Social Determinants of Health and Behavior

AFS	200	Ghettoscapes (offered alternate years)
ANTH	205	Race, Class, Ethnicity (offered alternate years)
ANTH	220	Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH	260	Medical Anthropology (offered alternate years)
ANTH	341/441	Making Babies (offered alternate years)
BIDS/SOC	295	Alcohol Use and Abuse (offered occasionally)
ECON	122	Economics of Caring (offered every fall)
ECON	160	Principles of Economics (offered every semester)
ECON	248	Poverty & Welfare (offered alternate years)
HIST	151	Food Systems in History (offered every semester)
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	208	The Scientific Revolution
PSY	245	Cross-Cultural Psychology (offered annually)
PSY	275	Human Sexuality (offered occasionally)
REL	213	Death & Dying (offered annually)
REL	260	Religion and Philosophy from a Global Perspective (offered alternate years)
SOC	221	Race and Ethnic Relations (offered annually)
SOC	224	Social Deviance (offered annually)
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)
WMST	204	Politics of Health (offered at least in alternate years, alternating with WMST 362)
WMST	220	The Body Politic (offered occasionally)
WMST	247	Psychology of Women (offered occasionally)
WMST	305	Food, Feminism and Health (offered most fall semesters)
WMST	362	Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

### E. Health Humanities

DAN	225	Anatomy and Kinesiology (alternate years)
DAN	305	Somatics (offered alternate years)
HIST	151	Food Systems in History (offered every semester)
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	157	Multicultural Ethics (offered alternate years)
PHIL	208	The Scientific Revolution
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)
REL	213	Death & Dying (offered annually)
REL	260	Religion and Philosophy from a Global Perspective (offered alternate years)
WMST	247	Psychology of Women (offered occasionally)

#### **F. Global Health**

ANTH	205	Race, Class, Ethnicity (offered alternate years)
ANTH	220	Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH	260	Medical Anthropology (offered alternate years)
ANTH	341/441	Making Babies (offered alternate years)
ECON	248	Poverty & Welfare (offered alternate years)
HIST	151	Food Systems in History (offered every semester)
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)
REL	213	Death & Dying (offered annually)
REL	260	Religion and Philosophy from a Global Perspective (offered alternate years)

#### **G. Difference and Health Inequalities**

AFS	200	Ghettoscapes (offered alternate years)
ANTH	205	Race, Class, Ethnicity (offered alternate years)
ANTH	220	Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH	260	Medical Anthropology (offered alternate years)
ANTH	341/441	Making Babies (offered alternate years)
BIDS	214	The Politics of Reproduction (offered alternate years)
ECON	122	Economics of Caring (offered every fall)
ECON	248	Poverty & Welfare (offered alternate years)
PSY	245	Cross-Cultural Psychology (offered annually)
SOC	221	Race and Ethnic Relations (offered annually)
SOC	224	Social Deviance (offered annually)
SOC	225	Sociology of Family (offered alternate years)
SOC	226	Sociology of Sex and Gender (offered alternate years)
WMST	204	Politics of Health (offered at least in alternate years, alternating with WMST 362)
WMST	220	The Body Politic (offered occasionally)
WMST	247	Psychology of Women (offered occasionally)
WMST	305	Food, Feminism and Health (offered most fall semesters)
WMST	362	Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

Selected courses from study abroad programs may also be included in the minor with prior approval by the steering committee. The programs in Galway, Ireland and Copenhagen, Denmark are especially recommended.

## History

### *Department Faculty*

Colby Ristow, Associate Professor, Chair (2016-17)

Mathew Crow, Assistant Professor

Laura Free, Associate Professor

Janette Gayle, Assistant Professor

Clifton Hood, Professor

Mathew Kadane, Associate Professor

Derek Linton, Professor

Susanne E. McNally, Professor

Sarah Whitten, Visiting Assistant Professor

Lisa Yoshikawa, Associate 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). To count toward the major or minor, all courses must be passed with a grade of C- or better.

### **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 seminar/capstone course 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**

AFS	110	Introduction to African Experience
ASN	101	Trekking Through Asia
EUST	102	European Studies II
HIST	101	Foundations of European Society
HIST	102	Making of the Modern World
HIST	103	Early Modern Europe
HIST	111	Topics in Introduction to American History
HIST	151	Food Systems in History
HIST	190	History in East Asia
HIST	212	Historical Research Methods

**Asian History**

HIST	190	History in East Asia
HIST	202	Japan Since 1868
HIST	292	Japan Before 1868
HIST	298	Exploring Modern China
HIST	305	Showa Through the Silver Screen
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

**European History**

HIST	201	Tudor-Stuart Britain
HIST	237	Europe Since the War
HIST	238	The World Wars in Global Perspective
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	325	Seminar: Medicine and Public Health in Modern Europe
HIST	394	Russia and Central Asia
HIST	395	Asia and 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 History
HIST	207	The 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 Since 1865
HIST	235	Civil War and Reconstruction
HIST	240	Immigration and Ethnicity in America
HIST	243	US Constitution to 1865
HIST	244	US Constitution Since 1865
HIST	246	American Environmental History
HIST	300	Race and Violence in American History
HIST	304	The Early American Republic: 1789-1840
HIST	306	Civil War and Reconstruction: 1840-1877
HIST	310	Rise of Industrial America
HIST	311	20th Century America: 1917-1941
HIST	317	Women's Rights Movements in the U.S.

HIST	322	Slavery in Americas
HIST	323	Enterprise and Society
HIST	341	Beyond Sprawl
HIST	352	Seminar: Wealth, Power and 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 and US Intervention in Central America
HIST	330	The Mexican Revolution
LTAM	210	Perspectives on Latin America

#### Advanced Courses

HIST	308	The Historian's Craft
HIST	450	Independent Study
HIST	495	Honors
HIST	499	History Internship

#### Seminars

HIST	300	Race and Violence in American History
HIST	304	The Early American Republic: 1789-1840
HIST	306	Civil War and Reconstruction: 1840-1877
HIST	313	Darwin and the Darwinian Revolution
HIST	317	Women's Rights Movements in the U.S.
HIST	318	Seminar: Making of the Individualist Self
HIST	320	History and Memory in the Asia-Pacific War
HIST	323	Enterprise and Society
HIST	324	Qing and Tokugawa
HIST	325	Seminar: Medicine and Public Health in Modern Europe
HIST	327	Seminar: Human Rights: Cold War and US Intervention in Central America
HIST	330	The Mexican Revolution
HIST	341	Beyond Sprawl
HIST	352	Seminar: Wealth, Power and Prestige: The Upper Class in American History
HIST	392	Seminar: Japanese History-Topics
HIST	394	Russia and Central Asia
HIST	396	History and the Fate of Socialism: Russia and China
HIST	462	Seminar: Civil Rights
HIST	463	Seminar: Topics in American History
HIST	471	Seminar: Civil War in American Memory
HIST	473	Seminar: Britain in the Age of Industry and Empire

#### COURSE DESCRIPTIONS

HIST 101 **Foundations of European Society** With the decline of the Roman Empire, Europe's cultural heritage faced unprecedented opportunities as well as challenges. 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 and art, 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*)

HIST 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*)

**HIST 107 Trekking through Asia** (from the Asian Studies dept.; goals from the History dept.) 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!

**HIST 111 Tides of History: U.S. History in Oceanic Perspective** 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.*)

*Sample Topics:*

- **The American West** This class will look at the sweeping history and powerful image of a particular region, the American West, and explore its perpetually shifting boundaries from the pre-Columbian past to current public policy debates about violence, race and immigration, natural resources, and popular culture. Over the course of the class we will look at the history of ideas of the frontier, the myths of the West, Native Americans and the violence of American conquest, representations and realities of men and women in the West, contemporary debates about American citizenship and identity through the prism of Los Angeles, and environmental history and politics. What is the West? What is the frontier? Are there such things at all or are the very categories we are thinking with merely products of a pervading illusion at the very heart of our historical self-understanding? From “westward the course of the empire” to “the Dude abides,” our assumption will need to be that in the West, the job of the historian gets messy, because like the boundaries of the West itself, the lines we like to draw between myth and reality become very, very hard to define. (Crow)
- **Big Questions in U.S. History** This class will serve as an introduction to the college level study of United States history through readings of some important new and classic works on the topic. We will move chronologically through the trajectory of U.S. history from colonial beginnings to the present, and we will move thematically through different approaches to trying to understand that history. Our goal will be to assess the utility of different methodological approaches (social, economic, intellectual, cultural, psychological, political history) as well as different emphases or fields (race, class, gender, sexuality, elites and institutions, global influences, public policy and philosophy, etc.). Some of our major questions will include: what is the legacy of the Puritan social and religious experience for subsequent history; what are the origins of the American Revolution and the U.S. Constitution; can U.S. history be described as a story of the progress of liberty, and if so, liberty for what; was the Civil War inevitable; what is the relationship between economic change, global power, and the growth of the power and reach of the state; is there such a thing as an American identity; and finally, what, if anything, can we identify as the motor of historical change? (Crow)
- **The History of Stuff** What do people want and what have they done to get it? This class explores the impact that the desire for and pursuit of “stuff” has had on the development of the modern world. In this course we will examine the history of various critical material objects and commodities, the history of how those commodities were transported and sold, and the history of how these commodities, or “stuff,” became corporate, ubiquitous, and essential to American life. The class will be divided into three units. The first will focus on the history of various colonial products like cod, sugar, and tobacco. This unit will examine how the desire for certain goods drove the expansion and unique development of the New World. The second unit will explore the history of the transportation of products within the United States as America shifted from a predominantly pre-modern

agricultural society, where people made most of the things that they used, to a modern, industrial (and post-industrial) one where people buy all of the things they need. It will ask how it is that the need to move products drove American development and industrialization. In the last unit we will look at the history and future of American ideas about consumption. Broadly, this class will ask what the things that humans grow, make, desire, acquire, change, produce, sell, and throw away can tell us about people's values. We will also consider how those goods and values have prompted people to explore their globe, establish empires, enslave their fellow humans, stretch their imaginations and resources, and ultimately transform their world. (Free)

- **Contentious America** This course is designed to explore the various tensions in American history that helped to shape the direction of the nation. Rather than looking solely at the progressions made over the course of American history, this course will focus on many of the debates and conflicts that rest at the center of the American experience. Subjects to be explored include American slavery and race, the "place" of Native American in American history, Women's suffrage, nativism and immigration, and unionization and labor. The course will include some lecture for the purposes of context, but the bulk of the class will be devoted to an engagement with primary materials and debates from the various eras. (Harris)
- **The History of New York City** This course examines the history of New York City from its founding by the Dutch in the early 17th century to the present. We will investigate the city's beginnings as a minor trading post and provincial capital that sat on the edge of the Atlantic world; the emergence in the late 17th and 18th centuries of a distinctive urban culture that prized acquisitiveness and featured multi-layered social divisions; the city's emergence in the first half of the 19th century as the dominant metropolis in North America; the development of the corporate headquarters complex; dynamic relationships between urban popular culture and high culture and between tall buildings and suburbanization; the shift from a commercial and manufacturing economy to one based on finance and services; the rise of the post-industrial society. Special attention will be paid to analyzing the construction of economic and social arrangements and to seeing New York City in its national and international contexts. (Hood)

HIST 120 **Making of the Samurai** Images of samurai are ubiquitous today in movies, computer games, comic books and animations, historical novels, and even advertisements. But who were the samurai in Japanese history, and what did they do? When did they emerge, and where did they stand in society? What did they eat, and how did they go about their day-to-day lives? How were they perceived by their contemporaries, and how did they see themselves? When did today's images of the samurai come about, and how? These are some of the questions we will address in this course, Making of the Samurai. In the process, we will also work on critical writing, reading, and thinking skills.

HIST 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*)

HIST 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*)

HIST 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*)

HIST 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.

**HIST 204 The Making of Modern South Asia** This course opens up critical issues of political, economic and social change over a span of two centuries in what is today India, Pakistan and Bangladesh. It covers the period beginning with the colonial encounter through to the aftermath of independence and partition in 1947. Students will analyze the complex interplay between forces of knowledge production, colonial rule and global capitalist transformation. The course will proceed chronologically with emphasis on the following themes: the emergence and governance practices of the British Empire; the production of religious and social identities; the politics of nationalism and the Nation; the debates over gender and the “women’s question;” and the role of violence and communalism in shaping different community relations in the subcontinent. Students will be expected to actively participate in class discussions, and encouraged to draw connections from this history to present-day events. The course will conclude by exploring recent debates in South Asian historiography concerning the subject of history and the politics of history writing.

**HIST 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*)

**HIST 206 Colonial History** 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*)

**HIST 207 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*)

**HIST 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*)

**HIST 209 History of Medieval Women** This class challenges this assumption by introducing the major historical questions, people, trends, and texts relating to women in the Middle Ages. Beginning with the end of the Roman world and ending in 1500 CE, this course will focus on four topics relating to women: marriage, work, the body, and religiosity. For each section, the class will explore how these categories change over time in the medieval period within Europe. Also in each section, an entire class period will be devoted to the life of a medieval woman whose life and writings reflected the questions of that period.

**HIST 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*)

**HIST 220 Early Medieval Europe** This is an essential course on the Middle Ages that will be taught in Maureen Flynn’s absence by Sarah Whitten. Early medieval Europe and the Mediterranean shared an inheritance from the Roman world of Roman institutions, Christianity, and barbarian identities. The civilizations that developed in the West including the Merovingians, Lombards, Carolingians, Byzantines, and early Islamic dynasties were profoundly shaped by all these

components in varied ways. Beginning with the later Roman Empire, the course is organized around political shifts but also covers developments in religious, legal, economic, social, and cultural history. Major themes of the class include the changing nature of religious authority, political fragmentation, and legal transformation.

**HIST 226 Latin America: Colonial Period** This course is a survey of the forces and events that shaped Spanish America, from pre-contact societies in the Americas and Europe, to the American independence movements of the nineteenth-century. Chronologically, this course will focus on five periods: pre-Columbian societies in the Americas and Europe; the violent conquest of the “New World” by Spanish conquistadores; the immediate aftermath of conquest and the consolidation of Spanish authority (c. 1530-1600); the establishment of stability and Spanish colonial rule (c. 1600-1800); and the fall of the Spanish Empire (c. 1730s-1810). The two key geographical areas of examination will be Central Mexico, and the Central Andes. Conceptually, this course will focus on the interrelated concepts of conquest and colonialism, paying close attention to the delicate balance of coercion and persuasion in the construction of the Spanish colonial regime. (Ristow, *offered annually*)

**HIST 227 African American History I** 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*)

**HIST 228 African American History II** 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*)

**HIST 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. (John Marks, *Fall*)

**HIST 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*).

**HIST 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. (Crow)

**HIST 234 History of American Thought from 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. (Crow)

**HIST 235 Civil War and Reconstruction** 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. (Free)

**HIST 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 supranational 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*)

**HIST 238 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*)

**HIST 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*)

**HIST 242 Riding with Genghis Khan** Genghis Khan and his descendants rode hard, fought bloody battles, envisioned world conquest, and drank copiously. They also created the largest land empire in the world, ruled over this empire effectively, and fostered cultural exchange across Eurasia at an unprecedented scale. After its fall, the empire's legacies continued to impact Eurasian history, arguable to this day. This course explores aspects of this great empire, from its Central Asian nomadic origins to the Mongol predicament after its fall. Our main focus is Genghis and the Mongol empire. Learn about the awesome Mongol battle strategies, and their administration that led to Pax Mongolica. Witness the magnificent courts and peoples that Marco Polo, or his reverse counterpart, Rabban Sauma, encountered, as you experience the excitement of their adventures. Explore how Mongols lived every day, and how they saw the world around them. Investigate how they adapted to various natural surroundings, and how they interacted with their various human neighbors, most famously the Chinese and the Persians. Consider why the great Khan remains widely known today, and why so many myths surround him. Let's ride through history with Genghis.

**HIST 243 U.S. Constitution to 1865** 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 U.S. Constitution, the codification of slavery, the Marshall Court, expansion policy, the American Civil War, and the beginning of Reconstruction. Major themes include the legacy of colonial and imperial governance for subsequent American history, the changing politics of constitutional interpretation, the politics of slavery, law, labor, and economic change, and the shifting grounds of legitimacy for the exercise of power on the national level. (Crow)

**HIST 244 U.S. Constitution Since 1865** This course will examine the history of American constitutionalism and constitutional politics from Reconstruction and 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, the challenges of pluralism, and the relationship between political conflict, social change, and economic development on the one hand and constitutionalism on the other. (Crow)

**HIST 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*)

**HIST 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*)

**HIST 256 Technology and Society** 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*)

**HIST 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*)

**HIST 263 The Russian Land** If required to select one country through which to understand the human experience, or today’s most pressing problems, Russia would be an excellent choice. Appearing first at the interface between agrarian and tribal worlds, Russia has a thousand years of experience dealing with Islam, for example, and offers clear instruction about what does and does not work. And countries all over the world are struggling along economic and political paths and models first articulated and explored by Russians centuries ago. Long before Latin American or African or Asian countries began their responses to western power, Russia was grappling with the challenge of modernity, trying to compete economically, trying to adjust without losing her identity. Finally, whatever contemporary issue draws our attention—the environment, women’s condition, civil liberties, terrorism, ethnic violence, the arts, drugs, development—Russia has much to teach us about nearly every one. The course will typically require such readings as: Turchin, *War and Peace and War: the Life Cycles of Imperial Nations*; Figes, *Natasha’s Dance*; Lahuse, *How Life Writes the Book*; Libert, *The Environmental Heritage of Soviet Agriculture*.

**HIST 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 as “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*)

**HIST 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*)

**HIST 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*)

**HIST 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)

**HIST 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*)

**HIST 297 Law in the Pre-Modern Mediterranean World** Starting with the creation of Roman Law, this class traces the major legal developments across the Mediterranean World until the Renaissance. The course focuses on the development of barbarian law, religious law ( canon, rabbinic, and Islamic law ), and English common law. The class also problematizes these changes by exploring dispute resolution and extra-judicial violence.

**HIST 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)

**HIST 300 Seminar: Race and 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 nations' 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.

**HIST 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*)

**HIST 305 Showa Through the Silver Screen** Showa (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. (Yoshikawa)

**HIST 306 Seminar: U.S. Civil War** 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. Prerequisite: HIST 235 or instructor's approval. (Free)

**HIST 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 out sense of the past. (Kadane)

**HIST 310 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*)

**HIST 311 20th Century America** 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*)

**HIST 312 U.S. 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. (Staff)

**HIST 313 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*)

**HIST 315 Contemporary America** 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. (Staff)

**HIST 317 Women's Rights Movements in 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. Prerequisite: WMST 100 or HIST 208 or Instructor's approval. (Free, *offered alternate years*)

**HIST 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*)

**HIST 320 The Asia Pacific Wars** This course attempts to survey the multiple memories and histories of the Asia-Pacific Wars among the people of North 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. We will be reading a variety of secondary materials.

**HIST 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.

**HIST 325 Seminar: Medicine in Modern Europe** 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. (Linton, *offered alternate years*)

**HIST 327 Central America and the U.S.** 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*)

**HIST 331 Law in Africa** Contemporary African legal systems combine many different forms of law, from precolonial “customary law” to shari’a to constitutions that explicit 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.

**HIST 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 to the rise and fall of the trans-Atlantic slave trade on the African continent.

**HIST 334 Pre-Modern Mediterranean** This course explores the primary sources of the pre-modern Mediterranean world and how historians have used these texts to compose histories of the Middle Ages and understand the present. Topics include medieval biography, the relationship between science and history, Norman history writing and language, and medieval travel writing.

**HIST 348 Black Women in the Struggle for Rights in America: from Phillis Wheatley to Black Lives Matter** Black Women in the Struggle for Rights in America: from Phillis Wheatley to Black Lives Matter From the founding of the United States, the concept of rights and citizens bearing those rights were understood to be a central part of American democracy and belonging. And yet, not all people in the nation were accorded rights. For example, the right to vote, serve on juries, and travel were reserved almost exclusively for property-owning white males. Indeed it is not a stretch to say that the next two hundred years of American history can be seen as a struggle to expand both the scope of and access to those rights. Many courses examine the history of rights from the standpoint of white people (men and/or women), black men, or workers. Borrowing from the insights of these perspectives, this course examines the contributions that black women have played in shaping the struggle for rights in the changing political, social, and cultural contexts of the United States from the eighteenth through twenty-first centuries.

**HIST 352 Wealth, Power and Prestige** 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*)

**HIST 392 Seminar: Women in Japan** 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*)

**HIST 396 Fate of Socialism** 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*)

**HIST 431 The History of Original Sin** What is the relationship between changing views of human nature and major historical transformations? Do the former mold or reflect the latter - or both? Or does asking the question in those terms miss the point? Are changing theories of human nature themselves the essence rather than the cause or consequence of epochal shifts? This course considers these and related questions by examining the history of the Christian doctrine of original sin. For much of the last two millennia, original sin has been the most persuasive way of capturing the view that people are flawed by nature and unfixable by their own means. That idea drove St. Augustine's influential vision of Christianity, and returning to Augustine on this very point a thousand years later (and five hundred years ago) led to conceptual breakthrough of the Protestant Reformation. Rejecting original sin and its corresponding view: the Renaissance, the Enlightenment, and other ideological shifts behind the great Atlantic revolutions. And insofar as belief in original sin defines evangelicalism, much as pessimism about human nature that is traceable to original sin still underpins a strain of conservative thought, this Christian doctrine continues to haunt ideological division.

**HIST 345 The Racial Construction of America: Identity, Citizenship, and Rights** The words of the Declaration of Independence assert that "All men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the Pursuit of Happiness." This high ideal has guided and shaped American ideology, self-perceptions, and national identity from the moment of the nation's founding until today. This

course will explore and critically engage the ideal of American identity as viewed through the lens of race. Through an engagement of primary and secondary sources, we will explore how understandings of race has informed notions of equality, citizenship, rights, as experienced by Native Americans, African Americans, Asians, European Immigrants, Latinos, and Whites.

**HIST 450 Independent Study**

**HIST 456 1/2 Credit Independent Study**

**HIST 462 Seminar: Civil Rights** This course will examine the civil rights movement. Rather than focusing only on the most well-known events of the 1950s and 1960s, this course will cover what scholars call the “long civil rights movement,” from the rise of the New Negro during World War I to the Rainbow Coalition of the 1980s to the Black Lives Matter Movement of the early twenty-first century.

**HIST 471 Seminar: 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. Prerequisite: Instructor’s approval or HIST 235. (Free, *offered alternate years*)

**HIST 473 Britain: Industry and Empire** This course examines the period of Britain’s global supremacy, roughly from the beginning of the eighteenth century to the end of the nineteenth. The particular focus here is on industrialization and the growth of empire. But in order to see how these processes transformed the British Isles, this course will also consider party politics, gender relations, and some of the major themes of cultural history. Prerequisites: HIST 201 or instructor approval. (Kadane)

**HIST 495 Honors**

# 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	237	Europe Since the War
HIST	238	The World Wars in Global Perspective
HIST	272	Nazi Germany
REL	271	History of the Holocaust
REL	401	Literary and Theological Responses to the Holocaust

### **Core Group 2**

ANTH	221	Human Rights of Indigenous Peoples
GERE	201	Berlin: Sin City, Divided City
GERE	208	Guilt in German Literature
GERE	213	Border, Nation, Identity
HIST	276	The Age of Dictators
POL	180	Introduction to International Relations
POL	348	Racism and Other Hatreds
PSY	221	Introduction to Psychopathology
PSY	222	Developmental Psychopathology
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
SJSP	100	Foundations of Social Justice
SOC	220	Social Psychology
SOC	221	Race and Ethnic Relations

### **Social Sciences Electives**

ANTH	205	Race, Class, Ethnicity
ANTH	211	Power, Protest, and Politics
ANTH	222	Native American Religions
BIDS	245	Men and Masculinities
POL	140	Introduction to Comparative World Politics

POL	215	Racial and Ethnic Politics
POL	243	Eastern Europe in Transition
POL	283	Terrorism
POL	348	Racism and Hatreds
SOC	224	Social Deviance
SOC	258	Social Problems

#### **Humanities Electives**

EDUC	202	Human Growth and Development
ENG	111	Experience of War and Literature
ENG	263	Jewish American Fiction
ENG	282	Film Histories II
ENG	283	Film Histories III
ENG	346	20th-Century Central European Fiction
HIST	283	South Africa in Transition
HIST	284	Africa: From Colonialism to Neocolonialism
HIST	300	Race and Violence in American History
PHIL	151	Philosophy and Contemporary Issues: Crime and Punishment
PHIL	155	Philosophy and Contemporary Issues: The Morality of War
PHIL	157	Ethical Inquiry: A Multicultural Approach
PHIL	159	Philosophy and Contemporary Issues: Global Justice
PHIL	170	Philosophy of Human Nature
PHIL	234	Theories of Morality: Understanding Right and Wrong
PHIL	235	Morality and Self Interest in 20th-Century Culture
PHIL	236	Philosophy of Law
REL	108	Religion and Alienation in 20th-Century Culture
RUSE	203	Russian Prison Literature

## Individual Major

The Individual Majors program provides students the opportunity to design an individually tailored major when the focus of study lies outside an established department or program-based major, and/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 (including a capstone course or experience), articulating the focus and goals of the major. The student's proposal and adviser's recommendation is submitted to the Individual Majors Committee, which reviews the proposal. Once an Individual Major is approved, any subsequent changes to the student's curriculum or major 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 create an Individual Major with a B.S.; this requires a minimum of 16 courses, all from within the natural sciences division.

All course work for the major must be passed with a grade of C- or better, including courses taken credit/no credit. The Individual Majors Committee takes the role of departmental/program chair for certifying the student's completed program of study (senior audit).

The process of designing and submitting 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 adviser, reviewing the Individual Majors proposal form, and contacting the Individual Majors Committee.

## International Relations

### *Program Faculty*

Stacey Philbrick Yadav, Political Science, Coordinator

Christopher Annear, Anthropology

Kevin Dunn, Political Science

Jack Harris, Sociology

Matthew Kadane, History

Feisal Khan, Economics

Judith McKinney, Economics

Scott McKinney, Economics

Susan Norman, Political Science

David Ost, Political Science

Colby Ristow, History

Jason Rodriguez, Anthropology

Richard Salter, Religious Studies

Jennifer Tessendorf, Economics

Gul Unal, Economics

Vikash Yadav, Political Science

Lisa Yoshikawa, History

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 when an advanced 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*

Six core courses; a methods course; 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 one 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. All courses must be passed with a grade of C- or better.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 5 courses*

POL 180 and two of the three core courses selected from POL 140, ECON 160, or ECON 240; 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). All courses must be passed with a grade of C- or better.

## **CORE COURSES**

*Students will take each of these six courses. Please note that some courses may require a prerequisite.*

ANTH	110	Introduction to Cultural Anthropology or any REL 100- or 200-level course dealing with global religions
ECON	160	Principles of Economics
ECON	240	International Trade
HIST	Any 100 or 200 level course	
POL	140	Introduction to Comparative Politics
POL	180	Introduction to International Relations

## **METHODS COURSES**

ANTH	273	Research Methods
ECON	202	Statistics
POL	261	Research Methods
POL	361	Quantitative Research Methods
POL	371	Qualitative and Interpretive Research Methods
POL	380	Theories of International Relations
SOC	211	Research Methods
SOC	212	Data Analysis

## **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 program faculty.

### **Global Security and Diplomacy**

#### **Keystone Courses:**

HIST	237	Europe Since the War
HIST	238	The World Wars in Global Perspective
PHIL	155	Morality and War
POL	283	Political Violence
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

### **Politics, Culture and Identity**

#### **Keystone Courses:**

ANTH	205	Race, Class and Ethnicity
ANTH	280	Environment and Culture
ENG	246	Globalism and Literature
REL	470	Nationalism
SOC	221	Race and Ethnic Relations

### **Transnational Issues and Cooperation**

#### **Keystone Courses:**

ANTH	279	Diagnosing the World
ANTH	302	Borders and Walls
ECON	311	Economics of Immigration
ENV	120	Human Geography
ENV	200	Environmental Science

PHIL	159	Global Justice
POL	249	Protests, Movements, and Unions
POL	254	Globalization

#### **CAPSTONE COURSE**

Any of the approved seminars offered by program faculty (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 and should reflect the student's thematic and/or regional concentration, whenever possible.

#### **LANGUAGE REQUIREMENT**

Competency in a foreign language as demonstrated by four semesters of language study in a single language, or by an equivalent score on a proficiency test arranged in consultation with the program coordinator.

#### **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. Regions in which we offer a number of courses include 1) Africa, 2) Latin America and the Caribbean, 3) Europe, 4) Middle East and North Africa, 5) East Asia, 6) Southeast Asia, 7) South Asia, 8) Russia and Central Asia, and 9) Oceania.

## 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 you are taught grammar and Japanese culture in English, and three days a week you are 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**

**JPN 101 Beginning Japanese I** This course provides an introduction to modern spoken Japanese. Open to seniors by permission only. (Holland, Spring, *offered annually*)

**JPN 102 Beginning Japanese II** This course is a continuation of JPN 101. Prerequisite: JPN 101 or placement by instructor. (Holland, Fall, *offered annually*)

**JPN 201 Intermediate Japanese I** Prerequisite: JPN 102 or placement by instructor. (Holland, Spring, *offered annually*)

**JPN 202 Intermediate Japanese II** Prerequisite: JPN 201 or placement by instructor. (Holland, Fall, *offered annually*)

**JPN 301 Advanced Japanese I** Prerequisite: JPN 202 or placement by instructor. (Holland, Spring, *offered annually*)

**JPN 302 Advanced Japanese II** Prerequisite: JPN 301 or placement by instructor. (Holland, Fall, *offered annually*)

**JPN 450 Independent Study**

**JPN 456 1/2 Credit Independent Study**

## Latin American Studies

### *Program Faculty*

May Farnsworth, Spanish and Hispanic Studies, Coordinator  
Brien Ashdown, Psychology  
Marilyn Jiménez, Africana Studies  
Juan Liébana, Spanish and Hispanic Studies  
Brenda Maiale, Anthropology  
Scott McKinney, Economics  
Susan Norman, Political Science  
Edgar Paiewonsky-Conde, Spanish and Hispanic Studies  
Colby Ristow, History  
Audrey Roberson, Education  
Fernando Rodriguez-Mansilla, Spanish and Hispanic Studies  
Marcela Romero Rivera, Spanish and Hispanic Studies  
Richard Salter, Religious Studies  
Caroline Travalia, 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 or Brazilian Portuguese language course at the fourth semester level or higher; at least three courses in a primary concentration of a) humanities, b) social sciences, history and psychology, 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) social sciences, history and psychology, or c) environmental studies; at least two courses outside the primary concentration; and at least one Spanish or Brazilian Portuguese language course at the second semester level or above.

### **LTAM COURSES**

LTAM	210	Latin American Perspectives
LTAM	450	Senior Independent Study

### **CROSSLISTED COURSES**

#### *Humanities*

BIDS	286	Gender, Nation, Literature
REL	205	Tongues of Fire
REL	238	Liberating Theology
REL	240	What is Christianity
REL	241	Rastaman and Christ
REL	250	Race and Religion
SPAN	304	Body/Border
SPAN	308	Culture and Identity in Spanish America
SPAN	316	<i>Voces de Mujeres</i>
SPAN	317	<i>Arte y Revolución</i>

SPAN	321	<i>Cuentos de América Latina</i>
SPAN	345	Latin American Literary Frontier
SPNE	226	Screen Latinos
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

#### *Advanced Humanities*

SPAN	355	Contemporary Theater: Innovations in Hispanic Drama
SPAN	360	Special Topics: Hispanic Studies
SPAN	365	Literature and Music of the Hispanic Caribbean
SPAN	392	Latin American Women's Writings
SPAN	420	Contemporary Latin American Novel
SPAN	490	Cervantes: Don Quixote
SPNE	355	García Márquez: The Major Works

#### *Social Sciences, History and Psychology*

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	Latin American Politics
PSY	245	Introduction to Cross-Cultural Psychology

#### *Advanced Social Sciences, History and Psychology*

ECON	435	Political Economy of Latin America
HIST	327	Central America and the US
PSY	346	Topics in Cross-Cultural Psychology
PSY	347	Research in Cross-Cultural Psychology

#### *Methods (for the major only)*

ANTH	273	Ethnographic Research and Methods
ECON	202	Statistics
EDUC	230	Teaching English Language Learners
POL	263	Philosophy of Political Science
PSY	210	Statistics & Design
SOC	211	Research Methods
SOC	212	Data Analysis
SPAN	231	The Art of Translation
SPAN	306	Linguística Española

#### **COURSE DESCRIPTIONS**

LTAM 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*)

LTAM 255 **Inside the New Cuba** This course will trace and explore the evolution of Cuban society from the revolution of 1959 to the present. Drawing upon historical documents, literature, print media, films, and music, the course will examine the impact of the revolution on Cuban society, as well as on the contemporary history of Latin America and the United States. The theory and practice of socialist thought and its effect on the welfare of the Cuban nation will be examined through a variety of lenses, including those of class, race, gender, religion, and sexuality. Issues of equality

and human rights will be discussed in the context of socialist and capitalist economies and political systems, particularly those of Cuba and the U.S. Life in Cuba through the dissolution of the Soviet Union and the U.S. embargo will receive special attention in this course. Through intellectual engagement with text and film, and the personal experience of living in Cuba for three weeks, students will be able to achieve a better understanding of the complexity of this exceptional historical moment in Cuba-U.S. relations, as well as re-imagine the place and reality of a new Cuba in the political map of the 21st century.

**LTAM 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.

**LTAM 456 1/2 Credit Independent Study**

## Law and Society

### *Program Faculty*

Steven Lee, Philosophy, Coordinator  
Eric Barnes, Philosophy  
Scott Brophy, Philosophy  
Matthew Crow, History  
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 an impact on society, so, too, does society have a great impact on law. Law has an internal logic, represented by the reasoning of judicial opinions, but it also has 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.

### **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 and two must be from the humanities, and no more than two may be from any one department. Courses in any of the core categories may also be taken as electives. Three courses must be unique to the minor, and all courses must be completed with a C- or better. Courses taken for Credit/No Credit may not be counted toward the minor.

### **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
PHIL	256	Health Care Policy

#### **Humanities Electives**

HIST	215	American Urban History
HIST	233	History of American Thought to 1865
HIST	234	History of American Thought from 1865 to Present
HIST	243	US Legal and Constitutional History to 1865
HIST	244	US Legal and Constitutional History Since 1865
HIST	300	Race and Violence in American History
HIST	304	Early American Republic, 1789-1840
HIST	306	Civil War and Reconstruction, 1840-1877
HIST	311	20th Century America, 1917-1941
HIST	312	The U.S. Since 1939
PHIL	232	Liberty and Community

PHIL	234	Theories of Morality: Understanding Right and Wrong
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

### *Teaching Faculty*

Leah Himmelhoch, Classics, Coordinator  
Brien Ashdown, Psychology  
Betty Bayer, Women's Studies  
Fay Botham, Religious Studies  
Biman Basu, English  
Sara Branch, Psychology  
Rebecca Burditt, Media and Society  
Anna Creadick, English  
Kevin Dunn, Political Science and African Studies  
Laurence Erussard, English  
Karen Frost-Arnold, Philosophy  
Jessica Hayes-Conroy, Women's Studies  
Alla Ivanchikova, English  
Christopher Lemelin, Russian Area Studies  
Juan Liébana, Modern Languages  
Liliana Leopardi, Art and Architecture  
Ashwin Manthripragada, German Area Studies  
Michelle Martin-Baron, Women's Studies  
Craig Rimmerman, Public Policy  
Melissa Autumn White, LGBT Studies  
Stacey Philbrick Yadav, Political Science

### *Affiliated Faculty*

John Andrews, Sociology  
Michael Armstrong, Classics  
Beth Belanger, American Studies  
Lara Blanchard, Art and Architecture  
Sigrid Carle, Biology  
D. Maurice Charles, Religious Studies  
Donna Davenport, Dance  
Christine de Denus, Chemistry  
May Farnsworth, Spanish & Hispanic Studies  
Kendralin Freeman, Sociology  
DeWayne Lucas, Political Science  
Justin Miller, Chemistry  
Colby Ristow, International Relations  
Leah Shafer, Media and Society

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 and queer people, but more fundamentally provides a critical 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.

The program offers both a major and a minor. No more than two course equivalents may be counted toward the major. Core courses deal directly and extensively with LGBT and queer issues. Elective courses are not necessarily focused on LGBT and queer issues, yet include the critical study of sexuality and gender as a recurrent theme. 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).

Additional courses may also count toward the major or minor with the approval of faculty adviser and program chair. Students may approach teaching faculty to serve as advisers for their LGBT major and minor designations.

### **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 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).

### **Core Courses**

LGBT	101	Introduction to LGBT Studies
LGBT	202	Histories of Sexuality in the West
LGBT	403	Senior Capstone/Queer Theory

### **Elective Courses**

AMST	310	Sexual Minorities in America
ANTH	220	Sex Roles
CLAS	230	Gender and Sexuality in Antiquity
ENG	310	Power, Desire, Literature
ENG	330	Male Heroism in the Middle Ages
ENG	360	Sexuality and American Literature
LGBT	301	Queer Geographies and Migrations
LGBT	302	Trans*Studies
PHIL	345	Power, Privilege and Knowledge
POL	401	Sex and Race in International Relations
PPOL	101	Democracy and Public Policy
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	364	Social Policy and Community Activism
PSY	275	Human Sexuality
REL	283	Que(e)rying Religious Studies.
RUSE	251/351	Sex, Power, & Creativity in Russian Literature
SOC	223	Inequalities
SOC	226	Sex and Gender
SPNE	404	Lorca and Almodóvar
WMST	213	Transnational Feminisms
WMST	218	Queer Representation in Theater and Film

WMST	219	Black Feminisms
WMST	220	The Body Politic
WMST	300	Feminist Theory
WMST	308	Chicana and Latina Art: Altars, Ofrendas, and Radical Acts

### Perspectives Courses

AFS	240	African/Asian/Caribbean Women's Texts
ANTH	110	Intro to Cultural Anthropology
ARTH	221	Early Italian Renaissance Painting
ARTH	230	The Age of Michelangelo
ARTH	303/403	Gender and Painting in China
ARTH	305/405	Women and Men: Gender Construction in Renaissance Italy
ARTH	315/415	Art and the Senses: High Renaissance Art and Architecture in Venice in 15th and 16th Century
ASN	304	Courtesan Culture in China and Japan
EDUC	331	Rethinking Families
ENG	232	Medieval Romance
ENG	331	Iconoclastic Women in the Middle Ages
GERE	104	German Cinema
GERE	209	Decoding Fairy Tales
MDSC	100	Introduction to Media and Society
MDSC	304	Media and Theory
POL	208	Gender and Politics in the Middle East and North Africa
PSY	205	Adolescent Psychology
PSY	227	Introduction to Social Psychology
PSY	344	Topics in Personality
WMST	100	Introduction to Women's Studies
WMST	150	Introduction to Chicana Feminism and Visual Culture
WMST	204	The Politics of Health
WMST	247	The Psychology of Women
WMST	305	Food, Feminism, and Health
WMST	309	Stormy Weather: Ecofeminism

### COURSE DESCRIPTIONS

**LGBT 101 Introduction to LGBTQ Studies** This course introduces students to key concepts, events, and movements in the history of the contemporary LGBT (lesbian, gay, bisexual, transgender) and queer politics in the United States. Topics include: the relationships between gender, sex, and sexuality; the emergence of an identifiable LGB social movement in the United States; queer and trans critiques of LGB politics; and major issues for contemporary queer studies-including, for example, the politics of gay marriage, gay military service, and prison abolition. Drawing on interdisciplinary and intersectional approaches to LGBT and queer social identities, cultures, and political movements, we will explore some of the following questions: What does it mean to "have a sexuality"? How do race, class, gender, dis/ability and citizenship status shape experiences and expressions of sexual identities? How have sexual and gender minorities organized themselves in the United States, and with what impact on the broader culture?

**LGBT 202 Histories of Sexuality in the West** This course introduces students to a range of theories on sexuality and sexual identities, with a focus on the historical emergence of critical sexuality studies and queer theory in the late 20th century. Beginning with foundational ideas about human sexuality as they were established in sexology and psychoanalysis, the course then moves into feminist and queer analyses of the relationships between sexuality, identity, society, and the operation of power. Along with keystone texts by Sigmund Freud, Michel Foucault, and Judith Butler, we will engage with feminist, postcolonial, and queer revisions of the history of sexuality in the West as a history of domination, subjection, empire building, and colonization.

**LGBT 206 Sexuality and Space** How do the spaces we live in--our houses, neighborhoods, cities, environments, and national territories--impact the way we think about our sexual identities, orientations, and subcultures? This course will examine the relationships between gender, sexuality and space through the fundamental concepts of cultural geography, urban planning, and architecture. We will be thinking about spaces on multiple scales, starting with examining the body as "the geography closest in "(Rich) and "the closet" as a metaphor for those who identify as sexual and gender minorities but do not disclose their identities. We will then move to consideration of dwelling spaces:

How do our living spaces reflect cultural assumptions about sexuality, family structures, and kinship? How do urban and rural spaces and their imaginaries reflect and shape cultural assumptions about “normal” bodies? How do nations, nationalism, settler-colonial spaces, and transnationalisms shape ideas about sexuality at the level of population? How do migration and mobility practices across multiple borders affect sexual and gendered subjectivities? What spaces of resistance are queer people cultivating? As we ask these questions, we will necessarily be asking larger ones: How is knowledge and power wrapped up in how we organize and make meaning from different spaces?

**LGBT 207 Transnational Intimacies/Intimate Transnationalisms** This course engages with contemporary queer and feminist debates concerning sex, gender, and sexuality in the context of intricately connected, transnational social worlds. Trans-nationalism is often framed as a relatively ‘new’ phenomenon in human history, one that has only recently emerged as a result of globalization and the increasing movements of people, animals, goods, and services across national borders since the 1990s. Such large-scale movements are commonly theorized in terms of political economy - that is, as ‘flows’ and ‘circulations’ driven by capitalist logic and framed as potential security problems to be governed by nation-state institutions, supranational organizations, and non-governmental organizations alike. Yet, anti-colonial, anti-racist, and feminist queer scholarship reveals that those aspects of life that we typically understand as most ‘intimate’ or ‘private’ - our bodies, feelings, and desires - have been/are profoundly shaped through long and entangled transnational histories and geographies of power. Drawing on transnational and decolonizing queer epistemologies, this course invites students to analyze the affective dimensions of contemporary configurations of power as they cohere around practices of kinship, citizenship, mobility and belonging. Through a series of case studies, including LGBTQ migration, transnational adoption, medical and reproductive tourism, sex tourism and the mail-order bride industry, we will explore the central questions of the course: What are the relationships between intimacy, love, and transnational social processes? How do histories and geographies of power shape contemporary formations of belonging, mobility, and identity? How do these questions impact how we think about and conceptualize LGBT identities, communities and social movements?

**LGBT 209 Queer of Color Critique** Queer of color critique explores the relationships between embodiment, social location and knowledge production by examining how the confluence of race, sexuality, and gender operate to create unique forms of social inequality in the context of nation and capitalism. Focusing on how queer people of color have used theory as a survival tool, discursive intervention and platform for social justice, students will examine how and why specific social inequalities exist in contemporary US culture. Dis-identifying with the unity of terms such as “people of color,” this course interrogates the specific circumstances affecting the production of theory by a diverse set of racial groups within the US context while centering an understanding of cultural difference as inherently inflected by sexuality and gender.

**LGBT 301 Queer Geographies and Migrations** How do the spaces we live in - our houses, neighborhoods, cities, environments, and national territories - impact the way we think about our sexual identities, orientations, and subcultures? This course will examine the relationships between gender, sexuality and space through the fundamental concepts of cultural geography, urban planning, and architecture. We will be thinking about space on multiple scales, starting with examining the body as “the geography closest in” (Rich) and “the closet” as a metaphor for those who identify as sexual and gender minorities but do not disclose their identities. We will then move to a consideration of dwelling spaces: How do our living spaces reflect cultural assumptions about sexuality, family structures, and kinship? How do urban and rural spaces and their imaginaries reflect and shape cultural assumptions about “normal” bodies? How do nations, nationalism, settler-colonial spaces, and transnationalisms shape ideas about sexuality at the level of population? How do migration and mobility practices across multiple borders affect sexual and gendered subjectivities? What spaces of resistance are queer people cultivating? As we ask these questions, we will necessarily be asking larger ones: how is knowledge and power wrapped up in how we organize and make meaning from different spaces?

**LGBT 302 Trans\*Studies** Through a focus on the tensions between feminist, queer, and trans theory and activism, this course explores the burgeoning academic field of Trans Studies. The course opens with the infamous debates between some lesbian and radical feminists and trans scholars, activists, and artists around femininity and “authentic” womanhood beginning in the late 1970s. From there, we move into the “border wars” between queer and trans scholars that unfolded around the question of masculinity in the late 1990s. We then turn our focus to contemporary activism and scholarship that might be described as distinctively “trans\*feminist.” This part of the course explores trans\*feminist approaches to anti-Black racism, decolonizing/indigenous/two-spirit activism, prisons, shelters, and sex work. In conclusion, we reflect upon the recent institutionalization of Trans Studies to (re)consider the resonances in political investment that run across the interrelated fields of feminist, queer, and trans studies.

**LGBT 306 Sexuality and Space** How do the spaces we live in—our houses, neighborhoods, cities, environments, and national territories—impact the way we think about our sexual identities, orientations, and subcultures? This course will examine the relationships between gender, sexuality and space through the fundamental concepts of cultural geography, urban planning, and architecture. We will be thinking about spaces on multiple scales, starting with examining the body as “the geography closest in” (Rich) and “the closet” as a metaphor for those who identify as sexual and gender minorities but do not disclose their identities. We will then move to consideration of dwelling spaces: How do our living spaces reflect cultural assumptions about sexuality, family structures, and kinship? How do urban and rural spaces and their imaginaries reflect and shape cultural assumptions about “normal” bodies? How do nations, nationalism, settler-colonial spaces, and transnationalisms shape ideas about sexuality at the level of population? How do migration and mobility practices across multiple borders affect sexual and gendered subjectivities? What spaces of resistance are queer people cultivating? As we ask these questions, we will necessarily be asking larger ones: How is knowledge and power wrapped up in how we organize and make meaning from different spaces?

**LGBT 403 Queer Theory: 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 be exposed to the most recent debates and developments in the field, and will situate their work in this context. Professional development is emphasized by bringing majors together for intellectual exchange, preparing them to enter into a wider job market and/or graduate level studies with a non-traditional major.

**LGBT 307 Transnational Intimacies/Intimate Transnationalisms** This course engages with contemporary queer and feminist debates concerning sex, gender, and sexuality in the context of intricately connected, transnational social worlds. Trans-nationalism is often framed as a relatively ‘new’ phenomenon in human history, one that has only recently emerged as a result of globalization and the increasing movements of people, animals, goods, and services across national borders since the 1990s. Such large-scale movements are commonly theorized in terms of political economy - that is, as ‘flows’ and ‘circulations’ driven by capitalist logic and framed as potential security problems to be governed by nation-state institutions, supranational organizations, and non-governmental organizations alike. Yet, anti-colonial, anti-racist, and feminist queer scholarship reveals that those aspects of life that we typically understand as most ‘intimate’ or ‘private’ - our bodies, feelings, and desires - have been/are profoundly shaped through long and entangled transnational histories and geographies of power. Drawing on transnational and decolonizing queer epistemologies, this course invites students to analyze the affective dimensions of contemporary configurations of power as they cohere around practices of kinship, citizenship, mobility and belonging. Through a series of case studies, including LGBTQ migration, transnational adoption, medical and reproductive tourism, sex tourism and the mail-order bride industry, we will explore the central questions of the course: What are the relationships between intimacy, love, and transnational social processes? How do histories and geographies of power shape contemporary formations of belonging, mobility, and identity? How do these questions impact how we think about and conceptualize LGBT identities, communities and social movements?

**LGBT 450 Independent Study**

**LGBT 456 1/2 Credit Independent Study**

**LGBT 495 Honors**

## Less Commonly Taught Languages (LCTL)

Sebastiano Lucci, Director

Hobart and William Smith Colleges currently offer students the opportunity to study a less commonly taught language based on demand and curricular necessity. Currently, the languages offered in conjunction with our Center for Global Education are Arabic, Hindi, Vietnamese and Brazilian-Portuguese. These languages are taught using a variety of methods: traditional classroom settings, synchronous distance learning, intensive language study abroad which offers an opportunity for students to enhance the study of these languages, and through a planned collaborative program with the New York Six Liberal Arts Consortium (NY6).

All LCTL courses, except Hindi, may be taken for a grade or credit/credit-D/no credit. All courses offered in Hindi, if through a planned collaboration with the NY6, must be taken for a grade. Students may have an opportunity to study a language as part of a study abroad program. Students should consult with staff in the Center for Global Education for a full list of language course offerings through study abroad.

The director of the LCTL works closely with the Center for Global Education and its partners in the United States and abroad, in order to impart consistency and fluency to the languages offered. Less Commonly Taught Languages are structured in cycles to give students the opportunity to study up to four semesters of the target language. Due to the cost and other administrative issues involved with offering these languages, we cannot guarantee that a course will be offered unless a minimum enrollment of four or more students is met. It is extremely important that students stay on the published cycle of language learning. If, for any reason, a student stops taking the target language, that student will be required to wait until the appropriate level is offered again.

In 2016-2018, the Less Commonly Taught Languages will be Arabic (ARAB 101, 102, 201 and 202), Portuguese-Brazilian (PORT 101, 102, 201 and 202), Hindi (HIND 101, 102, 201, 202) and Vietnamese (VIET 101, 102, 201 and 202).

More information about Arabic is included in the Middle Eastern Studies page.

In addition to the languages taught through the LCTL program, the Colleges offer regularly scheduled courses in a number of modern languages that are classified as “less commonly taught” at the national level. These include:

- **Chinese** (introductory through advanced). More information can be found on the Chinese page of the catalogue.
- **Japanese** (introductory through advanced). More information can be found on the Japanese page of the catalogue.
- **Russian** (introductory through advanced). More information can be found on the Russian Area Studies Department page of the catalogue.

Below is the tentative schedule for the 2016-2017 and 2017-2018 academic years:

### FALL 2016

Arabic – ARAB 101 **Beginning Arabic I**

Arabic – ARAB 201 **Intermediate Arabic I** (prerequisite: ARAB 101 and ARAB 102)

Hindi – HIND 101 **Beginning Hindi I** (offered abroad in India and through a planned NY6 program offering)

Vietnamese – VIET 101 **Beginning Vietnamese I** (offered abroad in Vietnam by Vietnamese Language Studies [VLS])

### SPRING 2017

Arabic – ARAB 102 **Beginning Arabic II** (prerequisite: ARAB 101)

Arabic – ARAB 202 **Intermediate Arabic II** (prerequisite: ARAB 101, ARAB 102 and ARAB 201)

Hindi – HIND 102 **Beginning Hindi II** (prerequisite: HIND 101; offered through a planned NY6 program offering)

Vietnamese – VIET 102 **Beginning Vietnamese II** (prerequisite: VIET 101; offered through VLS synchronous distance learning)

Portuguese-Brazilian - PORT 101 **Beginning Brazilian-Portuguese I**

### FALL 2017

Arabic – ARAB 101 **Beginning Arabic I**

Arabic – ARAB 201 **Intermediate Arabic I** (prerequisite: ARAB 101 and ARAB 102)

Hindi – HIND 101 **Beginning Hindi I** (offered abroad in India and through a planned NY6 program)

Hindi – HIND 201 **Intermediate Hindi I** (prerequisite: HIND 101 and HIND 102; offered through a planned NY6 program)  
Vietnamese – VIET 101 **Beginning Vietnamese I** (offered abroad in Vietnam by Vietnamese Language Studies [VLS])  
Vietnamese – VIET 201 **Intermediate Vietnamese I** (prerequisite: VIET 101 and VIET 102; offered through synchronous distance learning with VLS)  
Portuguese-Brazilian – PORT 102 **Beginning Brazilian-Portuguese II** (prerequisite: PORT 101)

**SPRING 2018**

Arabic – ARAB 102 **Beginning Arabic II** (prerequisite: ARAB 101)  
Arabic – ARAB 202 **Intermediate Arabic II** (prerequisite: ARAB 101, ARAB 102 and ARAB 201)  
Hindi – HIND 102 **Beginning Hindi II** (prerequisite: HIND 101; offered through a planned NY6 program)  
Hindi – HIND 202 **Intermediate Hindi II** (prerequisite: HIND 101, HIND 102, and HIND 201; offered through a planned NY6 program)  
Vietnamese – VIET 102 **Beginning Vietnamese II** (prerequisite: VIET 101; only offered through synchronous distance learning with VLS)  
Vietnamese – VIET 202 **Intermediate Vietnamese II** (prerequisite: VIET 101, VIET 102 and VIET 201)  
Portuguese-Brazilian – PORT 201 **Intermediate Brazilian-Portuguese I** (prerequisite: PORT 101 and PORT 102)

## Mathematics

### In the Department of Mathematics and Computer Science

Erika King, Associate Professor, Chair

#### *Mathematics Faculty*

David Belding, Associate Professor  
Jocelyn Bell, Assistant Professor  
Jennifer Biermann, Assistant Professor  
Carol Critchlow, Associate Professor  
David Eck, Professor  
Jonathan Forde, Associate Professor  
Yan Hao, Assistant Professor  
Erika King, Associate Professor  
Kevin Mitchell, Professor  
Joseph Rusinko, Associate Professor  
John Vaughn, Associate Professor

#### *Computer Science Faculty*

Stina Bridgeman, Associate Professor  
Carol Critchlow, Associate Professor  
David Eck, Professor  
John Lasseter, Assistant Professor  
John Vaughn, 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 majors in mathematics (B.A. and B.S.), and a minor in mathematics. In addition to the specific courses listed below, other courses may be approved by the department for credit toward the major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; credit/no credit courses cannot be taken toward the major or minor.

#### **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). This major will also include a capstone experience.

#### **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. This major will also include a capstone experience.

#### **REQUIREMENTS FOR THE MINOR**

*disciplinary, 5 courses*

Five mathematics courses at or above MATH 131, at least one of which is 300-level or above.

## COURSE DESCRIPTIONS

**MATH 100 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*)

**MATH 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*)

**MATH 114 Mathematics for Informed Citizenship** This course explores the uses and abuses of numbers in a wide variety of areas. The modern world is built of numbers. In science, medicine, business, politics, and even culture, numbers are used to bolster claims and debunk conventional wisdom. A deeper understanding of the mathematics behind these arguments can help us determine what to trust and when to doubt, teach us how to weigh the risks versus rewards, and allow us to come to grips with the vast scale of the universe and the national debt. Mathematical topics will include randomness, basic statistics, linear regression, inference and nonlinearity. An emphasis is placed on critical engagement with numerical evidence and mathematical thinking as deployed in the culture at large. The course has significant writing component.

**MATH 115 Foundations of School 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. (*Offered alternate years*)

**MATH 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 toward the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (*Offered each semester*)

**MATH 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*)

**MATH 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*)

**MATH 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*)

**MATH 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 alternate years*)

**MATH 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*)

**MATH 237 Differential Equations** This course is 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 232 and 204, or permission of the instructor. Math 204 may be taken concurrently. (*Offered annually*)

**MATH 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 alternate years*)

**MATH 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*)

**MATH 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. This course partially fulfills the Mathematics capstone requirement. Prerequisites: MATH 135 and MATH 204. (*Offered annually*)

**MATH 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*)

**MATH 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. This course partially fulfills the Mathematics capstone requirement. Prerequisite: MATH 350. (*Offered alternate years*)

**MATH 353 Mathematical Models** This course investigates a variety of mathematical models from economics, biology, and the 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. This course partially fulfills the Mathematics capstone requirement. Prerequisites: MATH 204 and MATH 237, or permission of the instructor. (*Offered every third year*)

**MATH 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 occasionally*)

**MATH 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. This course partially fulfills the Mathematics capstone requirement. Prerequisites: MATH 135 and MATH 204, or permission of the instructor. (*Offered annually*)

**MATH 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. This course partially fulfills the Mathematics capstone requirement. Prerequisite: MATH 135 and MATH 204, or permission of the instructor. (*Offered every third year*)

**MATH 436 Topology** This course covers the fundamentals of point set topology, starting from axioms that define a topological space. Topics typically include: topological equivalence, continuity, connectedness, compactness, metric spaces, product spaces, and separation axioms. Some topics from algebraic topology, such as the fundamental group, might also be introduced. Prerequisite: MATH 331 or permission of the instructor. (*Offered every third year*)

**MATH 448 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*)

**MATH 450 Independent Study**

**MATH 456 1/2 Credit Independent Study**

**MATH 495 Honors**

**MATH 499 Mathematics Internship**

*Courses offered occasionally or as demand warrants:*

MATH	332	Foundations of Analysis II
MATH	360	Foundations of Geometry
MATH	376	Abstract Algebra II
MATH	446	Real Analysis

## Media and Society

### *Program Faculty*

Marilyn Jiménez, Africana Studies, Program Director  
Rebecca Burditt, Media and Society  
Christine Chin, Art  
Lester Friedman, Media and Society  
Grant Holly, English  
Charity Lofthouse, Music  
Liz Lyon, English  
Michelle Martin-Baron, Women's Studies  
Nicola Minott-Ahl, English  
Lisa Patti, Media and Society  
Linda Robertson, Media and Society  
Leah Shafer, Media and Society  
William Waller, Economics

“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 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—theory, history and production—before deciding on a concentration. Majors are required to complete cognate courses in American history and 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 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); at least two of the courses must be in the concentration. Course equivalents are determined by the Program Committee and are indicated by an (eq) in the cross-listings. Advisers may have a list with additional course 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 must be MDSC courses or equivalents.
  - 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).
- Only two transfer or two courses from a program abroad may be counted toward the major; only one transfer or one program abroad course may be counted toward the minor.

Media and Society majors are also required to complete one college-level course in a foreign language or the equivalent. 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 (two of which must be MDSC classes or the equivalent, not including the introductory course)* 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; and three additional courses drawn from approved electives, one of which must be in the creative arts if not already included. At least two courses, not counting MDSC 100, must be MDSC courses or approved equivalents. 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 and completed with a grade of C- or better.

### 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 or minor. Certain cross-listed courses are MDSC equivalents; these are determined by the Program Committee. 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 three core competency areas. Minors are required to take one course from Core Competency 2 and one from Core Competency 3. 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 also be used to fulfill the concentration requirements.

### Core Competency 1: Techniques of Performance and Creativity

*(majors choose one):*

MDSC	200	Cultures of Advertising
MDSC	206	Script to Screen
MDSC	305	Film Editing I
MDSC	308	Cinematic Effects
MDSC	309	Media Industries and Alternatives
MDSC	314	Script to Screen II
MDSC	315	Introduction to Social Documentary
MDSC	415	Advanced Social Documentary

*Cross-listed:*

ARTS		Any studio art course
ASN	231	Tibetan Mandala Painting
DAN	200	Dance Composition I
DAN	300	Dance Composition II
DAN		900 Series (full credit taken for a letter grade)
ENG		Any creative writing course
ENG	398	Screenwriting (eq)
THTR	130	Acting I
THTR	160	Introduction to Stagecraft
THTR	330	Acting II

THTR	360	Introduction to Lighting Design
THTR	370	Playwriting Workshop

### **Core Competency 2: Critical Analysis or Media Theory**

*(majors choose one):*

MDSC	200	Cultures of Advertising
MDSC	203	History of Television
MDSC	204	Imagining the West
MDSC	205	America in the Seventies
MDSC	303	History of the Social Documentary
MDSC	304	Media and Theory
MDSC	307	Medicine and Society
MDSC	309	Media Industries and Alternatives
MDSC	313	Global Cinema

*Cross-listed:*

AFS	200	Ghettoscapes (eq)
AFS	309	Black Cinema (eq)
AFS	326	Black Popular Culture (eq)
AFS	430	The Films of Spike Lee (eq)
ANTH	115	Language and Culture
ARTH	210	Woman as Image-Maker
ARTH	335	Femme Fatale and Film
ASN	342	Chinese Cinema
ENG	180	Film Analysis I (eq)
ENG	280	Film Analysis II (eq)
ENG	286	The Art of the Screen Play (eq)
ENG	287	Jane Austen in Film
ENG	380	Film and Ideology (eq)
ENG	382	New Waves (eq)
ENG	383	Science Fiction Film (eq)
FRE	241	Prises de Vue
FRNE	219	Beyond Colonialism: Maghreb Cultures and Literatures
ITAL	204	Italian Cinema
MUS	205	Music at the Movies (eq)
PHIL	220	Semiotics
PHIL	230	Aesthetics
PHIL	260	Mind and Language
WRRH	250	Talk and Text: Introduction to Discourse Analysis

### **Core Competency 3: Cultural History of the Fine Arts or Mass Media**

*(majors choose one):*

MDSC	200	Cultures of Advertising
MDSC	203	History of Television
MDSC	204	Imagining the West
MDSC	205	America in the Seventies
MDSC	303	History of the Social Documentary
MDSC	307	Medicine and Society
MDSC	309	Media Industries and Alternatives
MDSC	313	Global Cinema
MDSC	315	Introduction to Social Documentary

*Cross-listed:*

AFS	200	Ghettoscapes (eq)
AFS	326	Black Popular Culture (eq)
AFS	430	The Films of Spike Lee (eq)
ARTH		Any art history course
DAN	210	Dance History I
DAN	212	Dance History II

ENG	209	Graphic Novels/Graphic Forms
ENG	281	Film Histories I (eq)
ENG	282	Film Histories II (eq)
ENG	283	Film Histories III (eq)
ENG	284	Documentary Film History (eq)
ENG	382	New Waves (eq)
EUST	101	Foundations of European Studies I
EUST	102	Foundations of European Studies II
FRNE	255	Modern French Theatre
FRNE	395	Race in the 18th Century French Culture
GERE	201	Berlin: Sin City, Divided City
ITAL	204	Italian Cinema
MUS	135	Music in the Americas: 1750-2000
MUS	190	History of Rock and 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 (eq)
MUS	207	Big Band to Bossa, Bop to Blues: A History of Jazz
MUS	209	Women in Music
RUSE	204	Russian Film (eq)
SPAN	365	Literature and Music of Hispanic Caribbean
THTR	220	Theatre History I
THTR	290	Theatre for Social Change
THTR	300	American Drama
THTR	308	American Experimental Theatre
THTR	309	Feminist Theatre
THTR	310	African American Theatre
THTR	320	Theatre History II

### 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

MDSC	205	America in the Seventies
MDSC	303	History of the Social Documentary
MDSC	307	Medicine and Society
MDSC	308	Cinematic Effects
MDSC	309	Media Industries
MDSC	315	Intro to Social Documentary

#### *Cross-listed:*

AFS	200	Ghettoscapes (eq)
AFS	309	Black Cinema (eq)
AFS	326	Black Popular Culture (eq)
POL	320	Media and Politics
POL	363	Digital Networks

#### Concentration in Studies in Film, Television, and New Media

MDSC	200	Cultures of Advertising
MDSC	203	History of Television
MDSC	204	Imagining the West
MDSC	205	America in the Seventies
MDSC	303	History of the Social Documentary
MDSC	307	Medicine and Society
MDSC	309	Media Industries and Alternatives

MDSC	311	Stars and Avatars
MDSC	315	Intro to Social Documentary
MDSC	320	Media Economics
MDSC	330	(Any) Special Topics
<i>Cross-listed:</i>		
AFS	200	Ghettoscapes (eq)
AFS	309	Black Cinema (eq)
AFS	326	Black Popular Culture (eq)
AFS	430	The Films of Spike Lee (eq)
ASN	342	Chinese Cinema
EDUC	208	Teaching, Learning and Popular Culture
ENG	180	Film Analysis I (eq)
ENG	280	Film Analysis II (eq)
ENG	281	Film Histories I (eq)
ENG	282	Film Histories II (eq)
ENG	283	Film Histories III (eq)
ENG	284	Documentary Film History (eq)
ENG	286	The Art of the Screen Play (eq)
ENG	287	Jane Austen in Film
ENG	380	Film and Ideology (eq)
ENG	382	New Waves (eq)
ENG	383	Science Fiction Film (eq)
FRE	241	Prises de Vue
ITAL	204	Italian Cinema
POL	363	Digital Networks
RUSE	137	Vampires: From Vlad to Buffy
RUSE	204	Russian Film (eq)
SPAN	225	Hispanic Media

#### **Studies in Critical Method and Mass Media Theory**

MDSC	200	Cultures of Advertising
MDSC	304	Media and Theory
MDSC	309	Media Industries & Alternatives

#### *Cross-listed:*

AFS	200	Ghettoscapes (eq)
AFS	309	Black Cinema (eq)
AFS	326	Black Popular Culture (eq)
AFS	430	The Films of Spike Lee (eq)
ARTH	110	Visual Culture
ENG	380	Film and Ideology (eq)
PHIL	220	Semiotics
PHIL	230	Aesthetics
PHIL	260	Mind and Language
POL	320	Media and Politics
POL	363	Digital Networks
WRRH	250	Talk and Text

#### **Concentration in Studies in Cultural Production: Composition and Technology**

MDSC	200	Cultures of Advertising
MDSC	206	Script to Screen
MDSC	305	Film Editing
MDSC	308	Cinematic Effects
MDSC	309	Media Industries and Alternatives
MDSC	314	Script to Screen II
MDSC	315	Introduction to Social Documentary
MDSC	330	Special Topics: Documentary Portrait Production
MDSC	415	Advanced Social Documentary

*Cross-listed:*

ARTS		Any studio art course
ENG		Any creative writing course
ENG	398	Screenwriting (eq)
WRRH	320	Op-Ed
WRRH	327	Literary Journalism

**Cognate Courses**

**Social or Political Theory**

*(majors choose one; none of these courses can be counted for the minor)*

BIDS	200	Dialogues in Critical Social Studies
ECON	122	Economics of Caring
POL	160	Introduction to Political Theory
POL	175	Introduction to Feminist Theory
POL	265	Modern 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	Race and Ethnic Relations
SOC	226	Sociology of Sex and Gender
SOC	228	Social Conflicts
SOC	249	Technology and Society
SOC	258	Social Problems
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 of American Culture
AMST	101	Myths and Paradoxes
ANTH	222	Native American Religions
ANTH	354/454	Food, Voice, Meaning
HIST	204	The Making of Modern South Asia
HIST	208	Women in American History
HIST	215	American Urban History
HIST	227	African American History I
HIST	228	African American History II
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
POL	110	Introduction to American Politics
POL	215	Racial and Ethnic Politics
POL	366	Theories of American Democracy
PPOL	101	Democracy and Public Policy
REL	109	Imagining American Religions
REL	237	Christianity and Culture
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

**MDSC 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*)

**MDSC 140 Body Moves: Photography, Film, Music Videos and Protests** From the bodies executing everyday tasks in early motion photography to the protesting bodies of Occupy Wall Street and Black Lives Matter, this course will explore how moving bodies in the media have altered our perception of the modern world. We will consider the impact of the moving body and its media representations on gender, race, class, and globalization. We will study, for instance, pop star Beyonce Knowles' video Formation in relation to the body politics of surveillance. We will also consider how tracking systems visualize the body, especially the immigrant body, as it moves through space and between places. This course emphasizes the relationship between theory and practice. Therefore, students will have the opportunity to create digital collages, Google, earth maps, and short iPhone films. No previous experience with media production required.

**MDSC 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 new media branding and marketing campaigns. (Shafer, *offered annually*)

**MDSC 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)

**MDSC 206 Script to Screen** This course will focus on the elements of visual storytelling that lead from the words on the page to the moving image on the screen, or from the concept to the print ad or commercial. (Jimenez, *offered alternate years*)

**MDSC 207 Dance on Film** This course provides an overview of the more than one hundred year long relationship between dance and video technologies. From Hollywood films like Singin' in the Rain and Dirty Dancing to experimental dance films by contemporary multimedia choreographers William Forsythe and Bill T. Jones, we will investigate how dance has long served as a topic of inspiration for Filmmakers, and how film challenges the ephemerality of dance. We will consider dance film with regard to gender, race, place, culture, labor, and politics. This course emphasizes the relationship between theory and practice. Therefore, students will write short papers on a variety of screendance works and have an opportunity to create a dance on film. No previous experience with media production or choreography is required

**MDSC 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, *offered alternate years*)

**MDSC 304 Media and Theory** This course provides an in-depth study of media forms and their modes, methods, and themes. We will explore the role of media in shaping social consciousness, material culture, and the experience of modern life. We will survey key theoretical works in media studies and cultural studies by reading them along with

primary documents such as film texts, radio broadcasts, television programs, magazine and newspaper articles, soundtracks, digital environments, and more. Consumer attitudes, narrative forms, artistic practices, and modes of production will be investigated for their ideological underpinnings.

**MDSC 305 Film Editing I** This course offers an introduction to the art of film editing, with an emphasis on the practical aspects of editing. Students learn basic editing techniques for narrative and documentary film, using an industry standard NLE. In addition to actual editing exercises using unedited rushes or dailies, students study film sequences to learn various editing styles and techniques. (Jiménez, *offered annually*)

**MDSC 307 Medicine and Society** The worlds of media and medicine exist in a unique symbiosis. Not only do medical issues fuel plot lines of popular television programs and films, the creation of cable channels devoted to health care matters, an ever-increasing number of books, newspaper stories, magazine articles, advertisements, and Internet sites, but these media outlets, in turn, alter the practice and delivery of health care in the U.S. The intricate web conjoining the culture of medicine and the production of media has become a pervasive, two-way process that reflects the public's obsession with health care and the central role it occupies in our national consciousness. This class explores the interconnections between medicine and the media, investigating this collaborative enterprise that characterizes contemporary American society. (Friedman, *offered annually*)

**MDSC 308 Cinematic Effects** This course is an introduction to special effects and motion graphics. Using industry-standard compositing software (After Effects), 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 Georges Méliès; 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." Prerequisite: MDSC 305. (Jimenez, *offered annually*)

**MDSC 309 Media Industries and Alternatives** At the end of a contemporary feature film, a credit sequence may list hundreds of individuals and companies. How can we understand the roles that these credited collaborators (and other uncredited collaborators) play in media production? How do issues of media ownership and media authorship influence media cultures? This course combines an analysis of contemporary media industries (including film, television, and new media) with an analysis of alternative sites of media production (including indigenous, independent, and amateur media). The course's investigation of cultures of production, promotion, and distribution will introduce students to the emerging field of media industries studies and its exploration of global media cultures and media convergence. We will examine the roles of various institutions (studios, networks, publishers, unions, not-for-profit agencies, etc.) and individuals (directors, writers, costume designers, gaffers, publicists, stylists, agents, critics, etc.) in the production and reception of contemporary media. We will draw on a broad range of production case studies which may include: Hollywood blockbusters, Nigerian video films, independent web television series, and the Italian dubbing industry. (Patti)

**MDSC 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 U.S., 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.

**MDSC 314 Script to Screen II: The Workshop** This course provides intensive practice in the use of visual tools and techniques to express meaning and tell stories. It is about "cinematic storytelling," which has been defined by Van Sijll "as the difference between documenting and dramatizing." We will explore the manipulation and interaction of composition, lenses, movement, lighting and other aspects of the mise-en-scene through analysis and practice. (Jimenez, *offered occasionally*)

**MDSC 315 Introduction to Social Documentary** This course is an introduction to the power of the visual social documentary as a force for social change. Students will study the history of social documentary photography and film and learn how to research, develop, shoot, edit, and critique social documentary videos using introductory level

cameras and editing software. Considerable time must be spent working independently and collaboratively outside of regular class time. (Robertson, *offered alternate years*)

**MDSC 320 Media Economics** This course uses economic analysis to study the media industry, including TV, video, print, music and new media. The course begins by reviewing/introducing basic economic concepts. Then develop the framework for industry studies in the field of industrial organization. Students will then prepare industry studies. These will be used to explore public policy questions involving the media. Readings and other materials: Colin Hoskins, Stuart McFadyen & Adam Finn, *Media Economics*, Sage Publications, 2004 (0-7619- 3096-5) or Alan B. Albanan, *Media Economics*, Wiley-Blackwell, 2002 (978-0813821245); Ben H. Bagdikian, *The New Media Monopoly*, Beacon Press, 2004 (0807061875); Ronald Behis & Jeanne Lynn Hall, *Big Media, Big Money*, Rowman Littlefield, 2003 (978-0742511309); David R. Croteau & William Hognes, *the Business of Media*, 2nd Edition, Pine Forge Press (978-1412913157). Prerequisites: ECON 301 OR MDSC 100. (Waller)

**MDSC 329 Global Musicals** What do song and dance bring to film narratives? Why, in spite of the musical genre's fantastic unreality have audiences around the world embraced it for so long? How does the seductive combination of movement, rhythm, image, and narrative operate in relation to social politics and history? In this course we will take a transnational approach to analyzing this foundational and yet quirky form. Together, we will learn about the industrial, cultural, and social factors that shaped the musical's place in popular culture's around the world: Hollywood in the United States, DEFA musicals in East Germany. Bollywood, New Taiwanese cinema, and Canadian queer cinema. In each of these case studies, we will discuss the genre's relationship to form and meaning, and what function this type of expression serves within to socio-historical context of its production. Finally, we will explore how the musical has moved across different media platforms by examining its presence in television, flash mobs and viral videos, and commercials.

**MDSC 330 Special Topics: Studies in Media and 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. Students may not take the same topic twice for credit.

**MDSC 400 Senior Seminar** This course is required of all Media and Society majors. Normally, seniors will enroll in this course; however, juniors may also enroll with the recommendation of their advisers. This seminar, which is a capstone course for the major, will focus on a topic determined by the instructor. This is a research-intensive course. (*Offered annually*)

**MDSC 415 Advanced Social Documentary** This course is for students with a serious interest in documentary videography. The course will concentrate on developing a television-quality documentary. The focus of the course will be on developing a concept, scriptwriting, filming, and editing for the purpose of informing, persuading, or convincing an audience. The topics will include a contemporary issue, or a history that sheds light on a contemporary issue. Students enrolling in this course should expect to spend considerable time outside of the ordinary class period in research, production and post-production. The ability to work well as a member of a collaborative team is essential. Prerequisite: MDSC 315 or instructor's consent. (Robertson)

**MDSC 450 Independent Study**

**MDSC 456 1/2 Credit Independent Study**

**MDSC 495 Honors**

## Men's Studies

### *Coordinating Committee*

Jack Harris, Sociology, Coordinator  
Etin Anwar, Religious Studies  
Rocco Capraro, History  
Iva Deutchman, Political Science  
Renee Monson, 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 072 Rock Music & American Masculinities or 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, or 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	212	Literature of Sexual Minorities
POL	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 East Studies

### *Coordinating Committee*

Stacey Philbrick Yadav, Political Science, Coordinator  
Etin Anwar, Religious Studies  
Michael Dobkowski, Religious Studies  
Catherine Gallouët, French and Francophone Studies  
Salahudin Kafrawi, Religious Studies  
Liliana Leopardi, Art and Architecture  
Michael Tinkler, Art and Architecture  
Gul Unal, Economics

The Middle East 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 provide students 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 regional language courses 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 and with approval of the program coordinator. All courses must be passed with a letter grade of C- or higher.

### **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
ARTH	254	Islamic Art at the Crossroads
ECON	476	Political Economy of the Middle East and North Africa
FRNE	219	Beyond Colonialism: North African Cinema and Literature
JORD	400	Modernization and Social Change in Jordan
JORD	402	Independent Field Study in Jordan (division dependent on focus)
MES	200	Ottoman Worlds
POL	208	Gender and Politics in the Middle East and North Africa
POL	366	Islamic Political Thought
POL	401	Yemen: Politics on/of the Periphery
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.*

### **COURSE DESCRIPTION**

MES 200 **Ottoman Worlds** The modern Middle East as it is configured today is the byproduct of the particular circumstances and set of governing practices that characterized the Ottoman Empire. Far from a medieval monolith, this was an adaptive, modernizing empire that switched together peoples of different languages, religions, ethnicities, and

political commitments. Yet well before it was formally dissolved in the defeat of the First World War, the coherence of Ottoman rule was disintegrating along its periphery. This course maps both the construction and disintegration of the empire, showing how both jointly made the network of states that replaced it. As an interdisciplinary course drawing from the humanities and social sciences, the course asks students to map and critically understand a variety of cultures of resistance through which Ottoman subjects worked to fashion their lives and their empire.

#### **ARABIC LANGUAGE STUDY AT HWS**

HWS currently offers a four-semester Arabic language sequence. The introductory sequence includes ARAB 101 (offered every fall) and ARAB 102 (offered every spring), and intermediate courses include ARAB 201 (offered every fall) and ARAB 202 (offered every spring); Arabic courses are administered via HWS's Less Commonly Taught Languages program (LCTL). For students entering the sequence above ARAB 101 and/or transferring credits from outside of HWS or while abroad, appropriate placement will need to be determined before students will be permitted to enroll.

## Music

### *Department Faculty*

Robert Cowles, Professor, Chair  
Ben David Aronson, Applied Instructor (Low Brass)  
Robert Barbuto, Applied Instructor (Jazz Piano), Director of Improvisation Ensemble  
Walden Bass, Applied Instructor (Cello)  
Joseph M. Berta, Professor  
Angela Calabrese, Applied Instructor (Voice)  
Anthony Calabrese, Applied Instructor (Percussion), Director of Percussion Ensemble  
Steve Curry, Applied Instructor (Drums)  
Benjamin Ellis, Applied Instructor (Guitar), Director of Classical Guitar Ensemble  
Natalie Fuller, Applied Instructor (High Brass)  
MaryAnn Hamilton, Applied Instructor (Organ)  
Meg Cognetta Heaton, Applied Instructor (Piano)  
Kevin Holzman, Director of Wind Ensemble  
Joseph Irrera, Applied Instructor (Piano)  
Ben Johns, Director of Community Chorus  
Charity Lofthouse, Assistant Professor  
Suzanne Murphy, Applied Instructor (Voice)  
Mark Olivieri, Assistant Professor  
Jeananne Ralston, Applied Instructor (Piano)  
Peter Rovit, Applied Instructor (Violin/Viola), Director of String Ensemble  
Troy Slocum, Applied Instructor (Piano)  
Karl Stabna, Applied Instructor (Jazz Saxophone and Jazz Improvisation)  
Wendra Trowbridge, Applied Instructor (Voice)  
Greg Wachala, Applied Instructor (Guitar), Director of Jazz Guitar Ensemble  
Katherine Walker, Assistant Professor

The Department of Music promotes 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. To that end, 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.

Coursework in the Department of Music is designed to develop the musical understanding of students who desire to broaden their cultural perspective through study of the arts, as well as to prepare students wishing to pursue a professional career in music. Music classes are open to all students who have fulfilled the necessary prerequisites or gained permission of the appropriate individual instructors. The department offers a major and minor; all course work to be counted toward the major or minor must be passed with a grade of C- or better. New York State music education certification is available to students majoring in music.

Introductory music courses expose students to a comprehensive survey that is both sufficient to provide non-majors with a broad understanding, and designed to prepare students for subsequent coursework if they choose to continue. Music, by its very nature interdisciplinary, connects to many programs of study at the Colleges: Asian Studies, European Studies, Africana and Latino Studies, and Media and Society, 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, and other points of contact, can communicate in a symbolic way a culture's underlying structure and values.

The Department of Music encourages all interested HWS students to sing or play in an ensemble or take private lessons, whether as a continuation of earlier musical experiences or first-time endeavor. Admission to HWS's choral and instrumental ensembles is by audition. Private instruction (14 half-hour lessons per semester) is available to students for a per-semester fee. 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 interested in continuing with graduate-level work. In-depth exploration is a natural hallmark of formal musical training; music theory, music 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 can be developed and pursued in collaboration with a specific faculty mentor.

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

*disciplinary, 12 courses*

MUS 120, 220, 304, 320, 420, 460; two courses from MUS 202, 203, and 204; one elective at the 200-level or above; one additional elective from MUS 130 or above; and two performance course credits (one course credit earned through participation in a major choral or instrumental ensemble for two semesters, and one course credit earned through taking private lessons for two semesters).

#### **REQUIREMENTS FOR THE MINOR**

*disciplinary, 6 courses*

MUS 120; one course from the group MUS 202, 203, or 204; MUS 220; one music elective at the 200-level or above; one additional course from MUS 130 or above; and one performance course credit earned through participation in a major choral or instrumental ensemble for two semesters or through private lessons for two semesters.

#### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 7 courses (only available to classes entering Fall 2015 and earlier)*

MUS 120; one course from the group MUS 202, 203 and 204; MUS 220; one additional course from MUS 130 or above; two performance course credits (one course credit earned through participation in a major choral or instrumental ensemble for two semesters, and one course credit earned through taking private lessons for two semesters); and one non-music elective course from art, history, education, philosophy, religious studies, anthropology, languages, dance, or another department, chosen in consultation with the adviser (the music and non-music electives should intersect topically).

#### **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 Assistant Professor of Music Mark Olivieri as well as a faculty member from the Department of Education to ensure that all education requirements are being addressed.

#### **COURSE DESCRIPTIONS**

**MUS 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*)

**MUS 110 Introduction to Music Theory** This course introduces fundamentals and basic principles of Western music notation and music theory, as well as aural skills connected to these concepts. Specific topics of study include clefs, major and minor scales, key signatures, intervals, triads, and an introduction to four-part writing, harmonic progressions, and chordal function. (*Offered each semester*)

**MUS 120 Theory and Aural Skills I – Tonal** This course uses an integrated approach to develop the theoretical knowledge and aural skills necessary to become a listener/performer who can perceive sound in meaningful patterns, express these concepts musically, and think critically and artistically about musical form, style, and content. Review of diatonic scales, intervals, triads, and keys is followed by principles of voice leading, Roman numeral analysis and functional harmony, and non-harmonic figuration. Harmonic topics include tonic, dominant, subdominant, submediant, and supertonic triads in functional contexts; the dominant-seventh chord and its inversions; the leading-tone diminished seventh chord; and the cadential six-four chord. Formal topics include sentence and period phrase structures. Analytical and writing skills are introduced and developed, and aural understanding of the above foci is achieved through singing, conducting, playing, and listening. Prerequisite: MUS 110 or permission of the instructor. (*Offered each semester*)

**MUS 130 Beethoven** 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*)

**MUS 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*)

**MUS 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*)

**MUS 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*)

**MUS 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*)

**MUS 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*)

**MUS 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 periodically*)

**MUS 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.) (*Offered periodically*)

**MUS 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; (3) 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. (*Offered periodically*)

**MUS 220 Theory and Aural Skills II – Tonal** This course continues goals outlined in MUS 120. Further exploration of harmonic analysis and part writing techniques, including supertonic, leading-tone, and subdominant seventh chords; Neapolitan and augmented-sixth chords; major-minor modal mixture; tonicization of and modulation to V in major and III and v in minor; and diatonic sequences. Rhythm and musicianship topics include more elaborate divisions of the beat and polyrhythms, and introduction to alto clef, as well as small binary forms. Prerequisite: MUS 120 or permission of the instructor. (*Offered each semester*)

**MUS 304 Composition** Through a progressive series of composition projects, students investigate the sonic organization of musical works and performances, focusing on fundamental questions of unity and variety. Students will learn how to become more fluent improvisers as a means to inform their creative process and divorce themselves from composing works solely utilizing theoretical constructs. Aesthetic issues and intentionality are considered in the pragmatic context of the instructions that composers provide to achieve a desired musical result, whether these instructions are notated in prose, as graphic images, or traditional western musical notation. (*Offered annually*)

**MUS 305 Conducting** This course serves as an introduction to the art of conducting. Exploration and development of the necessary skills involved in becoming a successful musical leader generally and conductor specifically are undertaken. Emphasis is placed on the development of a basic repertoire of gestures needed to beget a variety of musical responses. Physical technique associated with both the right and left hand (including baton technique) is emphasized. Topics related to programming, rehearsal technique, score reading, ear training, and mixed meter are also explored. The final project will normally involve each student recruiting players or singers and leading them in rehearsal of a pre-selected piece of music. Prerequisite: MUS 220. (*Offered periodically*)

**MUS 320 Theory and Aural Skills III – Chromatic** This course builds on skills developed in MUS 120 and 220, and completes the tonal theory sequence with a focus on chromatic harmony of 19th-century Western art music. There is a strong emphasis on all aspects of part writing and analysis, and on aural engagement with theoretical and formal concepts through listening and performance of more complex melodic, polyrhythmic, and harmonic materials. Theoretical and musicianship topics include diatonic modulation to all closely related keys, chromatic modulation and voice-leading techniques, altered chords, polyrhythm, hypermeter, tenor clef, introduction to fugue techniques, and Sonata Theory. Prerequisite: MUS 220 or permission of the instructor. (*Offered annually*)

**MUS 420 Theory and Aural Skills IV - 20th Century** This course utilizes the skills gained in the tonal theory sequence to explore the diverse landscape of 20th-century repertoire and theoretical concepts. Repertoire-based development of theoretical and musicianship skills features topics including: high chromaticism; introduction to jazz theory and forms; octatonicism and pentatonicism; set-class and twelve-tone theory; atonality; triadic transformations; unequal meters and complex polyrhythms; and historical approaches and current trends in popular music theory and analysis. Students will produce original written analyses of popular music and atonal/twelve-tone works, one of which will serve as the basis for an analytical presentation and participation in the Senior Symposium, if eligible. Prerequisite: MUS 320 or permission of the instructor. (*Offered annually*)

### MUS 450 Independent Study

### MUS 456 1/2 Credit Independent Study

**MUS 460 Seminar in Music** This seminar provides in-depth capstone study of a selected area within musicology, music theory, or composition, as well as research and bibliographic skills necessary for graduate study in music. Subjects vary, with topics ranging from the works of a single composer (e.g., Mozart's operas, Stravinsky's ballets, Bach's cantatas) or specific themes (e.g., text/music relationships,) to large-scale composition projects and studies, to interdisciplinary, theoretical, critical, analytical, or historiographical investigations. Requirements include active participation in discussion and research projects, as well as a substantive final paper and participation in the Senior Symposium, if eligible. Prerequisites: One of MUS 202, 203, or 204; as well as concurrent enrollment in, or completion of, one 300-level MUS course; as well as permission of instructor. (*Offered annually*)

### MUS 495 Honors

#### PRIVATE INSTRUCTION COURSES

MUS	903	High Brass (Fuller)
MUS	904	Low Brass (Aronson)
MUS	906	Cello (Bass)
MUS	907	Jazz Saxophone (Stabnau)
MUS	908	Violin/Viola (Rovit)
MUS	910	Piano (Heaton, Irerra, Ralston, or Slocum)
MUS	911	Voice (Angela Calabrese, Murphy, or Trowbridge)
MUS	914	Woodwinds (Berta)
MUS	915	Jazz Improvisation (Stabnau)
MUS	916	Organ (Hamilton)
MUS	917	Guitar (Ellis or Wachala)
MUS	918	Drums (Curry)
MUS	919	Jazz Piano (Barbuto)
MUS	927	Percussion (Anthony Calabrese)

See the Department of Music's webpage ([www.hws.edu/academics/music/instruction.aspx](http://www.hws.edu/academics/music/instruction.aspx)) for additional information related to taking private lessons.

#### ENSEMBLES

MUS	920	Colleges Jazz Ensemble (Olivieri)
MUS	922	Colleges Classical Guitar Ensemble (Ellis)
MUS	923	Colleges Jazz Guitar Ensemble (Wachala)
MUS	924	Colleges Percussion Ensemble (Anthony Calabrese)
MUS	928	Colleges Improvisation Ensemble (Barbuto)
MUS	930	Colleges Chorale* (Cowles)
MUS	935	Colleges Community Chorus (Johns)
MUS	945	Colleges String Ensemble (Rovit)
MUS	950	Colleges Wind Ensemble (Holzman)

\*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 half hour private lessons receive one-half course credit per semester; students who take hour private lessons receive a full credit per semester (although this full credit does not count toward the student's standard course load in a given semester). Students who participate in any of the above-listed ensembles receive one-half course credit per semester.

## Peace Studies

### *Program Faculty*

Steven Lee, Philosophy, Coordinator  
Betty Bayer, Women's Studies  
Michael Dobkowski, Religious Studies  
Shalahudin Kafrawi, Religious Studies  
Alejandra Molina, Spanish and Hispanic Studies  
Carol Oberbrunner, Philosophy  
Richard Salter, Religious Studies  
Charles Temple, Education  
Tenzin Yignyen, Buddhist Scholar, Asian Language and Cultures

Peace Studies at Hobart and William Smith Colleges is a program offering an interdisciplinary minor. It focuses on the conditions that promote social justice and the non-violent resolution of conflict in relations among individuals, groups, societies, and nations. The program combines philosophical inquiry, historical understanding, 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 equality and respect for others.

### **REQUIREMENTS FOR THE MINOR**

#### *interdisciplinary, 7 courses*

All courses must be completed with a C- or better. Courses taken for Credit/No Credit may not be counted toward the minor. At least three courses must be unique to the minor.

- One foundation course: REL 105 Religion, Peace, and Conflict.
  - 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.
  - 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.
  - One supervised full credit practicum/internship (PCST 399) or two one-half unit supervised community service practica. 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 a final report.
  - Senior Independent Project (PCST 450): Enacting Peace: A self-initiated project that involves 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 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
EDUC	370	Multiculturalism
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	370	Theories of Religion: Religion, Power, and Social Transformation
WMST	372	Peace (if not selected 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
ASN	225	Tibetan Buddhism
BIDS	211	Labor: Domestic and Global
ECON	236	Radical Political Economy
ENV	333	Environmental Justice and American Literature
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	103	Journeys and Stories
REL	108	Religion and Alienation in 20th Century Culture
REL	228	Religion and Resistance
REL	236	Gender and Islam
REL	238	Liberating Theology
REL	281	Unspoken Worlds: Women, Religion, and Culture
REL	283	Que(e)rying Religious Studies
REL	347	Gender and Globalization in the Muslim World
SOC	259	Fight For Your Rights! The Sociology of Social Movements
SOC	290	Sociology of Community
SOC	325	Moral Sociology and the Good Society
SOC	370	Theories of Religion: Religion, Power, and Social Transformation
THTR	290	Theater for Social Change
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	111	The Experience of War in Literature
ENG	276	Imagining the Middle East
ENG	316	Hearts of Darkness
FRNE	219	North African Cinema and literature
FRNE	395	Race in 18th Century French Culture
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	320	History and Memory: The Asia Pacific Wars

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	180	Introduction to International Relations
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	250	Race and Religion
REL	255	Peace and Violence in the Qur'an
REL	265	The West and the Qur'an
REL	271	The History and Impact of the Holocaust
REL	274	Zionism, the State of Israel, and the Middle East Conflict
REL	335	Jihad
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**

PCST 399 **Internship** A minimum of 150 hours of community service, internship placement, or other experiential learning, approved by the student's program adviser and documented by a weekly reflective journal and a final report.

PCST 450 **Senior Independent Project: Enacting Peace** A self-initiated project that involves in some way a peacemaker role under the supervision of a Peace Studies program faculty adviser.

# Philosophy

## *Department Faculty*

Steven Lee, Professor, Chair  
Eugen Baer, Professor  
Eric Barnes, Associate Professor  
Scott Brophy, Professor  
Rochelle DuFord, Visiting Assistant Professor  
Greg Frost-Arnold, Associate Professor  
Karen Frost-Arnold, Associate Professor  
Lisa Leininger, Assistant Professor  
Carol Oberbrunner, Assistant Professor

Courses in the Philosophy Department provide students with a background in the history of philosophy, and 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 communicate better and to more effectively adapt to changing circumstances.

All courses toward a philosophy major or minor must be completed with a grade of C- or higher, and no C/NC courses are allowed.

## **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):

Area 1: One of the following courses about knowledge/reality: 220, 237, 238, 260, 275, 342, 345, 350, 373, 374, 380, 390

Area 2: One of the following courses about values/normative theory: 230, 232, 233, 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, 275, 342, 345, 350, 373, 374, 380, 390

One of the following courses about values/normative theory: 230, 232, 233, 234, 235, 236, 250, 310, 315

One of the following historical courses: 370, 372, 373, 390

Any two additional philosophy courses

## **COURSE DESCRIPTIONS**

**PHIL 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 every semester*)

**PHIL 110 Puzzles and Paradoxes** Puzzles can be both fun and frustrating. In some places, 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.)

**PHIL 151 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 their 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 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*)

**PHIL 154 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?

**PHIL 155 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? Among the topics considered are: just war theory, pacifism, realism, humanitarian intervention, civil war, terrorism, and nuclear deterrence. (Lee, *offered annually*)

**PHIL 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*)

**PHIL 157 Ethical Inquiry: 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 alternate years*)

**PHIL 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*)

**PHIL 162 Ethics 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 questions 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 in this course 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*)

**PHIL 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*)

**PHIL 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, 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*)

**PHIL 233 Cosmopolitanism and Global Ethics** Cosmopolitanism, deriving from the Greek 'cosmo' (world) and 'polites' (citizen), is the study of citizenship beyond the boundaries of nation-states. In this course, we will study theories of world-citizenship and the relationship of citizenship to global ethical questions. We will look, in particular, at two sorts of composition: ethical and political. Ethical cosmopolitanism concerns the ethical obligations we have to individuals with whom we do not share a nation-state. Political cosmopolitanism concerns development of global institutions to govern political or economic policies and laws that have global impact. Of primary importance in this course is the question of whether citizenship creates special moral and political obligations. We will consider the idea of world citizenship with regard to international organizations and global governance, human rights, immigration, economic inequality, and gender justice.

**PHIL 234 Understanding Right and 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*)

**PHIL 236 Philosophy of Law** Study of the law raises many problems for which philosophy provides 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 morally justified to punish a person? (Lee, *offered alternate years*)

**PHIL 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*)

**PHIL 243 Philosophy of Sex and Love** Sex and love are among some of the most ordinary human ( and animal ) experiences. Yet, we often neglect to consider them philosophically. This neglect stems in part from longstanding dualisms of mind/body and reason/feeling. This class focuses almost exclusively on bodies and feelings: in doing so it prioritizes what has often been philosophically neglected or rejected. Once we do that, puzzles arise nearly everywhere we look. Most basically: What is sex itself? Are sex and sexuality constituent or accidental features of identity? Are some sex acts morally wrong? What does it mean to love someone; it is a feeling, an action, or a metaphysical union? Should you commit yourself to someone else, what would it mean to do so? This class will provide a survey of metaphysical, epistemological, ethical, social, and political concerns about sex and love. We will focus on four main themes: being sexed and sexual, sexual orientations, power and sexualized violence, and marriage, commitment, and non-committal sex. Typically, we will discuss philosophical dimensions of : sex acts and sexual desires, masturbation, sexualized violence, sexual identities, queer subjectivities, marriage, non-monogamy, pornography, public sex, and sex work.

**PHIL 312 Language and Power** Language plays a central role in our interactions with others in the world: it helps us to convey our thoughts and to create important connections with others. It can also be a powerful mechanism through which to derogate, marginalize, or subordinate people. This course will examine how language draws on exerts, and reinforces social power. We'll make use of classic ideas from philosophy of language to address contemporary concerns about social discourse. We'll start by examining famous arguments in support of freedom of speech. One of the central questions of the course is how these arguments work when we understand speech not merely as a way to convey information, but as an action which itself can have a significant impact on others. Much of the course will focus on the real impact of hate speech, pornography, and use of derogatory terms. We'll examine the role of social authority and the ways in which discourse can be distorted by features of the participants' identities. Then, we'll look at what sorts of inferences are licensed both by derogatory terms and by seemingly innocuous language used in daily life. Finally, we'll discuss whether, how, and when resistance to harmful speech is possible.

**PHIL 346 Critical Theory: Philosophy of History and Culture** This course is an upper-level examination of a broad set of philosophical movements that fall under the classification of critical theory. Karl Marx describes critical theory as " the self-clarification of the struggles and wishes of the age." We will begin by looking at critical theory's genesis in left-Hegelianism, through Weberian social theory and Freudian psychoanalysis. We will then consider the first generation of theorists from the Frankfurt School ( Benjamin, Adorno, and Horkheimer ), paying particular attention to their critiques of Enlightenment theories and instrumental reason. We will then look at the way in which critical theory splits into two particular traditions: critical theories of democratic practice in capitalist societies, via Habermas and Fraser, and critical theories of embodied life in administered society, via Foucault and Butler. We will focus on four main aspects of critical theory in this course: the dialectic, the relation of subject-object, the philosophy of history ( specifically, the idea of progress), and the question of ideology.

**PHIL 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*)

**PHIL 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? For example, 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*)

**PHIL 271 Medieval Philosophy** This course is a survey on common themes in Medieval philosophy. It explores on issues elaborated in the works of major Christian, Muslim, and Jewish philosophers. Among these issues include Being and its modalities, Perfect Being and the world, free and pre-determination, universals and particulars, and causality. It especially discusses the interplay between Platonic, Aristotelian and Neoplatonic views on the one hand and religious teachings on the other, as expressed in the works of medieval philosophers such as Augustine, Sa'adia, Ibn Sina, Maimonides, Averroes, Aquinas, and Ibn Tufayl.

**PHIL 275 GOD** This course examines both the nature of God and the foundation of rational belief in God. The traditional understanding of God, at least according to the Abrahamic religions, is a being that is omnipotent, omniscient, and omnibenevolent. However, each of these properties introduces classical philosophical problems. The puzzle of omnipotence challenges the idea that omnipotence is even a coherent notion. The dilemma of freedom and foreknowledge implies that God's omniscience is incompatible with human freedom. Last, the problem of evil gives reason to doubt that God is truly omnibenevolent. In sum, the class explores the following majors questions: does God exist? What is God like? How do we know what God is like? Do we have good evidence for belief in God? If not, can we still have rational belief in God?

**PHIL 312 Language and Power** Language plays a central role in our interactions with others in the world: it helps us to convey our thoughts and to create important connections with others. It can also be a powerful mechanism through which to derogate, marginalize, or subordinate people. This course will examine how language draws on exerts, and reinforces social power. We'll make use of classic ideas from philosophy of language to address contemporary concerns about social discourse. We'll start by examining famous arguments in support of freedom of speech. One of the central questions of the course is how these arguments work when we understand speech not merely as a way to convey information, but as an action which itself can have a significant impact on others. Much of the course will focus on the real impact of hate speech, pornography, and use of derogatory terms. We'll examine the role of social authority and the ways in which discourse can be distorted by features of the participants' identities. Then, we'll look at what sorts of inferences are licensed both by derogatory terms and by seemingly innocuous language used in daily life. Finally, we'll discuss whether, how, and when resistance to harmful speech is possible.

**PHIL 315 Seminar: 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 in this seminar 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 topics considered is distributive justice. The first part of this seminar will be dominated by a discussion of the work of John Rawls, the most significant English-language political philosopher of the 20th century. Then we consider other theoretical approaches to social justice, such as strict egalitarianism, libertarianism, resource and welfare based approaches, and feminist and capabilities approaches. We will also consider social justice on a global scale. (Lee, *offered annually*)

**PHIL 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*)

**PHIL 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*)

**PHIL 350 Theories of Reality** 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*)

**PHIL 355 Philosophy of Time** We seemingly experience the phenomenon of time every day. But what exactly is it? One of the greatest philosophers of time, C. D. Broad, declared that the problem of understanding time is “the hardest knot in the whole of philosophy.” This course is an attempt to begin to unravel this knot. The topics are divided into two main sections reflecting the two main issues in the philosophy of time: the ontology of time and the properties of time. The ontology of time concerns, first and foremost, whether time is real, and, if so, whether only the present exists or whether the past and the future exist along with the present. The second section of the course concerns the consideration of the particular properties of time that give rise to several well-known questions involving time: How does time pass? What gives time its direction? Can we time travel into the past or future? These questions seem simple, but as one attempts to seek answers, it becomes clear that no obvious answers are to be found. Thus, this class ultimately serves not only as a philosophical introduction to the basic issues concerning time but also offers to students an illustration of how to structure and think through abstract issues.

**PHIL 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*)

**PHIL 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*)

**PHIL 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*)

**PHIL 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*)

**PHIL 450 Independent Study**

**PHIL 456 1/2 Credit Independent Study**

**PHIL 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*)

**PHIL 495 Honors**

Courses Offered Occasionally\*:

PHIL	125	Oral Argumentation and Debate
PHIL	150	Philosophy and Contemporary Issues: Justice and Equality
PHIL	160	Philosophy of Medicine
PHIL	205	Ideas of Self
PHIL	225	Versions of Verity
PHIL	271	Medieval Philosophy
PHIL	374	German Idealism
PHIL	380	Experience and Consciousness: Introduction to Phenomenology
PHIL	381	Existentialism

\*Frequency as determined by student demand and faculty availability

## Physics

Theodore Allen, Associate Professor, Chair  
Larry Campbell, Research Professor  
Ileana Dumitriu, Assistant Professor  
Leslie Hebb, Assistant Professor  
Steven Penn, Associate Professor  
Peter Spacher, Laboratory Technician and Instructor  
Donald Spector, Professor  
Leon Webster, Laboratory Coordinator

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**

Joint-degree engineering programs are offered with Columbia University and The Thayer School of Engineering at Dartmouth College. Through these programs, in which students spend three years at Hobart and William Smith Colleges and two years at an engineering school, a student will receive a B.A. or B.S. from Hobart or William Smith and a B.S. or B.E. in engineering from the engineering school. Majoring in physics at HWS 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**

PHYS 110 **Star Trek Physics** 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 occasionally*)

**PHYS 113 Suns and 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. (*Offered alternate years*)

**PHYS 114 Stars, Galaxies and the Universe** This course provides an introduction to the general physical and observational principles necessary to understand stars, galaxies and the Universe as a whole. We will discuss light, optics and telescopes, properties of stars, black holes, galaxies, and cosmology. The course will culminate in a discussion of the formation of the Universe starting with the Big Bang. (*Offered alternate years*)

**PHYS 115 Astrobiology** 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 it 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*)

**PHYS 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*)

**PHYS 150 Introduction 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*)

**PHYS 160 Introduction to 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*)

**PHYS 210 Introduction to Astrophysics** This first course in Astrophysics will add the foundational rigors of physics to the observations of astronomy to generate a more thorough understanding of our universe. Topics for the course include Stellar dynamics and evolution (star formation, fusion and nucleosynthesis, hydrostatic equilibrium, post-main-sequence evolution, supernovae, white dwarfs, compact objects), Galactic formation and evolution, active galaxies, galactic clusters, dark matter, Big Bang and Universe evolution, and dark energy. (*Offered occasionally*)

**PHYS 225 Observational Astronomy** This course provides a "hands-on" introduction to observational astronomy. Students will learn how the sky moves and the celestial coordinate systems necessary to plan and implement astronomical observations. They will become proficient using the new 17" telescope at the Perkin Observatory to observe celestial objects including the Moon, the planets, stars, star clusters, nebulae, and galaxies. Students will obtain digital images of the astronomical objects and learn basic techniques of digital image processing. Students will use their own data from astronomical database to draw scientific conclusions about stars and planets.

**PHYS 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 annually*)

**PHYS 252 Green Energy** The climate change crisis has spurred the need for and interest in sustainable energy technologies. In this course we will study the major green energy technologies: efficiency, wind, solar (photovoltaic and thermal), geothermal, current/wave energy, smart grids and decentralized production. The class will study each technology from the basic principles through current research. In parallel, students will work together on a green energy project. Project ideas include: developing a green energy production project on campus, or a campus/Geneva self-sufficiency study. (*Offered occasionally*)

**PHYS 260 Waves and Optics** Simple harmonic motion, coupled oscillators, and mechanical waves. Fourier decomposition of oscillatory motion. Electromagnetic waves and phenomena of scattering, reflection, interference, and diffraction. Modern optical techniques such as waveguides, interferometers, and stable cavities. Prerequisite: PHYS 160. (*Offered annually*)

**PHYS 270 Modern Physics** This course 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. With laboratory. Prerequisites: PHYS 160 and MATH 131 Calculus II. (*Offered annually*)

**PHYS 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*)

**PHYS 287 Computational Methods** This course explores topics in computational methodologies and programming within physics. Computers are a ubiquitous tool in physics data acquisition and analysis. Each semester we will explore a set of topics within this field. Topics may include the statistics of data analysis, techniques of linear and nonlinear fitting, frequency analysis, time-frequency analysis, signal and image processing. Technologies may include data acquisition systems, data analysis environments, and common scientific programming languages. Prerequisite: PHYS 285. (*Offered annually*)

**PHYS 351 Mechanics** Starting from the Newtonian viewpoint, this course develops mechanics in the Lagrangian and Hamiltonian formulations. Topics include Newton's laws, energy and momentum, potential functions, oscillations, central forces, dynamics of systems and conservation laws, rigid bodies, rotating coordinate systems, Lagrange's equations, and Hamiltonian mechanics. Advanced topics may include chaotic systems, collision theory, relativistic mechanics, phase space orbits, Liouville's theorem, and dynamics of elastic and dissipative materials. Prerequisites: PHYS 160 and MATH 131 Calculus II. (*Offered alternate years*)

**PHYS 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*)

**PHYS 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: One 300-level course in Physics or Mathematics. (*Offered alternate years*)

**PHYS 361 Electricity and Magnetism** This course develops the vector calculus treatment of electric and magnetic fields both in free space and in dielectric and magnetic materials. Topics include vector calculus, electrostatics, Laplace's equation, dielectrics, magnetostatics, scalar and vector potentials, electrodynamics, and Maxwell's equations. The course culminates in a treatment of electromagnetic waves. Advanced topics may include conservation laws in electrodynamics, electromagnetic waves in matter, absorption and dispersion, wave guides, relativistic electrodynamics, and Liénard-Wiechert potentials. Prerequisites: PHYS 160 and MATH 131 Calculus II. (*Offered alternate years*)

PHYS 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*)

PHYS 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, black holes, and phase transitions. Prerequisites: PHYS 160 and MATH 131 Calculus II. (*Offered alternate years*)

PHYS 380 **Contemporary Inquiries in Physics** This course examines current major lines of development in the understanding of physics. Representative 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*)

PHYS 383 **Advanced Laboratory** Advanced Laboratory is the capstone laboratory experience in which students perform a wide variety of experiments that cover the major concepts in Modern Physics and Quantum Mechanics, including wave-particle duality, NMR, particle decay, time dilation, particle scattering and absorption, and laser dynamics and spectroscopy. (*Offered annually*)

PHYS 450 **Independent Study**

PHYS 456 **1/2 Credit Independent Study**

PHYS 495 **Honors**

## Political Science

Vikash Yadav, Associate Professor, Chair  
Jodi Dean, Professor  
Iva E. Deutchman, Professor  
Kevin Dunn, Professor  
DeWayne Lucas, Associate Professor  
Joseph Mink, Assistant Professor  
Susan Norman, Assistant Professor  
David Ost, Professor  
Paul A. Passavant, Associate Professor  
Stacey Philbrick Yadav, Associate Professor  
Justin Rose, Assistant Professor

The Department of Political Science aims to provide students with an understanding of the important political questions that surround issues of power. We believe that senior majors should be familiar with a range of theoretical perspectives and epistemological methods; able to analyze data critically and deconstruct texts; able to conduct independent academic research; and able to write clearly about significant political trends and events.

Political Science offers courses in four subfields: American Politics (AMER), Comparative World Politics (COMP), International Relations (IR), and Political Philosophy and Theory (TH). Courses are grouped at each level to reflect 1) depth of topical focus, 2) difficulty of assigned readings, 3) prior knowledge expected of the student, and 4) independent research expectations. Each subfield has a 100-level introductory course. The 200-level courses are of intermediate difficulty. 300-level courses tend to focus on more specialized topics. The 400-level courses are seminars and are limited to junior and senior political science majors. Political Science offers a disciplinary major and minor. All courses must be completed with a grade of C- or better in order to be credited toward the major.

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

*disciplinary, 10 courses*

Two introductory courses from among POL 110, POL 140, POL 160, and POL 180; one course in each of the four subfields (the introductory courses may count); a seminar in the junior year (POL 400) and a seminar in the senior year (POL 401); 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 World Politics, International Relations, or Political Philosophy and 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 toward the minor.

### COURSE CONCENTRATIONS

Note: Some courses serve more than one subfield (students must choose which subfield they wish to count the course on their major declaration form; a single course may not be double counted). Seminars do not count toward subfields.

#### American Politics Subfield

POL	110	Introduction to American Politics
POL	200	Topics
POL	204	Modern American Conservatism
POL	207	Governing through Crime
POL	211	Visions of the City
POL	212	Media and Politics
POL	215	Racial and Ethnic Politics
POL	221	Voting and Elections
POL	222	Political Parties
POL	229	State and Local Government

POL	238	Sex and Power
POL	249	Protests, Movements, Unions
POL	289	Theories of American Democracy
POL	300	Advanced Topics
POL	303	Campaigns and Elections
POL	310	Midterm Campaigns and Elections
POL	324	American Congress
POL	325	American Presidency
POL	326	Urban Politics
POL	332	American Constitutional Law
POL	333	Civil Rights
POL	334	Civil Liberties
POL	335	Law and Society
POL	370	African American Political Thought

#### **Comparative Politics Subfield**

POL	140	Introduction to Comparative Politics
POL	200	Topics
POL	208	Gender and Politics in the Middle East and North Africa
POL	243	The Mystery of East Central Europe
POL	245	Politics of the New Europe
POL	246	Politics of East Asia
POL	248	Politics of Development
POL	249	Protests, Movements, Unions
POL	254	Globalization
POL	255	Latin American Politics
POL	257	Russia/China Resurgent
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	300	Advanced Topics
POL	301	Politics of India
POL	304	Politics of Afghanistan
POL	312	Political Reform in the Middle East
POL	348	Racism, Class, and Conflicts

#### **International Relations Subfield**

POL	180	Introduction to International Relations
POL	200	Topics
POL	248	Politics of Development
POL	254	Globalization
POL	280	Contemporary International Relations
POL	281	Politics of South Asia
POL	283	Political Violence
POL	285	International Politics of the Middle East
POL	290	American Foreign Policy
POL	300	Advanced Topics
POL	301	Politics of India
POL	304	Politics of Afghanistan
POL	312	Political Reform in the Middle East
POL	380	Theories of International Relations
POL	394	Identity and International Relations

#### **Political Theory Subfield**

POL	160	Introduction to Political Theory
POL	175	Introduction to Feminist Theory

POL	200	Topics
POL	264	Legal Theory
POL	265	Modern Political Theory
POL	267	Twentieth Century Political Theory
POL	279	Radical Thought from Karl Marx to George Bush
POL	289	Theories of American Democracy
POL	300	Advanced Topics
POL	363	Digital Networks
POL	366	Islamic Political Thought
POL	368	Contemporary Political Theory
POL	370	African American Political Thought

#### Methods Courses

POL	361	Quantitative Research Methods
POL	371	Qualitative Research Methods

#### CROSSLISTED COURSES

LTAM	225	Inside the New Cuba
MES	200	Ottoman Worlds
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

**POL 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, Rose, *offered each semester; subfield: AMER*)

**POL 140 Introduction 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. Student 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, Norman, *offered each semester; subfield: COMP*)

**POL 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*)

**POL 175 Introduction to Feminist Theory** What is feminism? This course looks at feminism in terms of its politics. How does feminism understand and analyze power? What political arrangements do feminists advocate? How do feminists imagine political change? We will focus our inquiry on three sites: university, work, and culture. In what ways have these sites been depicted in terms of violence and vulnerability? What sorts of power do such depictions undermine or support? In asking these and other questions, we will consider the relation between the critical investigations enabled by each site and the political changes such investigations mobilize. Authors include Judith Butler, Shulamith Firestone, Jack Halberstam, Maria Mies, Bernice Johnson Reagon, Kathi Weeks and others. (Dean, *offered occasionally; subfield: TH*)

**POL 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 systems, and interrogation of social forces such as race and gender, 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*)

**POL 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*)

**POL 207 Governing Through Crime** For over thirty years, the United States experienced an exponential rise in both the numbers of people incarcerated and the rate of incarceration. The United States became comparable, in terms of the percentage of the population imprisoned, with the Soviet gulag or apartheid South Africa. 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. The United States became a society that “governed through crime.” Today, some are becoming more reflective about the costs and consequences of “governing through crime.” Is something changing again? (Passavant, *offered alternate years; subfield: AMER*)

**POL 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*)

**POL 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*)

**POL 212 Media and Politics** 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*)

**POL 213 Politics of China** This course addresses issues of central concern to Comparative Political Science, such as modernization and its discontents, nation-building and its others, democracy, class, gender, and contention. It does so, however, from closely reading and interpreting how they are discursively framed and contested in China. Students will be required not only to identify the salient topics and debates for each week, but more importantly, to think beyond a concept’s familiar usage and track how it changes in different political contexts and narratives. The goal of the course is twofold: to provide a detailed analysis of the core issues of Chinese politics and society and, in doing so, introduce a new vocabulary of the political. (Staff, *offered occasionally; COMP*)

**POL 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. (Rose, *offered annually; subfield: AMER*)

**POL 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*)

**POL 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*)

**POL 243 The Mystery of East Central Europe** East Central Europe has always been a place to explore big questions. The region has been at the center of the world’s major political developments – nationalism, imperialism, fascism, communism, democratization, global capitalism – and also its culture: there is no “western culture” without the contributions from the region’s writers, artists, and intellectuals. How can a small region contribute so much to the world? This course not only explores the mesmerizing past and present of a fascinating part of the world, but uses that to understand “us,” too – because so many aspects that emerge there become prevalent in more western societies soon afterwards. The focus of the course will be on Poland and Hungary (with forays into Ukraine, the Baltic republics, Czechia and Slovakia), and the concepts of nation, class, and gender. We look at processes of state and nation building; the impact of religion and minorities (including Jews and anti-Semitism); the impact of class conflicts; and the role of gender-based social movements as well as traditionalist backlashes against them. We inquire into the nature of post-communist democracy, and we look also at a variety of public policies, concerning child and family policy, and Internet policy. We also explore the transformative impact East Central Europe has had on the European Union. (Ost, *alternate years; subfield: COMP*)

**POL 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*)

**POL 246 Politics of East Asia** How have East Asian countries become one of the largest economies in the world, developing industries, such as Toyota and Samsung? How did two Koreas become enemy states in spite of more than five thousand years of shared history and culture? Will Japan be remilitarized? What are the relationships among China, Taiwan, Tibet, and Hong Kong? In what way has the U.S. played a role in the development of the region? The course will explore diverse questions by looking at the process of state-building, political economy, security, and cultural dynamics of East Asia, focusing on China, Japan, and North and South Korea, in connection to the role of the U.S. (Staff, *offered occasionally; IR, COMP*)

**POL 248 Politics of Development** This course examines contending historical and contemporary explanations for the phenomenon of entrenched global poverty and critically assesses proposed policy solutions to ending absolute poverty in our time. The courses contrast micro-level approaches, which seek to build an “inclusive capitalism” through the extension of property rights and the enhancement of individual capacity with macro-level approaches that seek to restructure the international regime on debt relief and international development organizations. (Yadav, *offered alternate years; subfields: IR, COMP*)

**POL 249 Protests, Movements, Unions** 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*)

**POL 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*)

**POL 255 Latin American Politics** 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. (Norman, *offered occasionally; subfield: COMP*)

**POL 258 Comparative Politics of the Middle East** This course explores the complex and shifting relationships between state and society in the late colonial and post-colonial 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*)

**POL 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*)

**POL 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*)

**POL 267 20th 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, Passavant, *offered annually; subfield: TH*)

**POL 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 occasionally; subfield: TH*)

**POL 283 Political Violence** Conflict has been a central issue in the relations among states since the advent of the modern nation-state system. Well before Sept. 11, 2001, terrorism had become a central feature of how conflict has been expressed in the modern international system. This course examines the causes of terrorism, the ways in which individuals and social groups have chosen to wage terrorism, the goals they have established, and the ways in which political and military leaders have chosen to engage in counter-terrorist strategies. Using specific case studies, the course compares the motivations and implications of ethno-nationalist terrorism, political terrorism, and religious terrorism, and the future of terrorism in a post-Sept. 11 world. (Dunn, Norman; offered alternate years; subfield IR)

**POL 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)

**POL 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)

**POL 303 Campaigns and Elections** Even early in 2016, the presidential election looks fascinating. Will it be Clinton versus Trump? Will the Republicans get themselves together and nominate a candidate other than Trump? Will Clinton become the first woman president? And what happens to the Senate and House? The Democrats only need four Senate seats to take it back. Of course, besides tracking what happens, we want to understand why. What do the results mean for where we are politically and where we are going? Prerequisite: POL 110. (Deutchman, *offered every presidential year*; subfield: AMER)

**POL 324 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. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Lucas, *offered annually*; subfield: AMER)

**POL 326 Urban Politics** 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. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Rose, *offered annually*; subfield: AMER)

**POL 332 Constitutional Law** This course is concerned with the nature and development of the United States constitutional structure. Emphasis is placed on the question of sovereignty, judicial review, the powers of national and state governments, limits on those powers, the right of privacy in relation to reproductive and sexual autonomy, congressional-executive relations, the courts and presidential power, and the law and politics of impeachment. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, *offered annually*; subfield: AMER)

**POL 333 Civil Rights** This course addresses the constitutional and statutory protection of civil rights in the United States. It studies the gradual recognition and enforcement of civil rights, recent retreats, and contemporary difficulties in the implementation of egalitarian principles that inform citizenship in a democracy. Substantive areas of focus include desegregation, voting rights, gender discrimination, discrimination based on sexual orientation, affirmative action, and the problems involved with proving discrimination that violates the Constitution. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, *offered annually*; subfield: AMER)

**POL 334 Civil Liberties** This course addresses how governments are obliged to act and the constitutional limits placed on the way governments may act. It analyzes key constitutional liberties like the right to counsel, the right against self-incrimination, freedom of religion, the “wall of separation” between church and state, and the freedoms of speech, press, and assembly. It also addresses the USA PATRIOT ACT’s implications for civil liberties. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, *offered annually; subfield: AMER*)

**POL 348 Racism, Class, and Conflicts** Why is racism so prevalent? What makes nationalism, anti-Semitism, or anti-Islamism such compelling “narratives” that so many people and countries adopt them? What purposes do racisms and hatreds serve? And why do class conflicts serve the cause of democracy better than identity conflicts do? This course explores the role that organized conflicts and hatreds play around the world, the ways they are used to gain power, consolidate nations, legitimate domination, secure dignity (at others’ expense), or deflect attention. Politics cannot do without conflicts, but how these conflicts are organized has profound implications for how inclusive, or not, the political system will be. We explore histories of racist thought, and politicized animosities such as racisms in the US, anti-Semitism in Europe, ethnic conflicts in Africa, apartheid, anti-Chinese campaigns, anti-Islamism, as well as conflicts based on class. We will see hatreds less as psychological phenomena than political ones, which can be combatted on that level as well. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Ost, *offered alternate years; subfield: COMP*)

**POL 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. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Dean, *offered alternate years; subfield: TH*)

**POL 366 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. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Philbrick Yadav, *offered alternate years; subfield: TH*)

**POL 368 Contemporary Political Theory** This course reads key texts in European and American contemporary political theory. Themes include power, subjectivity, capitalism, organization, revolution, and resistance. Authors include Alain Badiou, Michel Foucault, Jacques Ranciere, and Slavoj Zizek. Prerequisite: one previous political theory course or permission of instructor. (Dean, *offered occasionally; subfield: TH*)

**POL 370 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. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Rose, *offered occasionally; subfields: TH, AMER*)

**POL 371 Qualitative Research Methods** 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. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Philbrick-Yadav, *offered alternate years; subfield: Methods*)

**POL 380 Theories of International Relations** Why do states act the way they do? How do we explain conflict and cooperation between states? What about non-state actors, from terrorist networks and drug cartels to international organizations? How have social forces such as gender and race impacted the development of world politics? The objective of this course is to expose students to a wide range of theories and approaches to the study of international relations. Students will examine how the lens we use to view the world shapes our understanding of the world, its problems and possible solutions. Prerequisite: POL 180. (Dunn, *offered annually; subfield: IR*)

#### **SEMINAR DESCRIPTIONS**

##### **POL 400 Junior and POL 401 Senior Research Topics Seminars**

Majors in political science must enroll in a seminar in their junior year (POL 400) and another seminar in their senior year (POL 401). 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 in the Junior Seminar is a literature review on a topic of the student's choosing. The purpose of the Junior Seminar is to give students an opportunity to acquire the skills for conducting independent research. It is intended to provide the foundation of a capstone experience in the study of Political Science for our majors. For some, Junior Seminar research becomes a first step towards an Honors project. Junior Seminars are generally limited to political science majors, unless there is available space and the professor approves the course for a non-major. Prerequisite: a 300-level POL course. Open to Junior POL majors only. (Staff, *offered every semester*)

The main assignment in the Senior Seminar is a seminar length research paper on a topic of the student's choosing. The purpose of the Senior 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 a capstone experience in the study of Political Science for our majors. Additionally, the seminars give students a taste of what graduate school might be like as they are concluding their undergraduate careers and prepare students for the next academic level. Senior Seminars are generally limited to political science majors, unless there is available space and the professor approves the course for a non-major. Prerequisite: POL 400. (Staff, *offered every semester*)

*Seminar Topics Include:*

- **The Politics of Higher Education**

Description: In this course students will explore the political dynamics of higher education in America. In particular, the course will examine how American politics shape the landscape of higher education, and how institutions of higher education, in turn, shape American politics. Finally, this course will cover key political movements on college campuses that influenced the missions, demographics and curriculums of colleges and universities.

- **Political Theory and Climate Change**

This seminar will consider how we think about climate change. What views of nature, society, change, and action structure our approach to (and avoidance of) people's relation to the earth's changing climate? We will discuss the limits that the supposition that there is no alternative to capitalism places on our ability to imagine collective responses to the warming climate. We will evaluate the narratives and assumptions regarding what can and cannot be accomplished through organized action. We will consider the debate over concepts such as the "anthropocene" and the "capitalocene." We will wrestle with the appeal of apocalyptic gestures of withdrawal that wallow in catastrophism and despair. Authors include Naomi Oreskes, Timothy Morton, Christian Parenti, Adrian Parr, Jane Bennett, Naomi Klein, Bruno Latour, Jason Moore, and others. (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)

- **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)

- **Sex and Race 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 to help them explore what it means to do feminist work within international relations. (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 decreased 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)

- **Remembering the Body Politic**

From the beginning of the polity established during the Revolution, Americans faced the difficulty of forming a community founded upon shared political commitments rather than a shared culture and history. In inventing new 'traditions,' political leaders established celebrations and festivals, rituals and ceremonies, consumable goods and carefully planned material spaces as a means of producing appropriate citizens, reinforcing political legitimacy, and representing a national identity. However, these creations, these histories, these identities were sites of struggle allowing Americans to express their understanding of (and their concerns about) the political community. In this seminar we will interrogate American political, economic, and social commitments by examining the contested meanings of the Founding, the Civil War, and the New Deal through the Civil Rights movements of the 1960s and 70s.

- **American Regime**

The American Regime is an advanced seminar organized around a number of questions that inform the American experience. Specifically in this seminar, we will consider the American political tradition as a response to the profound political, social, economic, and religious changes that took place beginning with the European Enlightenment. More specifically, we will interrogate liberal anxieties about freedom, equality, and reason by examining everyday practices embodied in those roles that are thought to exist (at least partially) beyond the reach of legitimate political authority (husband and wife, parent and child, master and servant, master and slave). These relationships were (and continue to be) important in the American liberal tradition both because they limit government power and because they provide the foundation upon which political society is built. (Mink)

- **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)

- **Narcos: The War on Drugs in Latin America**

For the last thirty years, the drug trade has been at the center of U.S. security policy in Latin America. Beginning with Richard Nixon, successive US administrations have waged a “war on drugs” in the Latin American countries by means of a punitive, militarized approach to combat illicit drug production and smuggling. This course explores the impact of the War on Drugs on Latin American societies. How has U.S. pressures to crackdown on illicit economic activity shaped drug policy in Latin America? What has the war on drugs achieved in the region, and at what cost? We will examine these questions with a focus on the drug trade in Latin America from the 19th century until today. We will trace the trajectory of illicit crop (marijuana, coca, opium poppy) cultivation, production, and transportation through the countries most affected—Peru, Bolivia, Colombia, Guatemala, and Mexico. Along the way, we will study the varied policy responses of Latin American countries, and the role of the United States and the international community in policy choice and implementation - with particular emphasis on the impact of drug policy on politics, economic development, and democracy. (Norman)

- **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)

- **Protest: Politics and Policing**

This seminar explores political expression through protest, civil disobedience, riots, and other forms of collective action. It examines changes in law, policing, political economy, and political culture that contain, suppress, or displace forms of popular political expression from public spaces. Have the rights of free speech and assembly become detached from practices of democracy? Is a post-democratic political order taking shape? (Passavant)

- **Crisis and Contemporary Politics: Theory and Action**

The late 1960s and 1970s registered a number of crises in the United States (as well as other western parliamentary democracies). These crises might include a crisis of legitimacy, a crisis of democracy, a “crime” crisis, the urban fiscal crisis, and a crisis of the family, among others. How were these crises related to questions of race, protests, and the urban riots of the 1960s? How were they related to the crisis around sex and gender? How were they related to the crisis in the transformation of capitalism and rise of neoliberalism? How were the elections of Richard Nixon and Ronald Reagan reactions to these crises? The responses to those crises of the 1960s and 1970s have shaped contemporary politics and policy in the United States. Nevertheless, in contemporary politics, a sense of crisis proliferates and seems overwhelming. Among contemporary crises, one might consider a state of indefinite financial crisis, a climate crisis, a mental health crisis, and a sense that the political system itself is in a state of crisis such that it cannot respond to the crises that seem to overwhelm us. In other words, the very capacity of collective self-government seems to be in crisis today. (Passavant)

- **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 Disability*. (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)

- **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), 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 descent into war and fragmentation. (Philbrick Yadav)

- **Black Radical Political Thought of the 1960s**

In this course, students will read primary and secondary texts written by and about key black radical thinkers and activists of the 1960s era--broadly construed. However, in order to fully understand what was “radical” about such thinkers as Malcolm X, Huey P. Newton, and Stokely Carmichael, among others, it will be necessary to begin the course with a few texts that will situate the political context of these thinkers and to explore the thought of those viewed as “conservative.” Finally we will conclude the course by considering the contemporary radical legacy that these thinkers have bequeathed to a movement such as Black Lives Matter, as well as the conservative backlash that they helped to spur. (Rose)

- **Race and Social Justice**

This course will examine contemporary theoretical conceptions of the intersections of race and the struggle for social justice in America. The course will cover material from both ideal and non-ideal political theorists, as well as other non-theory oriented political and social scientists. Beginning with examinations of the concept of race, this course will progress to an inquiry about the ways in which race remains a political reality that is vital to the continual quest of achieving a more equitable and just American society. In addition to those thinkers who directly link race and social justice, students will read authors who offer more general accounts of social justice, and will

be asked to evaluate whether these accounts are adequate or deficient in addressing the racialized injustices in America. Finally, this course will explore the racial inequities that persist in the areas of education, housing, wealth accumulation and medical care— among others. (Rose)

- **Sovereignty**

The concept of sovereignty is at the heart of power; it is the basis for the legitimation of organizational domination and violence. The concept also provides a reasonably compelling (if incomplete) explanation for the shape of the international (dis)order. Nevertheless, despite its centrality to the study of politics, sovereignty remains a highly contested concept. On the one hand there is a belief in a particular (sectarian/secular and territorially delimited) variant of this concept that emerged and spread from early modern Europe to the rest of the world (primarily through imperialism and colonialism) as a universal ideal and aspiration of units within the modern state system. This camp has devoted its energies to debating the limits/flexibility of the concept (particularly in the face of seeming challenges from increased global flows) and outlining the logic that animates the concept by tracing its historical roots in medieval and ancient European political thought. On the other hand, sovereignty is viewed as epochal and negotiated within particular cultures. In this camp, the form and purpose of sovereignty is subject to dramatic ruptures, as well as convergences over time and space. The epochal camp regards sovereignty in any given society as a sedimented archaeological site to be carefully excavated and catalogued. Forms of state power (e.g. carceral, disciplinary, biopolitical, etc.) are to be distinguished and categorized in a typology through their differing effects on the sovereign subject. Moreover, the negotiations and deviations of the concept beyond the European sub-continent is not to be regarded as a failure to achieve an ideal but accommodations to an array of rival forces and distinct historical path dependencies. We will need to weave between the camps to best understand the complexity of the contemporary concept. The course will study and excavate the concept at two sites: India and Thailand. Although both countries share parts of a common Indic civilizational legacy, their unique historical trajectories since the European encounter facilitate comparisons that may elucidate important conceptual differences and evolutionary pathways. (Yadav)

POL 450 **Independent Study**

POL 456 **1/2 Credit Independent Study**

POL 495 **Honors**

## Psychology

### *Department Faculty*

Julie Newman Kingery, Associate Professor, Chair  
Brien K. Ashdown, Assistant Professor  
Jamie S. Bodenlos, Associate Professor  
Sara E. Branch, Assistant Professor  
Emily Fisher, Assistant Professor  
Daniel Graham, Assistant Professor  
Jeffrey M. Greenspon, Professor  
Michelle L. Rizzella, Associate Professor

Psychology provides students with a broad introduction to the study of behavior and its underlying processes with an emphasis on psychology as an experimental science. The Department of Psychology offers a major and a minor. To count toward the major or minor, courses must be passed with a grade of C- or better. In order for courses to count toward the psychology major or minor, the following prerequisites must be met: 200-level courses require PSY 100 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. Students who earn below a C- in more than one psychology course may be restricted from retaking psychology courses or enrolling in psychology courses from the same category (e.g., 200-level, laboratory courses, etc). In such cases, students are urged to consult with their psychology advisors or the Department Chair to consider available options and/or alternate plans. 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 department's recommendations.

**Advanced Placement:** Students who score a 4 or 5 on the AP Psychology Exam may enroll in courses for which PSY 100 is a prerequisite without having taken PSY 100. However, psychology majors and minors who bypass PSY 100 must complete the same number of departmental courses as any other psychology major or minor (see below). To meet this requirement, they must complete one additional psychology course at the 200-level or higher in place of PSY 100. Similarly, psychology majors or minors who take BIOL 212 (Biostatistics) as a substitute for PSY 210 must complete one additional psychology course at the 200-level or higher in place of PSY 210. Statistics courses taken in other departments at HWS may be substituted for PSY 210 with approval from the Psychology Department Chair.

Students are eligible to receive academic credit toward the 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 the psychology minor. A grade of C- or higher must be earned for all transfer courses. 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. Online courses are not eligible for transfer credit. 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 will count toward the HWS psychology major or minor.

Psychology majors fulfill the capstone requirement by successfully completing two 300-level Psychology laboratory courses. Majors must take one laboratory course from Group A (i.e., cognition/biological/neuroscience) and one laboratory course from Group B (i.e., cultural/societal/individual differences). The course numbers/titles and prerequisites for our laboratory courses are included below. Across the laboratory courses, students read primary literature (both classic and contemporary), and discuss key theoretical and methodological issues relevant to a particular subdiscipline of psychology. Students gain hands-on experience with the scientific method through a variety

of laboratory activities, and/or by designing and conducting their own experiments and/or studies. Each laboratory course requires a major writing component and students are required to give a final presentation on the work that they have completed during the semester.

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

#### *11 courses*

PSY 100 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 of 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 toward the major.

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

#### *16 courses*

All of the requirements for the B.A. in psychology, plus five additional courses in the natural sciences, approved by the advisor, 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 toward the major.

### **REQUIREMENTS FOR THE MINOR**

#### *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 toward 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	245	Introduction to Cultural Psychology
PSY	275	Human Sexuality
PSY	299	Sensation and Perception

#### *Crosslisted with Psychology Major:*

WMST	223	Social Psychology
WMST	247	Psychology of Women

### **300-LEVEL LABORATORY COURSE GROUPS**

#### *Group A*

PSY	310	Research in Sensation and Perception
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 Social Psychology
PSY	347	Research in Cultural Psychology
PSY	350	Research in Clinical Psychology

*Crosslisted with Psychology Major:*

WMST 323 Research in Social Psychology

### **300-LEVEL NON-LABORATORY COURSES**

PSY 309 Topics in Sensation & Perception  
PSY 344 Topics in Personality Psychology  
PSY 346 Topics in 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

*Crosslisted with Psychology Major:*

WMST 357 Self in American Culture  
WMST 372 Topics in Social Psychology

### **OTHER COURSES**

PSY 045 ½ Credit Teacher Assistant  
PSY 050 Teacher Assistant  
PSY 450 Independent Study  
PSY 456 ½ Credit Independent Study  
PSY 495 Honors  
PSY 499 Psychology Internship

### **COURSE DESCRIPTIONS**

**PSY 100 Introduction to Psychology** This course offers a comprehensive survey of the methodology and content of present day psychology. Students are introduced to various subdisciplines, such as biological, cognitive, developmental, social, personality, and clinical psychology. Emphasis is placed on the development of a critical evaluative approach to theories and empirical data. By thinking critically about psychological concepts and research studies, students gain an appreciation for the scientific approach that provides the foundation for psychology. (*Fall and Spring, offered annually*)

**PSY 203 Introduction to Child Psychology** This course provides an overview of the major theories that guide the study of child development, as well as the normative physical, cognitive, social, and emotional changes that take place from infancy through late childhood. This course also considers contextual influences (e.g., the family, peers, schools, the media) on development and several key themes, such as how children shape their own development, the sequence and timing of developmental changes, sociocultural factors, individual differences, and the use of research findings to promote children's well-being. 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 or staff, *offered at least alternating years*)

**PSY 210 Statistics and Design** 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, Ashdown or staff, *offered each semester*)

**PSY 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. (Branch, *offered annually*)

**PSY 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*)

**PSY 222 Developmental Psychopathology** This course focuses on developmental psychopathology, an approach that emphasizes examining the risk factors that make it more likely that individuals will develop psychological disorders, as well as the protective factors that contribute to positive adjustment. Key concepts in developmental psychopathology are discussed, including risk, resilience, and developmental pathways. Contexts that influence both adaptive and maladaptive development (e.g., families, neighborhoods, peer interactions) are also discussed. Specific psychological disorders (e.g., autism, oppositional defiant disorder, ADHD, anxiety, depression) that emerge from infancy through adolescence are covered, with an emphasis on the risk/protective factors, course, diagnostic criteria, and evidence-based treatment strategies for each disorder. Prerequisite: PSY 100. (Staff, *offered occasionally*)

**PSY 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*)

**PSY 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*)

**PSY 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 or staff, *offered annually*)

**PSY 232 Introduction to Health** The aim of this course is to use the biopsychosocial model to explore health, health behaviors and disease. We will draw on numerous theories and scientific research to examine the bi-directional relationship between behavior, emotions and thoughts and health and well-being. We will examine how psychological factors affect how likely people are to become ill and how they adjust to and cope with being ill. In addition, we will explore how psychological processes in healthcare settings and with healthcare staff can affect diagnosis, prognosis and recovery. Lastly, we examine the psychological factors that affect health behaviors that either promote health or increase risk for physical disease. We will critically evaluate theories that are used to explain these behaviors and how these theories can be used to promote positive health behaviors.

**PSY 245 Introduction to Cultural Psychology** Cultural psychology is the systematic study of the influence of sociocultural factors on human behavior. This course examines theory and research that pertain to the role of culture and context in human experience and functioning. The relationship among culture, biology, and behavior is 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 disorders. Prerequisite: PSY 100. (Ashdown, *offered annually*)

**PSY 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*)

**PSY 309 Topics in Sensation and Perception** This course provides an in-depth exploration of a specific topic in sensory perception using advanced readings from the primary literature. Topics covered vary from semester to semester; recent instantiations have examined relations between human artwork and the human visual system. Other topics 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). Prerequisites: PSY 100 and PSY 299 or permission of the instructor. (Graham, *offered annually*)

**PSY 310 Research in Sensation and Perception** 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. Students will conduct experiments that recreate or simulate classic studies in the history of sensory perception and neuroscience, and they will develop their own major experiments/demonstrations concerning perceptual phenomena. Areas to be addressed in laboratory include the ionic basis of neural signaling, retinal inversion, receptive fields, binocular rivalry, and other topics. Prerequisites: PSY 100, PSY 210, and either PSY 299 or PSY 230. (Graham, *offered annually*). This course is part of the capstone requirement for Psychology majors.

**PSY 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 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*). This course is part of the capstone requirement for Psychology majors.

**PSY 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*). This course is part of the capstone requirement for Psychology majors.

**PSY 322 Research in Personality** 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. (Branch, *offered annually*). This course is part of the capstone requirement for Psychology majors.

**PSY 327 Research in Social Psychology** This course is designed to acquaint students with correlational and 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*). This course is part of the capstone requirement for Psychology majors.

**PSY 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*). This course is part of the capstone requirement for Psychology majors.

**PSY 346 Topics in Cultural Psychology** This course provides an in-depth examination of a contemporary topic in 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 such as religion, education, or politics; diversity and intercultural training; prejudice and discrimination; or identity. Course activities draw upon extensive readings in the primary literature of the selected topic. Prerequisites: PSY 100 and PSY 245. (Ashdown, *offered annually*)

**PSY 350 Research in Clinical Psychology** This course provides an introduction to the scientist-practitioner model of clinical psychology. This course will focus on a review of research designs and methods commonly used to examine psychopathology, etiology, and treatment of psychological disorders. Students will also examine a variety of theoretical models of psychotherapy and research regarding the effectiveness of therapeutic interventions. Prerequisites: PSY 100, PSY 210 and PSY 221. (Bodenlos, *offered annually*). This course is part of the capstone requirement for Psychology majors.

**PSY 352 Topics in Clinical Psychology** The scope of this course varies from covering general clinical issues to a more in-depth analysis of one topic area. The topic is announced in advance and may include health psychology, aging, positive psychology, forensic psychology, community psychology, child psychopathology or child psychotherapy. Prerequisites: PSY 100 and PSY 221. (Bodenlos, *offered occasionally*)

**PSY 359 Topics 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*)

**PSY 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*)

**PSY 373 Topics in Social Psychology** This seminar 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*)

**PSY 375 Topics in Cognitive Psychology** This seminar involves an in-depth exploration of a variety of related topics in cognition. Topics covered in the recent past include language, psycholinguistics, memory representation, autobiographical memory, memory reliability and cognitive aging. Students are expected to play an active role in the class by making substantive contributions to class discussion. Prerequisites: PSY 231. (Rizzella, *offered occasionally*)

**PSY 450 Independent Study**

**PSY 456 1/2 Credit Independent Study**

**PSY 495 Honors**

## Public Policy Studies

### *Program Faculty*

Craig A. Rimmerman, Public Policy, Coordinator  
Eric Barnes, Philosophy  
Scott Brophy, Philosophy  
Kendralin Freeman, Anthropology/Sociology  
Joshua Greenstein, Economics  
Christina Houseworth, Economics  
Khuram Hussain, Education  
Kristy Kenyon, Biology  
Beth Kinne, Environmental Studies  
Steven Lee, Philosophy  
Renee Monson, Sociology  
H. Wesley Perkins, Sociology

***\*\*Effective for students matriculating in the fall of 2014 and later, the Public Policy Studies major 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.\*\****

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 minor. Students minoring in public policy must develop a concentration. Some examples of concentrations are:

- Children and Families
- Development Policy
- Education
- Environmental Policy
- Foreign Policy
- Health Care
- Law
- National Policy Process
- Sexuality
- Technology
- Welfare

All courses applied toward a public policy minor must be completed with a grade of C- or higher.

### **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 toward the minor.

### **CORE COURSES**

#### **Humanities**

HIST	243	US Legal and Constitutional History to 1865
HIST	244	US Legal and Constitutional History 1865 to the Present
HIST	284	Africa From Colonialism to NeoColonialism
HIST	311	20th-Century America
HIST	312	The United States Since 1939

PHIL	151	Contemporary Issues: Crime and Punishment
PHIL	152	Contemporary Issues: Philosophy and Feminism
PHIL	154	Contemporary Issues: Environmental Ethics
PHIL	155	Contemporary Issues: Morality of War
PHIL	158	Debating Public Policy
PHIL	159	Contemporary Issues: Global Justice
PHIL	162	Ethics of Civic Engagement
PHIL	256	Health Care Policy

#### **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
CHEM	190	Accelerated General Chemistry
ENV	200	Environmental Science
GEO	140	Intro to Environmental Geology
GEO	141	Science of Climate Change
GEO	142	Earth Systems Science
GEO	143	Earth and Life Through Time
GEO	144	Astrobiology
GEO	182	Introduction to Meteorology
GEO	184	Introduction to Geology
GEO	186	Introduction to Hydrogeology
PHYS	115	Astrobiology
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 -OR- POL 371 Qualitative and Interpretive Research Methods
SOC	211	Research Methods

##### **Argumentation**

PHIL	120	Critical Thinking and Argumentative Analysis
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#### **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 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
BIDS	214	The Politics of Reproduction
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	302	Disability in China
EDUC	306	Technology Disability
EDUC	331	Rethinking Families
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	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	263	Juvenile Delinquency
SOC	375	Social Policy
WMST	247	Psychology of Women

*Concentration Faculty Advisers: Kendra Freeman, Khuram Hussain, Renee Monson, Wes Perkins*

**Education**

ANTH	298	Modern Japan
ECON	248	Poverty and Welfare
EDUC	170	Race Dialogues for Community and Change
EDUC	201	Schooling and Social Equality
EDUC	203	Children with Disabilities
EDUC	221	Understanding Autism
EDUC	252	The History of Disability
EDUC	302	State, Society, and Disability in China
EDUC	306	Technology and Children with Disabilities
EDUC	307	Civil Rights Education
EDUC	323	Comparative and International 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

*Concentration Faculty Advisers: Christina Houseworth, Khuram Hussain, Kendra Freeman, Craig Rimmerman*

**Environmental Policy**

ANTH	280	Environment and Culture
ANTH	340/440	Anthropology for the Global Commons
ARCH	204	Introduction to Historic Preservation

ARCH/ENV351	Sustainable Community Development Methods
ASN/ENV 215	Environment and Development in East Asia
ECON 212	Environmental Economics
ECON 245	The Political Economy of Food
ECON 348	Natural Resources and Energy Economics
ENV 205	Introduction to Environmental Law
ENV 312	Energy Governance
ENV 320	Natural Resource 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
WMST 305	Food, Feminism and Health

*Concentration Faculty Advisers: Scott Brophy, Kristy Kenyon, Steven Lee, Craig Rimmerman*

### **Development**

ANTH 212	NGOs and Development
ANTH 280	Environment and Culture
ANTH 296	African Cultures
ANTH 297	Peoples and Cultures of Latin America
ANTH 340/440	Anthropology for the Global Commons
ARCH 204	Introduction to Historic Preservation
ARCH/ENV351	Sustainable Community Development Methods
ASN/ENV 215	Environment and Development in East Asia
ECON 212	Environmental Economics
ECON 213	Urban Economics
ECON 245	The Political Economy of Food
ECON 311	Economics of Immigration
ECON 344	Economic Development
HIST 231	Modern Latin America
HIST 283	South Africa In Transition
HIST 352	Wealth, Power, and Prestige
POL 248	Politics of Development
POL 312	Political Reform in the Middle East
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 299	Vietnam: Conflict, Contradiction, and Change
WMST 204	Politics of Health

*Concentration Faculty Advisers: Joshua Greenstein, Christina Houseworth*

### **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
HIST 237	Europe since the War
HIST 238	World Wars in Global Perspective
HIST 312	U.S. Since 1939
POL 248	Politics of Development
POL 283	Terrorism OR POL 283 Political Violence

POL	290	American Foreign Policy
POL	296	International Law
POL	312	Political Reform 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

*Concentration Faculty Adviser: Steven Lee*

#### **Health Care**

ANTH	260	Medical Anthropology
BIDS	214	The Politics of Reproduction
BIDS	295	Alcohol Use and Abuse
ECON	248	Poverty and Welfare
EDUC	203	Children with Disabilities
EDUC	252	The History of Disability
EDUC	302	Disability in China
HIST	325	Medicine in Modern Europe
LGBT	201	Transgender Identities
PHIL	156	Biomedical Ethics
PHIL	256	Health Care Policy
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	346	The President, Congress, 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
WMST	362	Topics in Feminist Health

**Note:** Only one of PHIL 156 and PHIL 256 may count for the concentration.

*Concentration Faculty Advisers: Eric Barnes, Kristy Kenyon, Wes Perkins, Craig Rimmerman*

#### **Law**

CHEM	302	Forensic Science
ECON	198	Business Law
ECON	203	Between Labor and Management: Unions
ENV	204	Geography of Garbage
ENV	205	Introduction to Environmental Law
ENV	320	Natural Resource Law
HIST	331	Law, Custom and Rights: The Roots of Legal Pluralism in Modern Africa
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	401	Junior-Senior Research Topic Seminar: Islamic Political Thought or POL 366 Islamic Political Thought
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	328	Environmental Policy
SOC	224	Social Deviance
SOC	263	Juvenile Delinquency
SOC	375	Social Policy

*Concentration Faculty Advisers: Eric Barnes, Scott Brophy, Steven Lee, Renee Monson*

**National Policy Process**

ECON	316	Labor Economics
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 or POL 324 American Congress
POL	236	Urban Politics or POL 326 Urban Politics
POL	290	American Foreign Policy
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	328	Environmental Policy
PPOL	346	The President, Congress, and Public Policy
PPOL	364	Social Policy and Community Activism
PPOL	425	Seminar in National Decision Making
SOC	223	Inequalities

*Concentration Faculty Advisers: Kendra Freeman, Christina Houseworth, Khuram Hussain, Steven Lee, Craig Rimmerman*

**Sexuality Concentration**

AMST	310	Sexual Minorities in America
BIDS	245	Men and Masculinity
HIST	203	Gender in Africa
LGBT	201	Transgender Identities
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

*Concentration Faculty Advisers: Kendra Freeman, Renee Monson, Craig Rimmerman*

**Technology**

AMST	201	Methods of American Studies
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
POL	363	Politics and the Internet or POL 363 Digital Networks
PPOL	328	Environmental Policy
SOC	249	Technology and Society
SOC	251	Sociology of the City

*Concentration Faculty Advisers: Kristy Kenyon, Scott Brophy*

**Welfare Concentration**

ECON	248	Poverty and Welfare
ECON	311	Economics of Immigration
ECON	316	Labor Economics

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

*Concentration Faculty Advisers: Kendra Freeman, Joshua Greenstein, Christina Houseworth, Renee Monson*

#### **COURSE DESCRIPTIONS**

**PPOL 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*)

**PPOL 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*)

**PPOL 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*)

**PPOL 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*)

**PPOL 450 Independent Study**

**PPOL 456 1/2 Credit Independent Study**

## Religious Studies

### *Department Faculty*

Etin Anwar, Associate Professor, Chair  
Fay Botham, Visiting Assistant Professor  
Michael Dobkowski, Professor  
Shalahudin Kafrawi, Associate Professor  
John Krummel, Associate Professor  
Richard Salter, Associate 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 who wish 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	105	Religion, Peace, and Conflict
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	209	Muslim Jesus
REL	219	Introduction to Islamic Tradition
REL	236	Gender and Islam
REL	242	Islamic Mysticism: The Inward Dance
REL	248	Islamic Ethics and Politics
REL	255	Peace and Violence in Quran
REL	265	The West and the Qur'an
REL	280	Negotiating Islam
REL	286	Islam and Environment
REL	335	Jihad
REL	347	Gender and Globalization in the Muslim World

**History of Religions Courses**

REL	201	Trekking through Asia
REL	210	Hinduism
REL	211	Buddhism
REL	215	Japanese Religions
REL	246	Iran Before Islam
REL	264	South Asian Religions
REL	282	Hinduism and Popular Narratives
REL	306	The Perfectible Body

**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	257	What's Love Got to Do With It?
REL	260	Religion and Philosophy from a Global Perspective
REL	285	Medieval Philosophy
REL	304	Buddhist Philosophy

**Religion, Gender and Sexuality Courses**

REL	236	Gender and Islam
REL	250	Race and Religion
REL	281	Women, Religion and Culture
REL	283	Que(e)rying Religious Studies
REL	321	Muslim Women in Literature
REL	347	Gender and Globalization in the Muslim World
REL	354	God, Gender and the Unconscious
REL	382	Toward Inclusive Theology

**Multiple Concentrations** (The following 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	253	Creation Stories: Why do they matter
REL	263	Religion and Social Theory
REL	267	Psychologies of Religion
REL	284	Contesting Gods in Multicultural America
REL	287	Methods in Religious Studies: Asking questions, getting answers*
REL	470	Nationalism

*\*Strongly recommended for majors and minors in RS, and for other students in humanities interested in methodology and research skills*

#### **CROSSLISTED COURSES**

ASN	101	Trekking through Asia
ASN	264	South Asian Religions
ASN	310	Mahabharata
PHIL	271	Medieval Philosophy
RCOL	121	Holocaust: Witness and Hope

#### **COURSE DESCRIPTIONS**

**REL 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. (Anwar, *offered alternate years*)

**REL 105 Religion, Peace, and Conflict** What is religion? What counts as peace? How do religion and other social institutions contribute to, and are influenced by, peace or conflicts? This course explores on humans' search for meaningful and peaceful life and on the role of religion in such pursuit. It will first of all investigate the meaning, elements, and functions of religion in humans' pursuit of peace and meaning. It will then examine the meaning of peace and conflicts and the conditions that contribute to peace or conflicts. In turn, the course will look at the ways in which peace or conflicts may influence religion. Finally, the course will examine the role religion plays in peacemaking efforts.

**REL 108 Religion and Alienation** 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*)

**REL 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, *offered annually*)

**REL 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 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!

**REL 211 Buddhism** This course covers the rise and historical development of Buddhism in South Asia and its spread into Southeast, Central, and East Asia. Through regular writing exercises, extensive use of visual and audio materials, and some fieldwork, students will acquire a basic vocabulary for discussing the ritual practices, ethical systems, and scriptures of Buddhism (e.g., selections from the Pali Canon); situate the major branches of Buddhism in their historical and geographical contexts (e.g., Theravada in Sri Lanka, Vajrayana in Tibet, Zen in Japan); and explore important concepts in each of the traditions and locations in view of significant sociohistorical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (*Offered annually*)

**REL 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 perspectives, including psychology, philosophy, literature/fiction (such as 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.

**REL 215 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*)

**REL 219 Introduction to Islamic Religious Traditions** This course is a 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*)

**REL 225 Japanese Philosophy and Religious Thought** The course examines the various strains of Japanese philosophy and intellectual thought that emerge within and from out of the traditions of Shinto, Daoism, Confucianism, Buddhism, Neo-Confucianism, politics, the aesthetic and the military arts, and Western philosophy, from the ancient to the modern periods. We will read the primary texts of a variety of authors and will discuss their implications for understanding reality, knowledge, the self, society, ethics, and religion. Prerequisites: an Asian studies course, a religious studies course, or a philosophy course.

**REL 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*)

**REL 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*)

**REL 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*)

**REL 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.

**REL 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*)

**REL 242 Islamic Mysticism: Inner 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 alternate years*)

**REL 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.

**REL 253 Creation Stories: Why They Matter** This course fosters educational conversations on the nature of the world from theistic and non-theistic perspectives. It will elaborate on the world's origin (creation, emanation, and the world's eternity), the law of nature, freedom and predestination, ethics, religious devotion, and eschatology. Some of the questions in this course will include: What is the origin of the universe? Is the world a product of creation, emanation, or evolution? How do religious traditions characterize the nature of the universe? How does religion relate to the world? Are religion and science in conflict or complementary? In what way can we relate religion and science? How does our view of the world influence our discourse in ethics, politics, science, and religion? (Kafrawi, *Fall*)

**REL 255 Peace and Violence in Qur'an** This course explores Qur'anic view on peace and violence. It will discuss Qur'anic views regarding the meaning of Islam and its treatment of various forms of peace including liberation, justice, equality, freedom, and tolerance, as well as those of violence including war, self-defense, killing, suicide, sacrifice, and punishment. To appreciate the meaning of Qur'anic verses on these issues, the course will pay attention to the horizon of the questions focusing on their specific circumstances. Throughout the semester, the class will discuss questions on Qur'anic support for peace and violence. The following list constitutes some of those questions: Does the Qur'an support peace or violence? How is peace to be achieved in a Qur'anic worldview? What kinds of violence does the Qur'an allow or disallow to take place? Since Qur'anic verses seem to suggest both peace and violence, to what extent does the Qur'an promote peace and to what extent does it allow violence? Does the Qur'an promote peace/violence as an end or as a means? What are the historical circumstances that students of the Qur'an should know in order to better understand the meaning of Qur'anic verses regarding peace and violence? (Kafrawi, *Fall, offered alternate years*)

**REL 260 Religion and Philosophy** 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? Is it possible to examine philosophically the origins of the religious consciousness or way of being? And what do we mean by "religion" anyway? How can we make sense out of the plurality of, and disagreements amongst, religions? The course engages in a cross-cultural exploration of the meaning of religion. It does so by looking at texts of philosophy, religious thought, and theory, expressing both religious and non-religious perspectives and a variety of traditions. (Krummel, *offered alternate years*)

**REL 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*)

**REL 271 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*)

**REL 272 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*)

**REL 273 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*)

**REL 274 Zionism, Israel, and the Middle East Conflict** 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*)

**REL 281 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. (Staff, *offered alternate years*)

**REL 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. (Staff, *offered alternate years*)

**REL 284 Contesting Gods in 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 are 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*)

**REL 285 Medieval Philosophy** This course is a survey on common themes in Medieval philosophy. It explores issues elaborated on in the works of major Christian, Muslim, and Jewish philosophers. Among these issues are Being and its modalities, Perfect Being and the world, free and pre-determination, universals and particulars, and causality. It especially discusses the interplay between Platonic, Aristotelian and Neoplatonic views on the one hand and religious teachings on the other, as expressed in the works of medieval philosophers such as Augustine, Sa’adia, Ibn Sina, Maimonides, Averroes, Aquinas, and Ibn Tufayl.

**REL 286 Islam and Environment** The course offers an overview of key concepts in Islamic environmental ethics, Muslim responses to environmental catastrophes, and the link between local and global forces in Islamic societies and their impacts on environment. The course will begin with a comparative ethical approach on the relationship between

humans and their environment by introducing the concept of the sacred. The foundations of Islamic ethics will follow. The course will also evaluate Muslims' treatment of their environment, as well as their responses to climate change and natural disasters, using theological, ethical, textual, political, cultural, and civic approaches. Such discussions will be contextualized in the interplay between local factors that shape Muslims' attitudes and behaviors toward their environment and global forces, such as colonialism and capitalism, that exacerbate the use and abuse of nature. Social justice, sustainability, Islamic socialism and anti-capitalism, and disaster relief efforts in the aftermath of tsunamis are also key topics in the course.

**REL 287 Asking Questions, Getting Answers** This course introduces students to the idea that there are methods for doing research in the study of religion, and that choices need to be made about those methods. The faculty member will work with students to identify the methods appropriate for different types of question, the types of choices that need to be made in undertaking research, and how to conduct different types of research. Methods covered may include historical, philosophical, ethnographic, sociological, anthropological, theological, literary, legal, feminist, or others. In addition to fulfilling a requirement for the major, this course could be useful for honors, embedded research courses in other disciplines and programs, independent studies, independent research, and senior seminar.

**REL 288 Religious Extremism** Religious extremism takes shape and flourishes equally in both secular and religious communities. The rising phenomena of exclusionary religious sentiments and intolerance in the United States and across the globe puts into question the notion that a particular religion is immune from extremism while others are more prone to it. They challenge humanity's most cherished values of peace, compassion, and justice that have been viewed as positive contributions of religions to peace. This course will study some basic concepts, examines some key theories, and scrutinize some illustrative cases of religious extremism across traditions including Judaism, Christianity, Islam, Buddhism, and Hinduism. It will also investigate the roots of religious extremism from historical, social, political, and theological vantage points. Of a special interest is the connection between religious extremism and religious violence. The questions addressed in this course include: What is religious extremism? What social conditions give birth to religious extremism? How does religious extremism interconnect with religious violence?

**REL 304 Buddhist Philosophy** In this course we will examine the philosophy behind Buddhism, and doctrines that developed and evolved through its long history of 2,500 years, and that gave to a variety of schools of thought. We will begin with the ideas of the founder, Guatama the Buddha himself, recorded in the Nikayas, and then proceed with schools and thinkers from India to China and finally to Japan. Readings will be drawn from: Indian Abhidharma thought; the Madhyamika school of Nagarjuna; the Yogacara school of Asanga and Vasubandhu; Tibetan interpretations of Madhyamaka and Yogacara; the great Chinese schools of T'ien-tai (Tiantai), Hua-yen (Hwayan), and Chan (Zen); the Japanese thinkers, Kukai of Shingon Buddhism, Shinran of True Pure Land Buddhism, and Dogen of Soto Zen; and the modern Buddhist-inspired philosophers, Nishida Kitaro, Nishitani Keiji, and Abe Masao. Through the process of looking at their ideas, we shall be asking the perennial philosophical questions of, What is real? What is knowledge? Who or what am I? What is the point or purpose of life? and How do I realize it? While exploring these questions, students will thus be introduced to a variety of approaches that have appeared within the history of Buddhist traditions spanning South, Central, and East Asia. Prerequisite: one course either in philosophy and/or Asian religions, preferably with Buddhism included (if a 300-level course). (Krummel, *Spring, offered alternate years*)

**REL 311 Mahabharata** The Mahabharata: Religion, Literature, and Ideology offers a comprehensive study of the Mahabharata, the longer of the two Sanskrit epics and arguable the most foundational work of Indian civilization in terms of its exhaustive commentaries on religion, psychology, and social construction. Everything we read will be in translation, starting with a lengthy precis of the main story, followed by detailed excerpts from portions of the epic's eighteen books. Throughout the semester, students will read a selection of recent scholarship on the epic that discusses the epic's historical background, religious significance, and mythological innovations. A major aim of this course, furthermore, will be to understand and explore the Mahabharata as a highly fluid, geographically and linguistically polyvalent work that has been, and continues to be, recast and reinterpreted in India (and Elsewhere) in a variety of media. To this end, we will watch portions of the televised Mahabharata, Peter Brook's larger-than-life stage version of the epic, and selection from Hindi cinema. Prerequisites: REL 210/ASN 210 or REL 264/ASN 264. (Spring, offered alternate years)

**REL 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*)

**REL 345 Seminar: Tradition Transformers** 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*)

**REL 347 Gender and Globalization in 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 a 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 is indigenous resistance challenging the impact of globalizations on gender issues in the Muslim world? (Anwar, *offered alternate years*)

**REL 401 Responses to 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 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*)

**REL 450 Independent Study**

**REL 456 1/2 Credit Independent Study**

**REL 461 Seminar: 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. (*Fall, offered annually*)

**REL 470 Seminar: Nationalism** Is nationalism a form of religion? How do you 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*)

**REL 495 Honors**

## Russian Area Studies

### *Program Faculty*

David Galloway, Russian, Chair (from Spring 2017 forward)  
Christopher Lemelin, Russian  
Derek Linton, History  
Charity Lofthouse, Music  
Judith McKinney, Economics  
Susanne McNally, History  
David Ost, Political Science  
Kristen Welsh, Russian, Chair (through Fall 2016)

The Russian Area Studies program offers courses in the humanities and the social sciences on Russia, Central Asia, and Eastern Europe. The program's focus is on the language, culture, history, and society of Russia. In addition to learning about the past, students will better understand current events in the Russian Federation and Central Asia. Such knowledge is especially valuable given the critical role this region plays in the world and its importance to U.S. foreign policy.

Our students go on to careers in a variety of fields. Recent graduates are working in international development, finance, law, and U.S. and international businesses. Students who are considering graduate work in Russian area studies or Slavic languages and literatures should consult with their academic adviser as early as possible, ideally by the end of the sophomore year. The program's alums have had great success at top graduate programs in the field.

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. 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 the Colleges' program in Russia, at the Altai State Pedagogical University in Barnaul, is strongly recommended for either major.

### **RUSSIAN HISTORY AND SOCIETY MAJOR**

*interdisciplinary, 11 courses*

HIST 263 The Russian Land  
RUSE 112 Introduction to Russian Literature  
RUSE 460 Research and Readings in Russian Area Studies

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.

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*

HIST 263 The Russian Land  
RUSE 112 Introduction to Russian Literature  
RUSE 460 Research and Readings in Russian Area Studies

Six 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*

HIST 263 The Russian Land

RUSE 112 Tsars, Mad Cats, and Comrades: Introduction to Russian Literature

Four courses from the Russian Area Studies electives selected in consultation with an adviser.

Restrictions: Two courses must be in the Social Sciences. No courses from the list of Contextual Courses may count toward the minor

### **CROSSLISTED COURSES**

#### **Humanities Electives**

ENG 346 20th-Century Central European Fiction

HIST 261 20th Century Russia

HIST 263 The Russian Land: 1000 to 2000 (*Core course for both majors and for the Area Studies/History and Society minor*)

HIST 367 Women and the Russian State (offered occasionally)

#### **Social Sciences Electives**

BIDS 120 Russia and the Environment

ECON 146 The Russian Economy

HIST 260 19th-Century Russian Modernity through Literature

HIST 261 20th-Century Eurasia

HIST 394 Russia and Central Asia

HIST 396 History and the Fate of Socialism

POL 257 Russia and China Unraveled

#### **Contextual Courses**

*Cannot count for either of the minors or for the Language and Culture major; maximum of one can count for the History and Society major.*

ECON 233 Comparative Economic Systems and Institutions

ECON 236 Introduction to Radical Political Economy

ECON 240 International Trade

ECON 344 Economic Development and Planning

HIST 238 World Wars in Global Perspective

HIST 276 The Age of Dictators

POL 140 Introduction to Comparative Politics

POL 245 Europe East and West

POL 279 Radical Thought Left and Right

SOC 300 Classical Sociological Theory

### **COURSES TAUGHT IN RUSSIAN (RUS)**

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.

RUS 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.

RUS 410, 411 **Topics: Russian Language and Culture** Advanced Russian language and culture courses for students who have completed two or more years of language study. These courses offer topics from a broad range of choices, including literary texts, poetry, film and avant-garde writers. Written and oral reports and weekly journals. This course may be repeated for credit.

## RUS 450 Independent Study

## RUS 456 1/2 Credit Independent Study

## RUS 495 Honors

### COURSES TAUGHT IN ENGLISH (RUSE)

**RUSE 112 Tsars, Mad Cats, and Comrades** 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.

**RUSE 137 Vampires: From Vlad to Buffy** This course examines the vampire from its historical roots in the legend of Vlad Tepes to the American commercialization and popularization of the vampire in media such as "Buffy the Vampire Slayer." Students discuss the qualities of the folkloric vampire and its role in traditional culture, how the folkloric vampire has evolved over time and across cultural borders, and why the vampire is such a pervasive cultural icon. The approach is interdisciplinary, using folktales, short stories, legends, novels, films, television shows, and analytical studies. All materials are read in English. (Galloway, *offered annually*)

**RUSE 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, *offered alternate years*)

**RUSE 204 Russian Film 1917-2001** 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. Because of 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.

**RUSE 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 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 RUSE 206 (prerequisite: RUSE 112 or HIST 263).

**RUSE 208 Fantastika: Sci-Fi and Fantasy** Science fiction and fantasy are a cornerstone of Russian culture. During the Soviet push toward modernization, airplane, rocket ships, and extraterrestrial beings inspired audiences to reach "ever higher." The tradition first surfaced in Russia much earlier, with connections to the fantastical tales of 19th-century giants Pushkin and Gogol; it is enjoying a popular resurgence today, in the post-Soviet period. This course presents an overview of Russian science fiction and fantasy literature. We will explore how science fiction and fantasy relate to the Russian cultural and historical context, and how they portray an ideological stance. We will study the genre's origins in socialist utopian philosophy, its flowering during the early twentieth century, and its recent reawakening since the collapse of the Soviet Union. Key questions include how technological advancement challenges social norms; how science and fantasy relate to spiritual life; how technological Utopias come into being; and how technological Utopias can become dystopias. We will study stories, films, and novels from the 19th century through the present day, with special emphasis on science fiction in the Soviet period. All materials and discussions will be in English. There are no prerequisites.

**RUSE 251, 351 Sexuality, Power, and Creativity in 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, perestroika, and the post-Soviet transition. 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. Topics include Russian perceptions of male/female, masculinity/femininity; the female voice; the tension between poet and muse; gender bending; understandings of sexuality in the early Soviet period; the breaking of sexual mores during Glasnost; and how current Russian debates on gender and sexuality cite and relate to this cultural heritage. Open to students of all levels; first-years by permission. (*Offered every three years*)

**RUSE 350 Dead Russians, Big Books** (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*)

**RUSE 450 Independent Study**

**RUSE 456 1/2 Credit Independent Study**

**RUSE 460 Capstone Seminar** Designed for advanced majors and minors in Russian Area Studies (both the History & Society and Language & Culture tracks), this seminar provides a capstone experience. The seminar will engage students in current scholarship across the disciplines of Russian Area Studies and enhance student 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, which will change from year to year. 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) to the theme. Students will identify, assign, and lead discussions of critical and contextual sources, and will develop and complete a research paper. In addition to discussing our key texts, we will devote class time to critiquing current scholarship, developing research methods, articulating a research project, workshopping/revising the seminar paper, and honing presentation skills. 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; Moscow; Petersburg vs. Odessa.

**RUSE 495 Honors**

## Social Justice Studies

### *Program Faculty*

Donna Davenport, Dance, Co-Coordinator

Kendralin Freeman, Sociology, Co-Coordinator

Elizabeth Belanger, American Studies

Katie Flowers, Director, Center for Community Engagement and Service Learning

Keoka Grayson, Economics

Jack Harris, Sociology

Khuram Hussain, Education

Mary Kelly, Education

Steven Lee, Philosophy

Heather May, Theatre

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 (Elizabeth Belanger, Donna Davenport, Kendralin Freeman, Keoka Grayson, Jack Harris, Khuram Hussain, Mary Kelly, Steven Lee, Heather May). 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 should 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.

The following Service Learning Courses (SLC) are taught regularly and can be elected to address the service learning component in the CESJ Minor. A current list of classes with the SLC designation is available on the HWS Course catalogue, usually on the last page. For information about what service-learning classes entail, please contact staff at the Center for Community Engagement and Service-Learning (CCESL) on the 2nd floor of Trinity Hall.

ECON	122	Economics of Caring
ECON	213	Urban Economics
EDUC	117	Race Dialogues for Community and Change
EDUC	203	Children with Disabilities
EDUC	230	Teaching English Language Learners
EDUC	333	Literacy
FSEM	020	You Are Here: Geneva 101
HIST	371	Life Cycles in History
PHIL	162	Ethics of Civic Engagement
PPOL	364	Social Policy and Community Activism
REL	213	Death and Dying
REL	271	The Holocaust
SOC	100	Intro to Sociology
SOC	290	Sociology of Community
SOC	465	Senior Seminar Research Practicum
SPAN	332	Literature Infantil

### 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:

AMST	360	Art, Memory, and the Power of Place
EDUC	307	Civil Rights Education
EDUC	370	Social Foundations of Multiculturalism
PHIL	315	Social Justice
POL	140	Introduction to Comparative Politics
PPOL	101	Democracy and Public Policy
SOC	223	Inequalities
SOC	238	The Making of Immigrant America

### 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
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
FRE	241	Prises de Vues – Introduction to Contemporary France
FRE	242	Quebec Studies: Culture and Identity in Quebec
FRNE	111	Transnational France: Diversity from 1789 to Present Day
HIST	301	The Enlightenment
HIST	317	Women and Social Movements
HIST	396	The Fate of Socialism
PHIL	152	Philosophy and Feminism
POL	215	Racial and Ethnic Politics

POL	249	Protests, Movements, and Unions
POL	258	Comparative Politics of the Middle East
POL	279	Radical Thought from Karl Marx to George W. Bush
POL	285	International Politics of the Middle East
POL	312	Politics Reform in the Middle East
REL	238	Liberating Theology
REL	305	Pentecostalism
SOC	238	The Making of Immigrant America
THTR	290	Theater for Social Change
WMST	150	Chicana Feminism and Visual Culture
WMST	219	Black Feminism
WRRH	280	Immigrant Experiences: Voices and Discourses

## 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
AMST	360	Art, Memory, and the Power of Place
ANTH	205	Race, Class, & Ethnicity
ANTH	211	Power, Protest, and Politics
ANTH	220	Sex Roles
ANTH	221	Human Rights of Indigenous Peoples
ANTH	280	Environment & Culture
ANTH	296	Africa: Beyond Crisis, Poverty, and Aid
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	307	Civil Rights Education
EDUC	331	Rethinking Families
EDUC	336	Topic: Transition and Disability: Life after High School
EDUC	336	Topic: Self-Determination in Special Education
EDUC	370	Social Foundations of Multiculturalism
ENG	360	Sexuality and American literature
FRE	241	Prises de Vues – Introduction to Contemporary France
FRE	242	Quebec Studies: Culture and Identity in Quebec
FRE	243	Introduction to Francophone Cultures
FRE	252	Intro' to French Literature II: Que sais je?
FRE	253	Intro' to French & Francophone Literature III: Paris Outer-mer
FRE	384	Topics in XVIIth and XVIIIth Centuries
FRE	385	Topics in 19th to 21st Centuries
FRNE	111	Transnational France: Diversity from 1789 to Present Day
FRNE	211	African Literature: The Quest for Identity
FRNE	218	Memory, Culture and Identity in French Caribbean Literatures
FRNE	219	Beyond Colonialism: North African Cinema and Literature
FRNE	395	Race in 18 <sup>th</sup> Century French Culture

*[FRE are courses in French and Francophone Studies; FRNE are courses that are taught in English.]*

HIST	301	The Enlightenment
LTAM	255	Inside the New Cuba
MDSC	303	History of the Social Documentary
MDSC	315	Introduction to 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	265	Modern Political Theory
POL	297	Europe and America
PPOL	219	Sexual Minority Movements 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
WMST	213	Transnational Feminism
WMST	218	Queer Theatre & Film
WMST	308	Chicana and Latina Art: Altars, Ofrendas and Radical Acts
WRRH	117	American Sign Language II
WRRH	206	Immigrant Experiences: Voices and Discourses
WRRH	226	He Says, She Says
WRRH	250	Talk and Text: Intro to Discourse Analysis
WRRH	284	Black Talk, White Talk
WRRH	376	Discourses of Rape
WRRH	360	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.

ANTH	260	Medical Anthropology
ANTH	280	Environment & Culture
ANTH	340/440	Anthropology of the Global Commons
BIDS	202	Urban Politics in Education
ECON	203	Collective Bargaining
ECON	243	Political Economy of Race
EDUC	201	Schooling and Social Equality
EDUC	203	Children with Disabilities
EDUC	209	Gender and Schooling
EDUC	221	Understanding Autism
EDUC	252	History of Disability
EDUC	307	Civil Rights Education
EDUC	331	Rethinking Families
EDUC	332	Disability, Family, and Society
EDUC	330	Transition and Disability: Life after High School
EDUC	336	Self-Determination in Special Education
EDUC	338	Inclusive Schooling
EDUC	370	Social Foundations of Multiculturalism
ENV	205	Environmental Law
ENV	237	American Indians and Environmentalism
ENV	309	Environmental Change in the Indigenous World
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	207	Governing Through Crime
POL	257	Russia/China Resurgent
POL	333	Civil Rights
POL	334	Civil Liberties
POL	336	Urban Politics
PPOL	219	Sexual Minority Movements 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** This course provides an introduction to foundational principles and theories of social justice. 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:

1. theories and research on socialization that inform the development of social identity and social group affiliations within social institutions;
2. prejudice and discrimination, the dynamics of power and privilege, and interlocking systems of oppression;
3. forms of resistance and processes of empowerment and liberation created by individuals, families, and communities, and implemented within social systems;
4. 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);
5. how intersectional dynamics between race, class and gender inform social movements; and
6. introduction to social justice intervention strategies such as conflict resolution, collaboration, or advocacy.

**SJSP 101 Introduction to Community Based Research: Scholarship of Engagement** This course provides students with the research methods 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.

**SJSP 200 Foundations of Leadership Theory** With rigid systems limited by rapid globalization, widespread technology use and the complexities of today's social challenges, traditional forms of leadership have given way to contemporary models that emphasize authenticity, collaboration and multi-level change. Contemporary leaders are required to engage in extensive self-reflection, develop intercultural competencies and be able to initiate sustainable action plans. Through the study of leadership, organizational development, and change, this course will challenge students to deepen their understanding of ethical, inclusive, value-based leadership and offer them the opportunity to practice it.

**SJSP 450 Independent Study**

**SJSP 456 1/2 Credit Independent Study**

**SJSP 495 Honors**

## Spanish and Hispanic Studies

### *Department Faculty*

May Farnsworth, Associate Professor, Chair  
Juan Liébana, Associate Professor  
Edgar Paiewonsky-Conde, Associate Professor  
Fernando Rodríguez-Mansilla, Assistant Professor  
Marcela Romero Rivera, Visiting Assistant Professor  
Caroline Travalía, Associate 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 or the equivalent (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.

### **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. In addition to completing courses, students must produce a senior portfolio before graduating. Please consult with a major adviser or the Chair of the Department for more information about the senior portfolio requirement.

## REQUIREMENTS FOR THE DISCIPLINARY 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 three 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 INTERDISCIPLINARY 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 three 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, AFS 320, ANTH 115, ANTH 205, ANTH 227, ANTH 297, BIDS 235, BIDS 286, ECON 135, ECON 240, ECON 344, ECON 435, EDUC 370, ENG 318, HIST 205, HIST 226, HIST 231, HIST 240, HIT 327, HIST 330, LTAM 210, POL 255, POL 348, PSY 346, REL 238, SOC 221, SOC 233, WMST 308.

## 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 225 Hispanic Media, SPAN 231 The Art of Translation, SPAN 260 Advanced Grammar and Composition) and two courses from the Culture, Literature, and Linguistics cluster (SPNE 226 Screen Latinos, SPNE 311 The Latino Experience, SPAN 304 Body/Border, SPAN 332 *Literatura infantil*, SPAN 355 Contemporary Theater, SPAN 365 Literature and Music of the Hispanic Caribbean, SPAN 385 Sounds of Spanish). Two additional courses may be selected from either group or from the following 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	121	Intermediate Spanish I
SPAN	122	Intermediate Spanish II

### Level II: Communication and Culture

SPAN	203	Spanish for Conversation and Debate
SPAN	225	Hispanic Media: Contemporary Issues
SPAN	231	The Art of Translation
SPAN	260	Spanish Writing Workshop

### 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	Teatro: 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	311	The Latino Experience
SPNE	325	Special Topics: Hispanic Studies
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)**

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 fall semesters*)

SPAN 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. (*Every semester*)

SPAN 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 Cost Rica. Prerequisite: SPAN 102 or placement in SPAN 121. (*Every semester*)

SPAN 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. (*Every semester*)

**SPAN 203 Spanish for Conversation and Debate** 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*)

**SPAN 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. (Rodriguez-Mansilla, *offered annually*)

**SPAN 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*)

**SPAN 260 Spanish Writing Workshop** 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. (Rodriguez-Mansilla, *offered annually*)

**SPAN 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*)

**SPAN 321 Cuentos De America 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*)

**SPAN 332 Literatura infantil** This course is an introduction to the rich tradition of children's literature in Spanish. Students will examine literary works from various Spanish-speaking countries, including Latino writers from the US, and time periods, paying particular attention to the colloquial language and cultural elements of each text. Consideration will be given to the young characters' view of the world and how issues like class, gender and identity influence that view. In addition to analyzing literary works, students will have the opportunity to write their own children's story in Spanish or otherwise contribute to the creative process (by editing, drawing illustrations, etc.). Additionally, students will work on literary projects that engage the Spanish-speaking community in Geneva, especially the youth. This course

is highly recommended for students interested in bilingual education, community outreach, and/or creative writing. Prerequisite: two courses from level III, or equivalent. (Travalia, *offered occasionally*)

**SPAN 340 Spanish Cinema** In this course we will study the production of a selected group of Spanish filmmakers from Bunuel 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. (Liebana, *offered alternate years*)

**SPAN 344 Rutas literarias de Espana** 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. (Rodriguez-Mansilla, *offered alternate years*)

**SPAN 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*)

**SPAN 355 Contemporary Theater** 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*)

#### **SPAN 360 Special Topics: Hispanic Studies**

**SPAN 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*)

**SPAN 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*)

#### **SPAN 450 Independent Study**

#### **SPAN 456 1/2 Credit Independent Study**

#### **SPAN 495 Honors**

**COURSES TAUGHT IN ENGLISH (SPNE)**

**SPNE 355 García Marquez: The Major Works** One of the most distinguished figures of the Latin American literary landscape, and of 20th century global literature, García Marquez'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 Marquez'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)

**SPNE 450 Independent Study**

**SPNE 456 1/2 Credit Independent Study**

# Sustainable Community Development

## *Program Faculty*

Robin Lewis, Environmental Studies, Chair  
Jeffrey Blankenship, Architectural Studies  
Lisa Cleckner, Finger Lakes Institute  
Susan Cushman, Biology and Finger Lakes Institute  
Gabriella D'Angelo, Architectural Studies  
Tom Drennen, Economics and Environmental Studies  
Beth Kinne, Environmental Studies  
Kirin Makker, Architectural Studies  
Stan Mathews, Architectural Studies  
Whitney Mauer, Environmental Studies

## **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

ENV 101; one technical writing course; one methods course; one service learning (SLC) course; one elective; and the ENV 351 capstone. A service learning course, as well as a methods course, should be completed before the capstone course. No more than two courses for the minor may be at the 100-level. Under special circumstances, other equivalent courses can be substituted for these requirements with prior approval by the SCD Chair.

Methods courses for the SCD Minor should focus on developing disciplinary- or program-specific skills applicable to community-based research and service projects. In general, these methods courses should build skills in evidence-based decision making in the sciences, social sciences or humanities. Specific skills might include, but are not limited to, survey design, statistics, ethnography, public policy analysis, design and graphic presentation, cost/benefit analysis, historical archive research, GIS, linear regression, environmental impact assessment, etc.

## **PROGRAM COURSES**

### **Introductory Course**

ENV 101 Sustainable Communities

### **Writing Courses**

WRRH 300 Writer's World of Discourses: Issues and Practice of American Journalism  
WRRH 302 Op-Ed  
WRRH 308 Reporting Online  
WRRH 315 The Rhetoric of Memory  
WRRH 333 Rhetorical Bytes: Digital Rhetoric and Writing with New Technologies  
WRRH 345 Rhetoric of Place  
WRRH 351 The Science Beat  
WRRH 352 Writing in the Professional Workplace

### **Methods Courses**

AMST 201 Methods of American Studies  
ANTH 273 Research Methods  
ARCS 200 Design Studio I  
ARCS 303 Designer's Sketchbook  
BIOL 212 Biostatistics  
ECON 202 Statistics  
ENV 203 Introduction to GIS  
ENV 210 Qualitative Methods and the Community  
MDSC 308 Film Editing II  
POL 261 Quantitative Research Meth in Political Science  
PSY 210 Statistics and Design  
SOC 211 Research Methods  
WMST 305 Food, Feminism, Health

### Service Learning Courses

AMST	360	Art, Memory, and Cultural Power of Place
ANTH	354/454	Food, Meaning, and Voice
ARCS	305	Environmental Design, Planning and Preservation
ENV	330	Sustainability, Commodities, and Consumption
PHIL	162	Ethics of Civil Engagement
PPOL	364	Social Policy and Community Activism
SJSP	101	Community-Based Research
SOC	290	Sociology of Community

### Electives

#### *Natural Science*

BIOL	225	Ecology
BIOL	316	Conservation Biology
BIOL	320	Agroecology
ENV	200	Environmental Science
GEO	186	Introduction to Hydrogeology
GEO	210	Environmental Hydrology
PSY	227	Introduction to Social Psychology

#### *Social Science*

ANTH	211	Power, Protest, and Politics
ANTH	212	NGOs and Development
ANTH	247	Urban Anthropology
ANTH	280	Environment and Culture
ANTH	340/440	Anthropology of the Global Commons
ECON	212	Environmental Economics
ECON	240	International Trade
ECON	243	Political Economy of Race
ECON	245	Political Economy of Food and Agriculture
ECON	303	Economics and Gender
ECON	331	Institutional Economics
ECON	344	Economic Development
ECON	345	Natural Resource and Energy Economics
ENV	201	Environment and Society
ENV	204	Geography of Garbage
ENV	205	Environmental Law
ENV	215	Environment and Development in East Asia
ENV	237	American Indians and Environmentalism
ENV	309	Environmental Change in the Indigenous World
ENV	320	Natural Resource Law
ENV	340	Water and Energy in China
POL	211	Visions of the City
POL	236	Urban Politics and Public Policy
POL	335	Law and Society
PPOL	101	Democracy and Public Policy
PPOL	328	Environmental Policy
SOC	223	Inequalities
SOC	242	Sociology of Business and Management
SOC	249	Technology and Society
SOC	251	Sociology of the City
SOC	271	Sociology of Environment
SOC	375	Social Policy

### *Humanities*

ARCH	311	Modern Architecture
ARCH	312	Theories of Modern Architecture and Urbanism
ARCH	313	History of Modern Landscape Architecture
ARTS	165	Introduction to Imaging
ARTS	166	Introduction to Video
EDUC	348	National Parks
ENV	202	Human Values and the Environment
ENV	240	Environmental Justice in Film
ENV	245	Radical Environmentalism
ENV	333	Environmental Justice and American Literature
ENV	335	Food Justice: Literature, Art, and Activism
HIST	151	Food Systems in History
HIST	215	American Urban History
HIST	246	American Environmental History
HIST	315	Contemporary America
LGBT	101	Introduction to LGBT Studies
MDSC	200	Cultures of Advertising
MDSC	303	History of Social Documentary
MDSC	304	Media and Theory
PHIL	154	Environmental Ethics
PHIL	158	Debating Public Policy
SJSP	100	Foundations of Social Justice
WMST	100	Introduction to Women's Studies
WMST	212	Gender and Geography

### **Capstone Course**

ENV	351	Sustainable Community Development Capstone
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### **COURSE DESCRIPTIONS**

ENV 101 **Sustainable Communities** This course 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 also will touch on intertwined subjects such as individual and collective responsibilities, community planning, and environmental justice. Case studies will be used to discern how individuals, cities, and towns are working to become more sustainable. (Lewis, Mauer, *offered annually*)

ENV 351 **Sustainable Community Development Capstone** This course applies the practices and processes of sustainable community development through a service-learning project with local organizations. The course will begin by surveying the myriad approaches to sustainable development methods and application undertaken by a variety of disciplines. Students will evaluate the successes and failures of not only the methods but the outcomes of these efforts in achieving social equity, environmental and economic sustainability. Through a service-learning project, students will navigate through the process of developing a sustainable community development plan by applying the skills and knowledge developed throughout the course. (Lewis/Mauer, *offered alternate years*)

# The Sacred in Cross-Cultural Perspective

## *Program Faculty*

H. Wesley Perkins, Sociology, Coordinator  
Jeffrey Anderson, Anthropology  
Michael Dobkowski, Religious Studies  
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; secularization in modern cultures; sacred thought worlds of peoples in their own terms; religious conflict and tolerance in pluralistic societies; and religious and ritual systems in socio-cultural context as they change through innovation, revitalization, resistance, and myriad other processes. The focus is on the sacred in different cultures and political contexts from religious studies, anthropological, and sociological perspectives. One objective is to show that, on the one hand, the sacred is necessarily constituted socially and culturally, and on the other hand, the meanings of any particular expressions of the sacred are not necessarily exhausted by socio-cultural analysis. 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 either anthropology or sociology at each of three levels: 100, 200, and 300/400 level from the following lists.

## **CROSSLISTED COURSES**

### **Religious Studies Courses**

REL Any 100-level course

REL	210	Hinduism
REL	211	Buddhism
REL	213	Death and Dying
REL	215	Japanese Religions
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	Christianity and Culture
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	278	Modern Judaism
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	282	North American Indians
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	255	Social Problems in Modern Western Societies: Ireland in Comparative Perspective
SOC	370	Religion, Politics and Life Style: What is Sacred in Modern Western Societies?

# Theatre

## *Departmental Advisory Committee*

Heather May, Chair, Associate Professor of Theatre

Bill Burd, Technical Director, Theatre

Pat Collins, Education

Laurence Erussard, English

Chris Hatch, Assistant Professor of Theatre

Michelle Ikle, Dance

Leah Shafer, Media and Society

Chris Woodworth, Assistant Professor of Theatre

The Theatre Department is dedicated to providing for the intellectual and artistic needs of all members of the community interested in exploring theatre as a liberal art. The Department offers a variety of academic and co-curricular (production) experiences which provide students with opportunities to learn about both the theoretical and artistic dimensions of theatrical performance, production, literature and history. In addition to offering a major and two minors (one disciplinary and one interdisciplinary), the Department also produces three main stage faculty-directed shows per year on campus.

## **REQUIREMENTS FOR THE MAJOR**

*disciplinary, 12 courses, 11 credits*

At least 12 courses including THTR 100, THTR 130, THTR 220, THTR 320, THTR 490 and two semesters of THTR 900 OR one semester of THTR 900 and an additional elective; three electives in theatre which constitute a concentration in either acting, theatre production, theatre history/literature/theory, or theatre of/for social change; two additional electives in Theatre or from the list of cross-listed courses listed below. Electives will be selected in consultation with the advisor. No more than three courses may be at the 100-level and at least six courses must be at the 300-level or above (two of which are the two T-900 half credits). The major may include no more than one independent study and no more than two courses from outside the department. All courses (except THTR 900) must be completed with a C- or better, and six courses must be unique to the major.

## **Courses in Theatre**

THTR	100	From Page to Stage: Introduction to Script Analysis
THTR	130	Acting I
THTR	160	Stagecraft
THTR	220	Theatre I
THTR	280	Stage Management
THTR	290	Theatre for Social Change
THTR	295	The Performing Arts of Bali
THTR	300	American Drama
THTR	308	American Experimental Theatres
THTR	309	Feminist Theatre
THTR	310	African American Theatre
THTR	315	Modern European Drama
THTR	320	Theatre History II
THTR	325	Modern Drama
THTR	330	Acting II
THTR	335	Shakespearean Performance
THTR	340	Advanced Acting Styles
THTR	360	Lighting
THTR	380	Playwriting
THTR	424	Writing about Performance
THTR	450	Independent Study
THTR	480	Directing
THTR	490	Senior Capstone
THTR	495	Honors
THTR	900	Theatre Production Practicum

**Crosslisted Courses**

CLAS	108	Greek Tragedy
CLAS	213	Ancient Comedy and Satire
CLAS	275	Advanced Topics in Greek Tragedy
DAN	140	Dance Ensemble
DAN	210	Dance History I
DAN	212	Dance History II
DAN	250	Improvisation
DAN	325	Movement Analysis: Laban Studies
DAN/DAT	900	Beginning Dance—Jazz/Ballet/Modern
DAN/DAT	905	Beginning Technique: Body and Self
DAN/DAT	910	Beginning Ballet I
DAN/DAT	915	Beginning Modern Dance I
DAN/DAT	940	Beginning Jazz
EDUC	220	Storytelling
EDUC	301	Drama in Developmental Context
ENG	233	Medieval Drama
ENG	236	Shakespeare: Histories and Comedies
ENG	237	Shakespeare: Tragedies
ENG	317	Shakespearean Adaptation
ENG	336	Shakespeare: Topics: Roman Thoughts: Shakespeare and Roman History
ENG	336	Shakespeare: Topics: Shakespeare and the Play of History
ENG	336	Shakespeare: Topics: Shakespeare's Problems
FRNE	255	Modern French Theatre
MUS	206	Opera as Drama
SPAN	355	Contemporary Theater: Innovations in Hispanic Drama
SPNE	322	Theatre and Social Change in Latin America
WMST	213	Transnational Feminism
WMST	218	Queer Representation in Theatre and Film
WMST	219	Black Feminism and Theatre

**Appropriate courses for each concentration include:****Acting**

THTR	290	Theatre for Social Change
THTR	295	The Performing Arts of Bali
THTR	330	Acting II
THTR	335	Shakespearean Performance
THTR	340	Advanced Acting Styles (may be repeated for credit)

**Theatre Production**

THTR	160	Stagecraft
THTR	280	Stage Management
THTR	360	Lighting
THTR	380	Playwriting
THTR	480	Directing

**Theatre History/Literature/Theory**

THTR	300	American Drama
THTR	308	American Experimental Theatres
THTR	309	Feminist Theatre
THTR	310	African American Theatre
THTR	315	Modern European Drama
THTR	325	Modern Drama
THTR	424	Writing about Performance

**Theatre of/for Social Change**

THTR	290	Theatre for Social Change
THTR	309	Feminist Theatre
THTR	310	African American Theatre
THTR	380	Playwriting
THTR	480	Directing

**REQUIREMENTS FOR THE DISCIPLINARY MINOR**

*6 courses, 5.5 or 6 credits*

At least 6 courses including THTR 100, THTR 130, three elective courses in theatre selected from the two groups of courses below, and either THTR 900 or an additional elective. 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*. Additional electives may be taken from either group. All courses must be in Theatre. At least three 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 (except THTR 900) must be completed with a C- or better.

**Dramatic Literature, History, and Theory**

THTR	220	Theatre History I
THTR	300	American Drama
THTR	308	American Experimental Theatre
THTR	309	Feminist Theatre
THTR	310	African American Theatre
THTR	320	Theatre History II
THTR	325	Modern Drama
THTR	424	Writing about Performance

**Theatrical Production and Performance**

THTR	160	Introduction to Stage Craft
THTR	280	Stage Management
THTR	290	Theatre for Social Change
THTR	295	The Performing Arts of Bali
THTR	330	Acting II
THTR	335	Shakespearean Performance
THTR	340	Advanced Acting Styles
THTR	360	Lighting Design
THTR	370	Playwriting
THTR	480	Directing
THTR	490	Senior Capstone

**REQUIREMENTS FOR THE INTERDISCIPLINARY MINOR**

*6 courses, 5.5 or 6 credits*

At least 6 courses including THTR 100, THTR 130, three elective courses in theatre selected from the two groups of courses below, and either THTR 900 or an additional elective. 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*. Additional electives may be taken from either group. At least two and no more than three of the elective courses must be outside of Theatre. At least three 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. All courses (except THTR 900) must be completed with a C- or better.

**Dramatic Literature, History, and Theory**

CLAS	108	Greek Tragedy
CLAS	213	Ancient Comedy and Satire
CLAS	275	Advanced Topics in Greek Tragedy
DAN	210	Dance History I
DAN	212	Dance History II
ENG	233	Medieval Drama
ENG	236	Shakespeare: Histories and Comedies

ENG	237	Shakespeare: Tragedies
ENG	317	Shakespearean Adaptation
ENG	336	Shakespeare: Topics: Roman Thoughts: Shakespeare and Roman History
ENG	336	Shakespeare: Topics: Shakespeare and the Play of History
ENG	336	Shakespeare: Topics: Shakespeare's Problems
FRE	255	Modern French Theatre
MUS	206	Opera as Drama
SPAN	355	Contemporary Theater: Innovations in Hispanic Drama
SPNE	322	Theatre and Social Change in Latin America
THTR	220	Theatre History I
THTR	300	American Drama
THTR	308	American Experimental Theatre
THTR	309	Feminist Theatre
THTR	310	African American Theatre
THTR	320	Theatre History II
THTR	325	Modern Drama
THTR	424	Writing about Performance
WMST	213	Transnational Feminism
WMST	218	Queer Representation in Theatre and Film
WMST	219	Black Feminism and Theatre

#### **Theatrical Production and Performance**

DAN	110	Introduction to Global Cultures
DAN	140	Dance Ensemble
DAN	250	Improvisation
DAN	325	Movement Analysis: Laban Studies
DAN/DAT	900	Beginning Dance—Jazz/Ballet/Modern
DAN	907	Introduction to Jamaican Dance
DAN/DAT	910	Beginning Ballet I
DAN/DAT	915	Beginning Modern Dance I
DAN/DAT	940	Beginning Jazz
EDUC	220	Storytelling
EDUC	301	Drama in Developmental Context
THTR	160	Introduction to Stage Craft
THTR	280	Stage Management (Proposal Forthcoming)
THTR	290	Theatre for Social Change
THTR	295	The Performing Arts of Bali
THTR	330	Acting II
THTR	335	Shakespearean Performance
THTR	340	Advanced Acting Styles
THTR	360	Lighting
THTR	370	Playwriting
THTR	480	Directing

#### **COURSE DESCRIPTIONS**

**THTR 100 Page to Stage** This course will teach students how to analyze and break down dramatic literature in order to create a blueprint for production choices. Students will engage in the close examination of literature in varied styles, regions, and historical periods from the points of view of theatre practitioners (actors, directors, and designers), learning diverse techniques of analysis in the process. These techniques include the study of plot structure, character analysis, internal and external actions, conflict, rhythm, and idea/theme. This course encourages students to consider the links between other periods and our own, and the ways in which detailed readings of dramatic literature inform the communicative and aesthetic power of the performed text. (May, Woodworth, *offered fall semesters*)

**THTR 130 Acting I** Non-actors often ask actors “how do you learn all those lines,” thinking that the memorization process is the bulk of what it is to be an actor. This course will work to demystify the acting process and to introduce the beginning student to the craft of acting through the use of improvisation, theatre games, acting exercises, monologues and scene work. Instead of simply relying on their instincts, students will learn how to craft a performance through

careful analysis of the character and the script with a special emphasis placed objective/action-based acting. Time will also be spent discussing how the techniques we learn about acting can help us in our pursuit of accomplishment in other professional settings such as job interviews, business presentations and public speeches. Our class will progress through the semester to a final presentation that will be open to the public. This course is a prerequisite for all other courses in acting and directing. (Hatch, May, *offered every semester*)

**THTR 160 Introduction to Stagecraft** 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. (Staff, Spring, *offered alternate years*)

**THTR 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 the 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. (Woodworth, Fall, *offered alternate years*)

**THTR 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 guest lectures with professionals in the field. (May, Spring, *offered alternate years*)

**THTR 290 Theatre For Social Change** Due to the intimate and immediate relationship between theatre practitioners and audiences, theatre has been employed as a means of encouraging social action since the beginning of its history. As far back as 411 BCE, Aristophanes used the City Dionysia to reach massive and influential audiences with his anti-war play *Lysistrata*. Although contemporary theatre is typically associated with commercial success stories such as those on Broadway, the tradition of using theatre to inspire social change continues across the world, often outside of mainstream theatre spaces and in places as diverse as corporate boardrooms and city street corners. This course will introduce students to a variety of movements, practitioners, and approaches to creating theatre that encourage communities to work outside of dominant (and often violent/repressive) structures to instigate social change. Although such work has happened through critical stagings of classical texts such as *Lysistrata*, this course will emphasize the work being done by those who put the primary emphasis on social justice, with a secondary concentration on theatre – in other words, those who see theatre specifically as a vehicle for social change and alter their craft in order to best service this goal. Theatre for Social Change will combine traditional academic approaches (reading, writing, etc.) with the practical experience of collaborating together to create a short piece of theatre meant to provoke social change in the HWS and/or Geneva communities. In keeping with the democratic spirit of theatre for social change, in which all participants are viewed as bringing something to the table, no performance experience is required for this course. (May, Spring, *offered alternate years*)

**THTR 295 Performing Arts in Balinese Culture** This course will be a three-week intensive exploration into the rich performing arts tradition of Bali, Indonesia. Students will be immersed in various aspects of Balinese performing arts including Dance, Masked Performance, Traditional Instrument Performance, Shadow Puppetry, and Mask Carving. Courses will be taught alongside master artists at a professional performing arts conservatory in Depansar, Bali. This

conservatory will serve us particularly well due to their mission to uphold the ways of traditional Balinese performing arts rather than what is becoming a more tourist-centric morphing of many of the traditional forms. Studio work will be supplemented with attendance at professional productions of different Balinese performing arts, allowing students to see what they are studying at a professional level and allowing them to learn and experience how ingrained the performing arts are in other aspects of Balinese culture. Planned excursions will also take us to visit various craftspeople throughout the region, allowing us to see how Balinese instruments, masks, and puppets are made. (Hatch, *J-term, offered alternate years*)

**THTR 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. (Woodworth, *Spring, offered alternate years*)

**THTR 310 African American Theatre** The legacy of African Americans in theatre in the United States is rarely acknowledged due to cultural amnesia and the predominance of white voices in all fields of theatre, journalism, and scholarship. This course seeks to introduce students to the diverse range of African American voices in the theatre throughout U.S. history. Although the course will briefly contextualize 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. (Woodworth, *Spring, offered alternate years*)

**THTR 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 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 modes including research, performance, and design. (Woodworth, *offered spring semesters*)

**THTR 330 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 130. (Hatch, *spring, offered alternate years*)

**THTR 335 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, offered alternate years*)

**THTR 360 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 160. (Staff, *Fall, offered alternate years*)

**THTR 361 Sound Design for Theatre** Sound Design for Theatre is lecture/laboratory course that will provide an

introduction to fundamental concepts of acoustics, sound reproduction and reinforcement. Students will study essential elements of sound design as it applies to theatre including script analysis, creating sound plots, obtaining and creating sound elements, show control, and operating intercom systems. Students will apply what they have learned in the course to develop a final portfolio project to be presented in class.

**THTR 370 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 130. (Staff, *offered occasionally*)

**THTR 424 Writing About Performance** Insatiable Curiosity. A Point of View. Stamina. The Ability to Write. In 2010, Michael Billington, theatre critic for London's Guardian newspaper asserted that these were the necessary attributes required of anyone wanting to write theatre criticism. But what does it mean to write about performance in an era when print journalism is waning and the profession of the theatre critic is disappearing? HOW do we write about performance? In what ways might writing about performance reflect and/or shape the position of theatre within our culture? This course will explore traditional theatre criticism and its inherent challenges of description, interpretation, and evaluation. The course will move beyond this mode of writing, however, in order to explore the intersection of performance writing with cultural studies, archival research, and dramaturgy. Students will complete a portfolio of writing in response to local, regional, and recorded performances. (Woodworth, *Spring, offered every three years*)

**THTR 450 Independent Study**

**THTR 456 1/2 Credit Independent Study**

**THTR 480 Directing** This is the study of the fundamental skills and collaborative processes needed to direct a piece of live theatre, including blocking, script analysis, research methods, approaches to casting, and rehearsal techniques and structures. This course gives students experience in many aspects of the directing process including: script analysis, research, blocking, working with actors, and shaping a production, as well as an understanding of how to collaborate with designers, cast a production, work with stage managers and production teams, and navigate the professional process. This course will also teach directors the valuable lessons of receiving and incorporating criticism and feedback, and experience analyzing the work of others. Prerequisite: THTR 100 or 130. (May, *Fall, offered alternate years*)

**THTR 490 Senior Capstone** The Senior Capstone synthesizes the cumulative knowledge that students have amassed in the discipline through a focus on contemporary performance trends and developments in order to help them define the nature of their desired future engagement in the field. Students will research contemporary theatre companies and practitioners, critics and visionaries, producing agencies, funding institutions, and other relevant organizations in order to learn about the theatrical community that awaits them. Students will draw upon this research to develop a portfolio of their work, giving consideration to the ways in which they wish to present themselves as theatre artists and patrons to the world beyond HWS. Finally, students will work together as artist/scholars to create a collaborative project that best reflects their strengths as a cohort and the message they wish to share with the HWS community. Prerequisite: Senior Status and Theatre Major. (May, *Fall, offered every year*)

**THTR 495 Honors**

**THTR 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. (Hatch, May, Woodworth, *offered each semester*)

## Urban Studies

### *Program Faculty*

Ervin Kosta, Sociology, Chair  
Elizabeth Belanger, American Studies  
Jeffrey Blankenship, Art and Architecture  
Rob Carson, English  
Gabriella D'Angelo, Art and Architecture  
Kendralin Freeman, Sociology  
Alan Frishman, Economics  
Jack Harris, Sociology  
Clifton Hood, History  
Derek Linton, History  
Kirin Makker, Art and Architecture  
Stan Mathews, Art and Architecture  
Scott McKinney, Economics  
Joseph Mink, Political Science  
Nicola Minott-Ahl, English  
Ilene Nicholas, Anthropology  
Justin Rose, Political Science

Urban Studies at HWS is the study of urban space in multiple, interrelated contexts. It is a multidisciplinary subject that engages a wide range of subject areas but is anchored in the social sciences: Sociology, Economics, Anthropology, Political Science. These fields provide the research tools and theoretical framework for understanding the lived urban experience. Students also gain insight into urban experience in all its dynamism and complexity through the study of the arts, literature, and history, as well as through study abroad and direct engagement with the City of Geneva.

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 Studies, and American Studies are also relevant to give perspectives on urbanization beyond those offered in the four basic departments. Urban Studies offers an interdisciplinary minor. All courses counting toward the 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 minor, provided they agree to do so. (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 minor form.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 5 courses*

BIDS 229 Two Cities: New York and Toronto OR BIDS 207 Contemporary American Cities; 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 207 Contemporary American Cities  
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: Ancient Sparta
CLAS	275	Topic: Greek and Roman Archaeology
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	340	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*

Karen Frost-Arnold, Philosophy, Coordinator  
Etin Anwar, Religious Studies  
Biman Basu, English  
Betty Bayer, Women's Studies  
Lara Blanchard, Art and Architecture  
Rocco Capraro, History  
Melanie Conroy-Goldman, English  
Anna Creadick, English  
Donna Davenport, Dance  
Jodi Dean, Political Science  
Iva Deutchman, Political Science  
Laurence J. Erussard, English  
May Farnsworth, Spanish and Hispanic Studies  
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  
Liliana Leopardi, Art and Architecture  
Elisabeth Lyon, English  
Brenda Maiale, Anthropology  
Michelle Martin-Baron, Women's Studies  
Susanne McNally, History  
Alejandra Molina, Spanish and Hispanic Studies  
Renee Monson, Sociology  
Paul Passavant, Political Science  
Craig Rimmerman, Public Policy  
Colby Ristow, History  
Richard Salter, Religious Studies  
Leah Shafer, Media and Society  
Michael Tinkler, Art and Architecture  
William Waller, Economics  
Melissa Autumn White, LGBT Studies  
Cadence Whittier, Dance  
Cynthia Williams, Dance  
Lisa Yoshikawa, History  
Jinghao Zhou, Asian Studies

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	303/403	Gender and Painting in China
ARTH	305/405	Renaissance Women and Men
ARTH	306/406	Telling Tales: Narrative in Asian Art
ARTH	315	Art and the Senses
ARTH	335	Femme Fatale in Film
ASN	212	Women in Contemporary Chinese Culture
ASN	304	Courtesan Culture
ASN	342	Chinese Cinema: Gender, Politics and Social Change in Contemporary China
BIDS	286	Gender, Nationality, and 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	238	Flexing Sex
ENG	239	Popular Fiction: The Fifties
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	Introduction to Literature I: Mystics, Friends, and 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	253	Renaissance and Reformation
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 and 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	218	Queer Representation in Theater and Film
WMST	219	Black Feminisms
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

*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	212	Gender and Geography
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

**WMST 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*)

**WMST 150 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. (Martin-Baron, *offered alternate fall semesters*)

**WMST 204 The Politics of Health** This course takes an interdisciplinary approach to the critical study of health politics, including the politics of gender, race and sexuality. Through the themes of social and environmental justice, students will explore the uneven distribution of health care and wellness both within the United States and beyond. Topics include the history of the women's health movement, breast cancer awareness campaigns, reproductive health and technologies, HIV/AIDS, feminist psychology, eating disorders, environmental health and toxicity, and more. In exploring these topics, feminist theory will serve as a lens through which we examine different experiences of illness and disease. At the same time, feminist pedagogy will serve as the model upon which we build our policy recommendations. (Hayes-Conroy)

**WMST 212 Gender and Geography** As a point of entry to discussions of gender, place and culture, this course will explore the diverse ways in which geographers have conceived of, analyzed and redefined gender as a contested spatial practice. In particular, using contemporary geographic texts, we will explore the gendered dynamics of geographic research methods, nature discourse, resource management, embodiment and health, agriculture and food, and globalization, among other topics. Emphasis will be placed on recognizing and researching cultural difference across these various topical areas. Readings and class discussion will build through individual and group assignments toward a final research paper/presentation.

**WMST 213 Transnational Feminisms** 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. (Martin-Baron, *offered alternate spring semesters*)

**WMST 219 Black Feminisms** 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 texts, we will not only explore foundational texts and theories of black feminism in the US, but also the ways black 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 landscape. (Martin-Baron, *offered alternate fall semesters*)

**WMST 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, and environmental 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 or queer rights to love freely)? How is the idea of gender equality invoked to index non-violence and peace, economic well-being, or freedom? How do gendered bodies become the site of social and personal struggle? How do different traditions of thought and belief depict bodies? Do these different views carry consequences for how we inhabit our bodies and/or distinguish ourselves from animals? 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)

**WMST 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 are feminist writings exploring alternative views of psychological issues and life events. This course examines these parallel 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, and affect theories, such as happiness. The course uses history, theory and research in psychology to appreciate psychology's changing views, treatment and study of diverse lives. This course also counts toward the major in psychology. (Bayer)

**WMST 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 and lives. Prerequisite: WMST 100 or permission of instructor. (Staff, *offered annually*)

**WMST 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.

**WMST 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.

**WMST 306 Seminar: Reading Feminisms** This course invites students to engage a signature feminist theory/history thinker's major work and to delve into it in some depth; signature works are those regarded as prompting a sea-change in ideas, thinking or ways of living. Students will be asked to situate the work in time, place and intellectual debate. They will be asked: What does a thinker's work look like across the span of their life's work and in the context of its field(s) of influence? With whom is this thinker's work in dialogue? How does one follow the journeys of a thinker's ideas? How does this author speak to us? Students will be asked to use one or more digital tools to engage questions and prompt wider discussion of the course topic.

**WMST 308 Chicana and Latina Art** 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 feminist politics, a catalyst for social change, a redefinition of community, and an articulation of decolonial consciousness. (Martin-Baron, *Fall, offered alternate years*)

**WMST 309 Seminar: 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 Francoise 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)

**WMST 362 Topics in Feminist Health** This class focuses on a topic of current interest related to feminist health. Topics will be announced in advance. Possible topics include place and health, contaminated landscapes, the material/affective body, feminist nutrition, violence and displacement, and political ecologies of health. Readings will draw from a variety of fields, including feminist science studies, geography, public health, social theory, cultural studies, and more. The course may also count towards a minor in health professions.

**WMST 372 Topics: Revelation or Revolution** This course focuses on a topic of current interest. Topics are announced in advance and are addressed through history and theory in feminist social psychology. One topic is peace: students examine practices for peace and social justice through movements, writing, art, and film in the larger social and psychological context of humanity and quests for life lived in harmony and equality. Other topics include cyberpsychology; Cold War America and Cold War psychology; the psychology of the Women's movement; and history of psychology. This course also may count toward the major in psychology. (Bayer)

**WMST 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*)

**WMST 450 Independent Study** 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.

**WMST 456 1/2 Credit Independent Study**

**WMST 495 Honors**

# Writing and Rhetoric

## *Program Faculty*

Hannah Dickinson, Assistant Professor, Chair

Geoffrey Babbitt, Assistant Professor

Samuel Cappiello, ASL Instructor

Cheryl Forbes, Professor

Amy Green, Visiting Assistant Professor

Alexandria Janney, ESOL Instructor

Peter Mayshle, Assistant Professor

Emily Perkins, Writing Colleagues Coordinator

Ben Ristow, Assistant Professor

Maggie M. Werner, Assistant Professor

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 — Journalism and Professional Writing, Language as Social Action, or Theories of Writing and Rhetoric — 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 course from among WRRH 100, 105, 106, 200, and 335; three core courses 201, 260, and 360; a group of four courses in a 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 course from among WRRH 100, 105, 106, 200 and 335; three core courses, WRRH 201, 260, and 360; two electives; and the 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 adviser. 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 nonfiction. 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 a journalism and professional writing concentration. This concentration also prepares students for future graduate work in journalism, media studies, communication, technical writing, and the essay.

WRRH	210	Introduction to Print Journalism
WRRH	218	Getting Dressed: Discourses of Fashion
WRRH	219	Feature Sports Writing
WRRH	221	Going Places: Travel Writing
WRRH	225	Writing in the Professional Workplace
WRRH	230	Adolescent Literature
WRRH	310	Digital Journalism: Reporting Online
WRRH	311	Introduction to Publishing
WRRH	320	Op-Ed: Writing Political and Cultural Commentary
WRRH	325	The Science Beat
WRRH	327	Literary Journalism: The Art of Reporting and Nonfiction Narrative
WRRH	329	The Lyric Essay
WRRH	330	New Media Writing: Theory and Production
WRRH	331	Advanced Style Seminar
WRRH	333	Digital Rhetorics and Writing with New Technology
WRRH	499	Internship in Writing and 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, and cultural studies, or for a professional career involving international communication, activism, education, or business, among others.

WRRH	170	American Sign Language I
WRRH	171	American Sign Language II
WRRH	218	Getting Dressed: Discourses of Fashion
WRRH	265	He Says, She Says: Language and Gender
WRRH	280	Immigrant Experience: Voices and Discourses
WRRH	284	Black Talk, White Talk
WRRH	309	Talk and Text II: Language in Action
WRRH	315	The Rhetoric of Memory
WRRH	320	Op-Ed: Writing Political and Cultural Commentary
WRRH	333	Digital Rhetoric and Writing with New Technologies
WRRH	345	Rhetoric of Place
WRRH	365	Rhetorics of Feminist Activism
WRRH	375	Discourses of Rape in Contemporary Culture
WRRH	499	Internship in Writing and 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.

WRRH	230	Adolescent Literature
WRRH	240	Writing and the Culture of Reading
WRRH	265	He Says, She Says: Language and Gender
WRRH	280	Immigrant Experiences: Voices and Discourses
WRRH	315	The Rhetoric of Memory

WRRH	326	Literary Journalism
WRRH	330	New Media Writing: Theory and Production
WRRH	331	Advanced Style Seminar
WRRH	333	Digital Rhetorics and Writing with New Technologies
WRRH	335	The Writing Colleagues Seminar
WRRH	345	Rhetoric of Place
WRRH	365	Rhetorics of Feminist Activism
WRRH	490	Writing Colleagues Field Placement
WRRH	499	Internship in Writing and Rhetoric

### COURSE DESCRIPTIONS

**WRRH 100 Writer's Seminar** This course is for students in any major who want to become successful as college writers. 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 Writing Fellows) through an emphasis on the process of invention, drafting, and revision. Course times and themes vary with instructor.

**WRRH 105 Multilingual Writer's Seminar** 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 culture or their home culture. The time and theme of the course may vary with the instructor. (Janney, *Fall, offered annually*)

**WRRH 106 Multilingual Writer's Seminar II** This intermediate English as a Second Language 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, primary research, 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 topic of the student's interest, 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*)

**WRRH 170 American Sign Language I** In this introductory course, students learn basic ASL vocabulary and grammar as well as strategies for successful communication with the deaf. Instead of assuming a disability or medical model of deafness, this course presents the American Deaf Community as a linguistic minority and examines the complex relationship between language and identity. Students will develop an appreciation for the Deaf Community's contribution to the linguistic and cultural diversity of North America. They will consider the values and unique cultural characteristics of the Deaf Community in contrast to mainstream "hearing" cultural norms. Students learn about the historical context for the deaf experience in the United States from the early 19th century to the culmination of civil rights struggle with the passage of the Americans With Disabilities Act of 1990 through viewing documentaries like "Through Deaf Eyes." Films like "Hear and Now" introduce them to the controversy of cochlear implantation and its impact on deaf identity. Readings include "Introduction to American Deaf Culture" and "A Journey Into the Deaf-World." (Cappiello, *Fall, offered annually*)

**WRRH 171 American Sign Language II** This course continues to develop the linguistic and cultural concepts introduced in ASL I. Students will expand their ASL vocabulary and incorporate greater use of the linguistic features unique to signed languages. Varied sentence structures are explored and encouraged. The use of space, classifiers, and storytelling techniques are also introduced. Current events relating to the deaf community are frequently discussed as they occur, and off-campus opportunities to venture into the Deaf-World are made available. After a brief survey of various professions related to deafness and deaf education, the course culminates with an introductory translation project that permits students to experience and appreciate the challenges and complexities of translation and interpretation from English. (Cappiello, *Spring, offered annually*)

**WRRH 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*)

**WRRH 201 Grammar and Style** Grammar and Style provides a foundational knowledge of traditional English grammar and investigates the relationship between grammar and style. Style, as a canon of rhetoric, depends on the conscious control of grammar through the choices every writer makes. Working together and individually, we study the rules of grammar, diagram sentences, complete exercises, take quizzes and exams, and write grammatical analyses — everything designed to make students grammatically savvy writers. (Forbes, Green, Werner, *offered annually*)

**WRRH 207 Introduction to Sociolinguistics** This course introduces students to the field of sociolinguistics: what sociolinguists study, the various methods they use to study language in use, and the questions sociolinguists use to determine their theories of language use. As such, the course looks at language use internationally and cross-culturally, as well as locally; theoretically and practically; and thematically, as in language planning and such issues as gender, age, race, ethnicity. Students keep daily journals, complete language exercises, write four short papers on an issue under consideration, and complete a final project analyzing a speech community of their choice (a sports team, a club, a class, a minority group), specifics to be determined in conversation between the student and the professor.

**WRRH 210 Introduction to Print 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. (Repeatable) (Forbes, Babbitt, *offered annually*)

**WRRH 219 Feature Sports Writing** Glenn Strout, series editor of *Best American Sports Writing*, argues that sports writing is more about people and what concerns us—love, death, desire, labor, and loss—than about the simple results of a game or competition. This course builds from the premise that sports writing offers readers and writers important ways of making sense of our worlds. Whether we are reading Roger Angell's description of a baseball, considering a one-eyed matador, watching a high school girls' softball team, or contemplating a one-armed quarterback, we immerse ourselves and our readers in making sense of the world. We explore such questions as, Why are sports so deeply imbedded in our culture? What are the ethics of sport? How do sports disenfranchise certain populations? To answer these and other questions, students keep journals, write weekly sports features, and produce a mid-term and final portfolio.

**WRRH 240 Writing and 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, Green, *offered alternate years*)

**WRRH 250 Talk and Text: Introduction to Discourse** 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 interviews to courtroom testimony, from political speeches to radio and TV talk shows—leads into discussions of conversational style, gender, linguistic stereotypes, and intracultural communication. (Dickinson, *offered annually*)

**WRRH 280 Immigrant Experiences** 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. (Staff, *offered alternate years*)

**WRRH 284 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, *offered alternate years*)

**WRRH 310 Digital Journalism: Reporting Online** This course is designed as a stand-alone or a follow-up to WRRH 210, 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, Babbitt, *offered annually*)

**WRRH 311 Introduction to Publishing** This course focuses on the principles and practices of magazine and book publishing. It explores the way rhetoric functions in publishing and how “gatekeeping” functions in this industry of ideas and cultural influence: who decides what and who gets heard. The issues of gender, race, and class are central. Students study general interest and special interest magazine publishing; general trade book, academic or special interest book publishing; and the history of American publishing from the colonial era. Participants keep a reading journal; write several critical essays about the major issues in magazine and book publishing today; and complete a major semester-long project, individually or in teams (for instance, editing a book-length manuscript or producing a magazine). (Forbes, *offered alternate years*)

**WRRH 325 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)

**WRRH 327 Literary Journalism** 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 Coates, Beard, Rankine, and Wallace). Students will both emulate and resist these writers in their own work. (Babbitt)

**WRRH 328 Small Press Book Publishing: Book Contest and Acquisitions Editing** In this course, students will help publish a book. We will focus on small press acquisitions editing through the facilitation of Seneca Review’s first biennial Deborah Tall Lyric Essay Book Contest. The editors of Seneca Review will have narrowed down manuscript submissions to approximately 15 semi-finalists. Over the course of the semester, students will have the opportunity both to learn about and to engage in the acquisitions editorial process by reading, discussing, and evaluating each of the semi-finalist manuscripts and by ultimately helping select five finalists. The TRIAS resident will meet with the class several times and serve as the contest judge. Students will work in small groups to pitch one of the finalist manuscripts to the judge. By engaging in the book publishing and acquisitions process, students will grapple with such questions as: How do lyric essays and hybrid texts work in conjunction with one another in a book-length manuscript? What makes a creative manuscript good and how do we weigh it against competing manuscripts with different strengths? And how can we distinguish between manuscripts that cross the threshold into the realm of literary excellence and those that do not?

**WRRH 329 The Lyric Essay** HWS is the birthplace of the lyric essay. It was in the introduction to the Fall 1997 issue of Seneca Review that esteemed HWS professor Deborah Tall and Hobart alumnus John D’Agata gave the lyric essay its most seminal and enduring definition, which begins by characterizing the new hybrid form as “a fascinating sub-genre that straddles the essay and the lyric poem... give[s] primacy to artfulness over the conveying of information... [and] forsake[s] narrative line, discursive logic, and the art of persuasion in favor of idiosyncratic meditation.” We will begin our course examining the essays of Tall, D’Agata, and writers published in Seneca Review. And in order to gain an appreciation of the lyric essay as an inherently innovative, ever-evolving, genre-busting art form, we will proceed to study a wide range of essayists. To enrich our on-going discussion, we will also occasionally incorporate key progenitors such as Montaigne and theorists such as Deleuze & Guattari, Derrida, and Wittgenstein. Students will both create their own lyric essays and respond critically to each other’s creative work in regularly held workshops.

**WRRH 330 New Media Writing** New media technologies are currently exploding writing possibilities in thrilling multimodal, multimedia, and multidisciplinary ways. This course will explore new media writing through theory and practice in literature, creative writing, and journalism. 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 Strickland, and Goldsmith and the Nieman Storyboard), 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 Tumblr series. Students will respond critically to each other’s new media projects in regularly held workshops. (Babbitt)

**WRRH 333 Digital Rhetoric and Writing with New Technologies** Digital Rhetorics analyzes the rhetorical and cultural impacts of established and emerging new media artifacts from YouTube videos and Instagram posts to viral memes. Students produce content for digital platforms (blogs, digital portfolios, memes, etc.) while building an understanding of how rhetorical history and technological innovations impact the consumption of online content and the communities that are formed in digital space. Although the course discusses the importance of digital literacy and how to use some online programs and newer technologies, the class concentrates on how new media and virtual interfaces impact our global culture and the individual user. Students have the opportunity to develop analytical and creative skills through a diverse set of writing (and design layout) assignments. These new digital writing and design skills will be utilized and valued as students complete a service-learning component for the course with a local non-profit organization. (Ristow, *offered alternate years*)

**WRRH 335 Writing Colleagues Seminar** This rigorous and writing intensive course is designed for students who plan to work in the Writing Colleagues Program. The course contains unique, challenging writing assignments while examining current theories of composition and rhetoric. Students read and discuss scholarship pertaining to linguistic diversity, multilingual writers, and the emerging scholarship on curriculum-based peer tutors. Students investigate writing as a process and discuss the ways reading impacts and remains interdependent to writing. In addition, students have the opportunity to train and practice techniques and new skills as Writing Colleagues with their peers and within a five-week practicum component, usually with students enrolled in an introductory level writing course. Prerequisites: First-year students and sophomores are accepted following nomination, application, and an interview process. (Dickinson, Ristow, *offered each semester*)

**WRRH 360 Power and Persuasion: Rhetorical History, Theory, and Criticism** Power and Persuasion focuses on rhetorical history, theory, and practice with an emphasis on analytical methodology. Rhetorical analysis includes a broad range of methods that are based on different theories of and approaches to rhetoric. Therefore, the learning of methods will be informed by rhetorical histories and theories, and students will be inquiring into the ways that theories can change as they are put into practice, and how practice can challenge and enrich theory. The process of analysis will improve both close reading and critical thinking skills, will improve understanding of what makes arguments effective and the ways that they are constructed according to purpose and audience, and will improve students writing by revealing the many ways that writers use language in purposeful ways. (Werner, *offered annually*)

**WRRH 375 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*)

**WRRH 420 Writer's Guild** As the senior seminar that acts as a capstone to a major or minor in WRRH, this course requires students to write extensively, to think critically about their own and others' work, to synthesize old writing and produce new arguments about it, and to pursue publication. WRRH 420 is structured around two major components. The first, the capstone portfolio, is designed to help students synthesize their learning as a WRRH major or minor. The second, a substantial publishable work, requires students to learn and follow the publishing process: choosing a text, selecting a venue, analyzing the venue, revising the text for that venue, and submitting the piece for publication. In addition, students will engage in many smaller steps along the way including proposing their ideas, workshopping in writing groups, and presenting their work in a public forum. Prerequisite: permission of the instructor based on a portfolio draft. (Staff, *Spring, offered annually*)

**WRRH 450 Independent Study**

**WRRH 456 1/2 Credit Independent Study**

**WRRH 490 Writing Colleague Field Placement** Writing Colleagues must enroll in WRRH 490 every semester they are in a course 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 490 must also attend monthly professional development meetings, meet bi-weekly with the WC Coordinator, submit a weekly WC journal, and to the community's writing culture through other writing assignments and activities. 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, Ristow, Perkins, *offered each semester*)

**WRRH 495 Honors**

**WRRH 499 Internship**

## Writing Colleagues Program

### *Program Faculty*

Hannah Dickinson, Director

Emily Perkins, Writing Colleagues Coordinator

Cheryl Forbesv

Ben Ristow

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 approved Writing and Rhetoric 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 approved Writing and Rhetoric electives.

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- Feisal Khan, Associate Professor of Economics (2000); B.A., Stanford University, 1986; M.A., Stanford University, 1988; Ph.D., University of Southern California, 1999
- Erika L. King, Associate Professor of Mathematics and Computer Science (2001); A.B., Smith College, 1995; M.S., Vanderbilt University, 1998; Ph.D., Vanderbilt University, 2001
- Julie Kingery, Associate Professor of Psychology (2007); B.A., University of Richmond, 1997; Ph.D., University of Maine, 2003

- Beth Kinne, Assistant Professor of Environmental Studies (2008); B.A., University of Virginia; M.S., University of British Columbia; J.D. and LL.M., University of Washington
- Eric J. Klaus, Associate Professor of German (2001); B.A., Dickinson College, 1993; M.A., University of Maryland College Park, 1997; Ph.D., Brown University, 2001
- Kyoko Klaus, Tanaka Lecturer in Asian Studies (2002); B.F.A., University of Oklahoma, 1992
- Marie-Helene Koffi-Tessio, Assistant Professor of French and Francophone Studies (2012); B.A., Sorbonne Nouvelle, 1993; M.A., University of Virginia, Charlottesville, 1999; Ph.D., Princeton University, 2007
- Ervin Kosta, Assistant Professor of Anthropology and Sociology (2008); B.A., University of Istanbul, 2001; Ph.D., CUNY Graduate Center, 2012
- John W. Krummel, Associate Professor of Religious Studies (2008); B.A., Earlham College, 1988; M.A., New School for Social Research, 1994; Ph.D., New School for Social Research, 1999; Ph.D., Temple University, 2008
- Neil F. Laird, Professor of Geoscience (2004); B.S., SUNY Oswego, 1990; M.S., Illinois at Urbana-Champaign, 1992; Ph.D., Illinois at Urbana-Champaign, 2001
- John Lasseter, Assistant Professor of Math and Computer Science (2013); B.A., Earlham College, 1992; M.S., University of Oregon, 1998; Ph.D., University of Oregon, 2006
- Steven P. Lee, Professor of Philosophy (1981); B.A., University of Delaware, 1970; M.A., University of Delaware, 1973; Ph.D., York University, Toronto, 1978
- Lisa Leininger, Assistant Professor of Philosophy (2015). B.A., University of Virginia, 2004; M.A., University of Colorado, 2007; Ph.D., University of Maryland, 2013
- Christopher Lemelin, Assistant Professor of Russian Area Studies (2015); B.A., Yale College, 1988; M.A., Yale University, 1994; Ph.D., Yale University, 2003
- 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
- Robin Lewis, Assistant Professor of Environmental Studies (2014); B.A., Miami University, 2003; M.A., Miami University, 2006; Ph.D., University of Arizona, 2012
- Juan J. Liébana, Associate Professor of Spanish and Hispanic Studies (1987); Cert., U.C. Madrid, 1976, Ph.D., Pennsylvania State University, 1989
- Derek S. Linton, Professor of History (1984); B.A., Brooklyn College, 1977; M.A., Princeton University, 1979; Ph.D., Princeton University, 1983
- Charity Lofthouse, Assistant Professor of Music (2011); B.M., Oberlin College, 1999; Ph.D., CUNY Graduate Center, 2013
- DeWayne L. Lucas, Associate Dean of Faculty and Associate Professor of Political Science (2000); B.A., North Carolina at Chapel-Hill, 1995; M.A., Binghamton, 1999; Ph.D., Binghamton, 2001
- Eric Lynch, Postdoctoral Fellow in French and Francophone Studies (2015); B.A., Rutgers University, 2005; M.A., City University of New York, 2013; Ph.D., City University of New York, 2016
- Elisabeth H. 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
- Darrin Magee, Associate Professor of Environmental Studies (2008); B.S., Louisiana State University, 1994; M.A., University of Washington, 1998; Ph.D., University of Washington, 2006
- Brenda Maiale, Associate Professor of Anthropology and Sociology (2006); A.B., Vassar College, 1998; M.A., Cornell University, 2002; Ph.D., Cornell University, 2008
- Jim G. MaKinster, Professor of Education (2002); B.S., Indiana University of Pennsylvania, 1995; M.S., University of Louisiana, 1998; Ph.D., Indiana University, 2002
- 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
- Ashwin Manthripragada, Visiting Assistant Professor of German Area Studies (2014); B.A., University of California, Berkeley, 2005; M.A. University of California, Berkeley, 2007; Ph.D., University of California, Berkeley, 2014
- Kirin J. Makker, Associate Professor of Art and Architecture (2008); B.A., University of Texas, Austin, 1994; M.A., University of Massachusetts, Amherst, 1997; M. Arch., University of Maryland, College Park, 2002; Ph.D., University of Massachusetts, Amherst, 2010
- John C. Marks, Instructor of History (2009); B.A., SUNY Plattsburgh; M.A., SUNY Oneonta, 1993
- Michelle Martin-Baron, Assistant Professor of Women's Studies (2012); B.A., Brandeis University, 2005; M.A., University of California, Berkeley, 2007; Ph.D., University of California, Berkeley, 2011
- Richard Mason, Emeritus Associate Professor of Sociology (1980); B.A., Missouri at Kansas City, 1966; M.A., SUNY Buffalo, 1969; Ph.D., Toronto, 1978
- Patricia T. Mathews, Emeritus Professor of Art (2007); B.A., University of Houston, 1974; Ph.D., University of North Carolina, 1984
- Stan S. Mathews, Associate Professor of Art (2000); B.A., Beloit College, 1975; M.F.A., University of North Carolina at Chapel Hill, 1978; M.A., Virginia Polytechnic Institute, 1987; Ph.D., Columbia University, 2002
- K. Whitney Mauer, Assistant Professor of Environmental Studies (2014); B.S., University of Puget Sound, 1996; M.S. Cornell University, 2007; Ph.D., Cornell University, 2014

Heather May, Associate Professor of Theatre (2013); B.A., Grinnell College, 1992; M.A., Washington University, 1995; Ph.D., Indiana University, 2007

Peter Mayshle, Assistant Professor of Writing and Rhetoric (2014); B.S. Ateneo DeManila University, 1991; M.F.A., University of Michigan-Ann Arbor, 2006; Ph.D., University of Wisconsin-Madison, 2014

James McCorkle, Assistant Professor of Africana Studies (2001); B.A., Hobart College, 1976; M.F.A. and Ph.D., University of Iowa

Patrick McGuire, Emeritus Professor of Economics (1968); B.S., St. Peter College, 1965; M.A., Fordham University, 1967; Ph.D., Fordham University, 1973

Brooks B. McKinney, Professor of Geoscience (1984); B.S., Beloit College, 1975; Ph.D., Johns Hopkins University, 1985

Judith A. McKinney, Associate Professor of Economics\* (1979); B.A., Middlebury College, 1972; M.A., Indiana University, 1981; Ph.D., Indiana University, 1983

Scott G. McKinney, Professor of Economics (1979) The William R. Kenan, Jr. Professor; B.A., Middlebury College, 1972; Ph.D., Indiana University, 1978

Susanne E. McNally, Professor of History (1972); B.A., Douglass College, 1967; M.A., Claremont Graduate School, 1969; Ph.D., SUNY Binghamton, 1976

Jo Beth Mertens, Associate Professor of Economics (2000); B.A., University of Arkansas, 1981; M.A., Duke University, 1985; Ph.D., Emory University, 1992

Nicholas Metz, Assistant Professor of Geoscience (2011); B.S., Valparaiso University, 2004; M.S., University of Albany, 2008; Ph.D., University of Albany, 2011

Justin S. Miller, Associate Professor of Chemistry (2004); A.B., Princeton University, 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 A. 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 Mitchell, Professor of Mathematics and Computer Science (1980); A.B., Bowdoin College, 1975; Ph.D., Brown University, 1980

Renee Monson, Associate Professor of Anthropology and Sociology (1998); B.A., Oberlin College, 1985; M.A., University of Minnesota, 1988; Ph.D., University of Wisconsin at Madison, 2001

Dunbar D. Moodie, Emeritus Professor of Anthropology and Sociology (1976); B.Soc.Sc., Rhodes University, 1961; B.A., Oxford University, 1964; Ph.D., Harvard University, 1971

Patricia A. Mowery, Associate 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

S. Ani Mukherji, Assistant Professor of American Studies (2016); B.A., Cornell University, 1998; M.A., University of California Berkeley, 1999; M.A., Brown University, 2004; Ph.D., Brown University, 2010

Patricia A. Myers, Emeritus Professor of Music (1979); B.Mus., Oberlin College, 1965; M.A., University of Oregon, 1967; Ph.D., University of Illinois, 1971

Josh Newby, Assistant Professor of Chemistry (2014); B.S., Eastern Illinois University, 2004; Ph.D., Purdue University, 2009

Elizabeth A. Newell, Professor of Biology (1988); B.S., Bates College, 1980; Ph.D., Stanford University, 1987

Ilene M. Nicholas, Associate Professor of Anthropology (1982); B.A., University of Arizona, 1971; Ph.D., University of Pennsylvania, 1980

Susan Norman, Assistant Professor of Political Science (2015); B.A., Stetson University, 2004; M.A., University of Virginia, 2007; Ph.D., University of Virginia, 2014

Carol W. Oberbrunner, Assistant Professor of Philosophy (1999); B.A., Swarthmore College, 1959; M.A., University of Michigan, 1960; Ph.D., Syracuse University, 1990

Mark Olivieri (2010), Assistant Professor of Music; B.M. Heidelberg College, 1995; Ithaca College Music Conservatory, 1998; Ph.D., The University at Buffalo, 2010

David Ost, Professor of Political Science (1986); B.A., SUNY Stony Brook, 1976; Ph.D., University of Wisconsin-Madison, 1986

Edgar Paiewonsky-Conde, Associate Professor of Spanish and Hispanic Studies (1987); B.A., New York University, 1965; M.S., New York University, 1970; Ph.D., New York University, 1982

Paul A. Passavant, Associate Professor of Political Science (1997); B.A., University of Michigan, 1989; M.A., University of Wisconsin-Madison, 1991; Ph.D., University of Wisconsin-Madison, 1997

Eric H. Patterson, Emeritus Professor of English and American Studies (1976); A.B., Amherst College, 1970; M.A., Yale University, 1973; M.Phil., Yale University, 1974; Ph.D., Yale University, 1977

Lisa Patti, Assistant Professor of Media & Society (2014); B.A., Cornell University, 2000; M.A., Cornell University, 2005; Ph.D., Cornell University, 2008

Erin T. Pelkey, Professor of Chemistry (2001); B.A., Carleton College, 1994; Ph.D., Dartmouth College, 1998

John Peltz, Visiting Assistant Professor of Psychology (2013); B.A., Middlebury College, 1996; M.A., Tufts University, 2007; Ph.D., University of Rochester, 2013

Steve D. Penn, Associate Professor of Physics (2002); B.S., Massachusetts Institute of Technology, 1985; Ph.D., Massachusetts Institute of Technology, 1993

H. Wesley Perkins, Professor of Anthropology and Sociology (1978); B.A., Purdue University, 1972; M.Div., Yale Divinity School, 1975; M.A., M.Phil., Yale University, 1976; Ph.D., Yale University, 1979

Stacey Philbrick Yadav, Associate Professor of Political Science (2007); B.A., Smith College, 1999; M.A., University of Chicago, 1993; Ph.D., University of Chicago, 2007

Vinita Prabhakar, Assistant Professor of English and Comparative Literature (2010); B.A., Columbia College, 2000; MFA, Syracuse University, 2009

Elizabeth A. Ramey, Associate Professor of Economics (2009); B.A., The George Washington University, 1995; M.A., University of Denver, 1998; Ph.D., University of Massachusetts, Amherst, 2011

Felipe C. Rezende, Assistant Professor of Economics (2010); B.A., Federal University of Rio de Janeiro, Brazil, 2005; M.A., University of Missouri-Kansas City, 2008; Ph.D., University of Missouri-Kansas City, 2011

Craig A. Rimmerman, Professor of Public Policy (1986); B.A., Miami University, 1979; M.A., Ohio State University, 1982; Ph.D., Ohio State University, 1984

Benjamin Ristow, Assistant Professor of Writing/Rhetoric (2014); B.A., University of Wisconsin-LaCrosse, 1999; M.A., Loyola Marymount University, 2002; Ph.D., University of Arizona, 2012

Colby Ristow, Associate Professor of History (2007); B.A., Michigan State University, 1996; M.A., Michigan State University, 1998; Ph.D., University of Chicago, 2008

Marcela Rivera, Visiting Assistant Professor of Spanish (2014); M.A., Cornell University, 2004; Ph.D., Cornell University, 2012

Michelle Rizzella, Associate Professor of Psychology (1996); B.A., SUNY Stony Brook, 1989; M.A., University of New Hampshire, 1992; Ph.D., University of New Hampshire, 1996

Audrey Roberson, Assistant Professor of Education (2015); B.A., Emory University, 2003; M.A., Georgia State University, 2009; Ph.D., Georgia State University, 2014

Linda R. Robertson, Professor of Media and Society (1986); B.A., University of Oregon, 1968; M.A., University of Oregon, 1970; Ph.D., University of Oregon, 1976

Jason A. Rodriguez, Assistant Professor of Anthropology and Sociology (2011); B.S., Texas Wesleyan University, 2000; M.A., University of Texas, Arlington, 2003; Ph.D., University of California, Santa Cruz, 2011

Naomi Rodriguez, Visiting Assistant Professor of Education (2012); B.A., Hampshire College, 2003; M.A., University of California at Santa Cruz, 2009; Ph.D., University of California at Santa Cruz, 2013

Fernando M. Rodriguez-Mansilla, Assistant Professor of Spanish and Hispanic Studies (2010); B.A., Pontificia Universidad Catolica del Peru, 2001; Ph.D., Universidad de Navarra Spain, 2008

Justin Rose, Assistant Professor of Political Science (2013); B.A., Rutgers University, 2005; M.A., Baylor University, 2007; Ph.D., University of Virginia, 2014

Tarah Rowse, First Year Sustainability Program (2014); B.S., Cornell University, 2003; M.S., Carnegie Mellon University, 2007; Ph.D., University of Vermont, 2014

Joseph Rusinko, Associate Professor of Mathematics and Computer Science (2015); B.S., Davidson College; Ph.D., University of Georgia, 2007

Nick H. Ruth, Professor of Art and Architecture (1995); B.A., Pomona College, 1986; M.F.A., Southern Methodist University, 1988

James M. Ryan, Professor of Biology (1987); B.A., SUNY Oswego, 1980; M.S., University of Michigan, 1982; Ph.D., University of Massachusetts Amherst, 1987

Richard C. Salter, Associate Professor of Religious Studies (1998); B.A., Hobart College, 1986; M.A., University of Chicago, 1989; Ph.D., University of Chicago, 1998

Leah Shafer, Assistant Professor of Media & Society (2011); A.B., Cornell University, 1994; M.A., Cornell University, 1999; Ph.D., Cornell University, 2008

Daniel J. Singal, Emeritus Professor of History (1980); B.A., Harvard College, 1966; M.A., Columbia University, 1967; Ph.D., Columbia University, 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, Emeritus Professor of Sociology, Class of '64 Professor (1971); B.A., Colby College, 1965; M.A., Boston University, 1967; Ph.D., Boston University, 1971

Donald A. Spector, Professor of Physics (1989); A.B., Harvard University, 1981; A.M., Harvard University, 1983; Ph.D., Harvard University, 1986

Elana Stennett, Assistant Professor of Chemistry (2016); B.A., College of Wooster, 2010; Ph.D., Arizona State University, 2015

Shannon Straub, Assistant Professor of Biology (2014); B.A., University of Colorado, 2001; Ph.D., Cornell University, 2010

James E. Sutton, Assistant Professor of Anthropology and Sociology (2012); B.A., California State University, 1998; M.A., Ohio State University, 2002; Ph.D., Ohio State University, 2008

Angelique Szymanek, Visiting Assistant Professor of Art and Architecture (2015); B.A., University at Buffalo, 2005; M.A., University at Buffalo, 2009; Ph.D., Binghamton University, 2015

Craig Talmage, Visiting Assistant Professor of Entrepreneurial Studies (2016); B.S., University of Arizona, 2008; M.A., Minnesota State University, Mankato, 2010; Ph.D., Arizona State University, 2014

Charles A. Temple, Professor of Education (1982); B.A., University of North Carolina, 1969; M.Ed., University of Virginia, 1976; Ph.D., University of Virginia, 1978

Jennifer E. Tessendorf, Visiting Instructor of Economics (2001); B.A., Indiana University, 1987; M.A., University of Kentucky, 1988; A.B.D., University of Southern California

Michael C. Tinkler, Associate Professor of Art and Architecture (1999); B.A., Rice University, 1984; Ph.D., Emory University, 1997

Caroline M. Travalia, Associate 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., Universidad Autonoma de Madrid, 2008

Fatma Gul Unal, Assistant Professor of Economics (2015); B.A., Bogazici University, 1993; M.S., Portland State University, 1999; Ph.D., University of Massachusetts Amherst, 2008

John B. Vaughn, Associate Professor of Mathematics and Computer Science (1985); B.S., University of Houston, 1975; M.S., St. Louis University, 1981; Ph.D., University of Illinois at Chicago, 1985

Kathryn Vaughn, Director of Visual Resources (1986); B.A., University of Houston, 1976; M.A., St. Louis University, 1979; M.A., University of Chicago, 1980

Katherine Walker, Assistant Professor of Music (2013); B.A., St. Mary's College of Maryland; B.A., Stony Brook University; M.A., Cornell University; Ph.D., Cornell University

William T. Waller, Jr., Professor of Economics (1982); B.S., Western Michigan University, 1978; M.A., Western Michigan University, 1979; Ph.D., University of New Mexico, 1984

David Weiss, Professor of English (1985); B.A., University of California, Berkeley, 1980; M.A., Johns Hopkins University, 1981

Courtney J. 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 E. Welsh, Associate Professor of Russian Area Studies (2002); A.B., Brown University, 1990; M.Phil., M.A., Yale University, 1996; Ph.D. Yale University

Maggie Werner, Assistant Professor of Writing and Rhetoric (2011); B.A., Illinois State University, 1996; M.A., Illinois State University, 1999; Ph.D., University of Arizona, 2011

Melissa Autumn White, Assistant Professor of Lesbian, Gay, Bisexual, and Transgender Studies (2015); B.A., University of Calgary, 2000; M.A., York University, 2005; Ph.D., York University, 2011

Sarah Whitten, Visiting Assistant Professor of History (2013); B.A., Roosevelt College, University of California, San Diego, 2005; M.A., University of California, Los Angeles, 2007; Ph.D., University of California, Los Angeles, 2010

Cadence J. Whittier, Professor of Dance (2000); B.F.A., University of Utah, 1998; M.F.A., University of Utah, 2000

Cynthia J. Williams, Professor of Dance (1986); B.S., University of Utah, 1978; B.F.A., University of Utah, 1978; M.F.A., Connecticut College, 1982

Christine Woodworth, Assistant Professor of Theatre (2013); B.A., St. Lawrence University, 1999; M.A., Indiana University, 2001; Ph.D., Bowling Green State University, 2005

Yi-Tung Wu, Visiting Instructor in Asian Studies (2016); B.A., Wenzao Ursuline College of Languages, 2002; M.A., University of Kansas, 2004

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

Phillia C. Yi, Professor of Art and Architecture (1986); B.F.A., SUNY New Paltz, 1983; M.F.A., Temple University, 1985

Tenzin Yignyen, Scholar in Residence/ Asian Language and Cultures (1999); B.A., Ph.D., Namgyal Monastery, 1985

Lisa Yoshikawa, Associate Professor of History (2006); M.A., Yale University, 1999; M.Phil., Yale University, 2002; Ph.D., Yale University, 2007

Jinghao Zhou, Associate Professor of Asian Studies (2000); B.A., Nanjing, 1982; M.A., Wuhan University, 1986; Ph.D., Baylor University, 2000

## Senior Staff

Eugen Baer, Dean of Hobart College (2008); Professor of Philosophy (1971); Lic. Theol., Freiburg; B. Bibl., Biblical Institute, Rome, 1966; Ph.D., Yale University, 1971

The Rev. D. Maurice Charles, Chaplain (2015); B.A., Case Western Reserve University, 1987; M.Div., University of Chicago, 1990; Ph.D., University of Chicago, 2013

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

Catherine Gallouët, Dean of William Smith College (2014); Professor of French and Francophone Studies (1986); B.A., Academie de Grenoble, 1969; M.A., Rutgers University, 1974; Ph.D., Rutgers University, 1982

Mark Gearan, President (1999); B.A., Harvard University, 1978; J.D., Georgetown University, 1991

Louis Guard, Chief of Staff and Counsel (2014); B.A., Hobart College, 2007; J.D., Cornell University Law School, 2012

Robert Murphy, Vice President for Enrollment/Dean of Admissions (2009); Director of Salisbury Center for Career Services (2004); B.S., Norwich University, 1971; M.Ed., Springfield College, 1976; C.A.G., Springfield College, 2004

Robert O'Connor, Vice President of Institutional Advancement (2007); Chief of Staff/Secretary for the Board of Trustees (2003); Executive Assistant to the President (2000); Sr. Associate Director of Annual Giving/Director of Reunion Giving (1999); B.A., Gettysburg College, 1991; M.S., Michigan State University, 1997

Titilayo Ufomata, Provost and Dean of Faculty (2012); B.A., University of Ibadan, 1976; M.A., University College London, 1980, 1984; Ph.D., University College London, 1986

Carolee White, Vice President for Finance (2015); B.S., Syracuse University, 1989; Certified Public Accountant, 1991

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, 2016

U.S. Residence		Hobart	William Smith
<i>New England</i>			
Connecticut		102	78
Maine		28	24
Massachusetts		169	165
New Hampshire		27	36
Rhode Island		10	11
Vermont		19	31
<i>Middle Atlantic</i>			
Delaware		1	4
Maryland		31	22
New Jersey		101	75
New York		430	461
Pennsylvania		45	46
<i>East North Central</i>			
Illinois		16	13
Indiana		1	2
Iowa		0	1
Michigan		5	2
Ohio		15	17
Wisconsin		2	3
<i>West North Central</i>			
Kansas		1	0
Minnesota		11	5
Nebraska		0	0
<i>East South Central</i>			
Kentucky		1	1
Missouri		1	1
Tennessee		1	1
<i>West South Central</i>			
Louisiana		1	3
Oklahoma		0	0
Texas		4	2
<i>Mountain</i>			
Arizona		3	1
Colorado		6	1
Idaho		0	1
Montana		0	2
New Mexico		0	1
Utah		1	0
Wyoming		1	2
<i>Pacific</i>			
California		40	33
Hawaii		0	1
Nevada		1	1
Oregon		1	0
Washington		2	3
<i>South Atlantic</i>			
Alabama		0	1
D.C.		2	4
Florida		16	9
Georgia		2	0
Mississippi		0	0
North Carolina		5	2
South Carolina		1	0

Virginia	20	18
West Virginia	0	1

#### U.S. Territories

Guam	0	0
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#### Foreign Residence

	Hobart	William Smith
Country		
Afghanistan	1	2
Albania	1	0
Australia	1	0
Bahamas	2	1
Bermuda	0	0
Bolivia	0	0
Brazil	0	1
Bulgaria	0	0
Canada	18	10
China	39	53
Czech Republic	1	0
Colombia	0	0
Denmark	0	0
Ecuador	0	1
Egypt	1	0
France	0	1
Germany	0	0
Ghana	1	0
Greece	0	0
Guatemala	1	0
Guyana	0	1
Hong Kong	1	2
Hungary	1	0
India	1	0
Indonesia	1	0
Italy	0	0
Jamaica	0	1
Japan	1	1
Jordan	0	0
Kenya	0	0
Korea	2	0
Lithuania	1	0
Malaysia	0	1
Mexico	1	0
Mongolia	0	0
Nepal	1	0
Netherlands	0	0
New Zealand	1	0
Nigeria	3	2
Norway	0	0
Pakistan	1	0
Palestinian Territory	1	1
Republic of Serbia	2	0
Rwanda	0	2
Sierra Leone	0	1
South Africa	1	1
Spain	0	0
Sweden	0	2
Switzerland	1	0
Taiwan	0	0
Thailand	2	0
Trinidad & Tobago	1	0
Tunisia	0	0
Turkey	0	0
United Arab Emirates	0	0
United Kingdom	1	3
Venezuela	1	0
Vietnam	0	1

## Endowed Funds and Awards

The following are among the endowed scholarships and annual grants available to students.

### HOBART AND WILLIAM SMITH COLLEGES

*"A" Fund (1992)* Income generated each year by the "A" Fund shall be used to provide scholarship assistance to a Hobart or William Smith student who is entering their third year of study who plans to major in architecture. The "A" stands for Alexander (A is what his family and friends called him), Architecture, and Archeology (two of Alexander's greatest interests). The student shall be in good academic standing and have demonstrated financial need. The recipient shall continue to receive this scholarship as long as they continue to meet the criteria.

*Richard Abbe '92 and Michael Gantcher '92 Scholarship (1998)* Established by Richard Abbe '92 and Michael Gantcher '92. The income is used for general scholarship aid.

*Accordino Family Scholarship (2005)* Established by Daniel and Cindy Accordino. Given to academically qualified and financially deserving Hobart and/or William Smith students.

*Eleanor Goller Adcock '44 Scholarship (1984)* Established by Willis A. Adcock '44 in memory of his wife Eleanor. The income is used for general scholarship aid.

*George I. Alden Trust (1984)* Established by the Trust. The income is used for general scholarship purposes.

*Charles '01 and Charles '32 Allison Endowed Scholarship Fund (2006)* Awarded to academically qualified and financially deserving Hobart or William Smith Student.

*Carl M. Anderson Memorial Scholarship (1995)* Established by Eric Hall Anderson '59 in memory of his father, Carl M. Anderson. Awarded annually to one Hobart student and one William Smith student who otherwise would not be able to attend college. Recipients must be from New York City public schools and meet the family income criteria for the New York City scholarships.

*Ida Johnson Anderson Memorial Scholarship (1997)* Established by Eric Hall Anderson '59 in memory of his mother, Ida Johnson Anderson. Awarded annually to one Hobart and one William Smith student who would otherwise not be able to attend college. Recipients must be from New York City schools and meet the criteria for the New York City scholarships.

*Anonymous Revolving Scholarship (1962)* Established by an anonymous member of the Board of Trustees. The income is used for scholarship aid granted on the basis of character, academic ability, and need (in that order).

*Anonymous Scholarship (1960)* Established by friends who wish to remain anonymous. The income is used for scholarships for undergraduates of the Colleges.

*Dr. Darrick E. Antell '73 Scholarship (1997)* Established by Dr. Antell in honor of his parents, Dr. and Mrs. James Antell, whose commitment to community service inspired their son. Income will be awarded to students who are interested in pursuing medicine, and who, as good citizens, make contributions to the Colleges' community. Preference is given to students from the Cleveland, Ohio, area in recognition of Dr. Antell's regard for University School, where he received his secondary education.

*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.

*Helen Constance Cummings Brent Endowed Scholarship (2015)* Established with a gift from Judith Haslam Cross '52, and awarded to a Hobart or William Smith student who is academically qualified and financially deserving.

*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.

*Will Carr Endowed Scholarship for the Performing Arts (2014)* Established with a gift from Will Carr, and used to provide financial assistance to an academically qualified and financially deserving Hobart or William Smith first year student who demonstrates great promise in the Performing Arts and preferably is a member of an under represented population.

*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.

*Lillian E. Collins Endowed Scholarship Fund (2011)* Established by family and friends of Lillian Collins in recognition of her service and dedication to the students of Hobart and William Smith and greater Geneva community. Lillian was a champion on campus for multicultural students and a staunch supporter of the Afro-Latino Alumni Association.

This important scholarship fund shall be awarded to an upper-class historically underrepresented ethnic minority student at Hobart and William Smith who is academically qualified and financially deserving. In addition, the recipients will also demonstrate a commitment to the Colleges and the Geneva community through both their service and leadership. Must be a resident or citizen of the United States.

*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.

*Ed and Gerry '33 Cuony Endowed Scholarship* (2014) Established by members of the Cuony Board, and awarded to one Hobart or William Smith student who has demonstrated financial need, is a resident of Geneva (city or town) and transferred from Finger Lakes Community College. Preference shall be given to students enrolled in the Teacher Education Program.

*Dave Davis '48 Endowed Scholarship Fund* (2014) Established with a gift from Clarence "Dave" Davis '48, and used to provide financial assistance to academically qualified and financially deserving Hobart and William Smith students, preferably from the Buffalo, NY area.

*Denzler Charitable Trust Scholarship* (2006) Established by Andrew '88 and Mary Ann Shafter. The income is used for general scholarship purposes.

*Pieter Pim de Kadt '51 Endowed Scholarship Fund* (2014) Established by a bequest from Pieter Pim de Kadt '51 and awarded to a student attending either Hobart or William Smith College with demonstrated academic achievement and financial need.

*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 awarded annually to financially deserving and academically-minded incoming first-year students residing within the boundaries of the Geneva Enlarged City School District. The student(s) receive this award each year for the four years they attend Hobart or William Smith, provided they continue to meet the following criteria:

- The student(s) must have and continue to demonstrate strong qualities of character, motivation, and responsibility;
- The student(s) must have and continue to demonstrate a high degree of recognition by their contemporaries;
- The student(s) must have and continue to demonstrate a natural talent for leadership;
- The student(s) must have and demonstrate a competent academic performance; and
- The student(s) must demonstrate financial need.

*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 student(s) residing within the boundaries of the Geneva Enlarged City School District. 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 residing within the boundaries of the Geneva Enlarged City School District. 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.

*William F. Guardenier '66 Endowed Scholarship* (2015) Established with a gift from William F. Guardenier '66, and used to support a student(s) attending Hobart or William Smith College who are academically qualified and financially deserving. Preference will be given to a graduate from the New Hampton School, New Hampton, NH.

*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 residing within the boundaries of the Geneva Enlarged City School District. 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 residing within the boundaries of the Geneva Enlarged City School District. 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. Knpton-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 awarded annually to financially deserving and academically-minded incoming first-year student residing within the boundaries of the Geneva Enlarged City School District. The student(s) receive this award each year for the four years they attend Hobart and William Smith, provided they continue to meet the following criteria:

- The student(s) must have and continue to demonstrate strong qualities of character, motivation, and responsibility;
- The student(s) must have and continue to demonstrate a high degree of recognition by their contemporaries;
- The student(s) must have and continue to demonstrate a natural talent for leadership.
- The student(s) must have and demonstrate a competent academic performance; and
- The student(s) must demonstrate financial need.

*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.

*Julia '84 and Brooke '84 Parish Endowed 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.

*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.

*Joseph A. Romano '82 Endowed Scholarship Fund in Honor of Samuel Yamashita* (2015) Established with a gift from Joseph A. Romano '82 in honor of Samuel Yamashita, and awarded to academically qualified and financially deserving Hobart and William Smith students.

*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 Claflin Rusack '47 Scholarship* (2000) Established by a gift from Alison Wrigley and Geoffrey Claflin Rusack in honor and memory of Geoffrey's father, the Rt. Rev. Robert Claflin Rusack, Hobart Class of 1947. The income from the fund will provide scholarship support to students who have financial need and who, like Bishop Rusack, demonstrate commitment to public service by reaching out to help others.

*William Akira Sakow Scholarship* (1983) Established by a gift from William A. Sakow, LL.D. '83, president of St. Margaret's Junior College, Tokyo, Japan. The income is used for scholarship aid for a Japanese or Asian student.

*Glenn J. Satty '70 Scholarship Fund* (1996) Given by Glenn J. Satty '70 to help attract people of action and to inspire people to action. Awarded to a rising junior who, through courageous or creative action, has demonstrated noteworthy independence of thought.

*William '49 and Yvette Scandling Scholarship* (1996) Established by friends and family of William '49 and Yvette Scandling in honor of their wedding. The income is to be used to provide general scholarship aid.

*Schantz Family Scholarship* (1985) Established by Melvin R. Schantz '52. The scholarship is to be used to provide scholarship aid to Hobart and William Smith students who demonstrate financial need, are born and raised in Lewis County or the great North Country, and who have participated in co-curricular activities at his/her high school.

*Henry Rudolph Shepherd Memorial* (1972) Established in memory of H. Rudolph Shepherd '22, by a bequest from his wife, Pauline Taylor Shepherd '23. The income is used for scholarship aid to deserving students.

*Professor Otto Eugene Schoen-Rene Endowed Scholarship Fund* (2015) Established with gifts from Richard Payne '59 and the Hobart Class of 1959, and used to provide financial assistance to academically qualified and financially deserving Hobart and William Smith students entering their third year of study, with preference to students engaged in English, Philosophy, foreign languages, ancient or modern literature, Theatre and Art History.

*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. 1950 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 Endowed 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, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

*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.

*Nathan M. Weiss '49 Endowed Scholarship Fund* (2014) Established by a bequest from Nathan M. Weiss '49 and used as general scholarship aid for Hobart College students.

*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.

*Carolyn Bareham Dineen '26 Endowed Scholarship* (2014) Established by a gift from Kathryn Dineen Winston and awarded to a William Smith student from Rochester or Syracuse.

*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.

*Maura Lawton Perkins '79 Endowed Scholarship Fund* (2015) Established with a bequest from Maura Lawton Perkins '79, and awarded to an academically qualified and financially deserving William Smith student.

*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.

*WS Chapter of Rochester Centennial Scholarship* Established by gifts from multiple donors, and used to support a William Smith senior from Rochester, New York with documented leadership abilities who is academically qualified and financially deserving.

*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

*7 North Main Fund* (2014) Established by an Annual Fund gift from Jonathan L. '85 and Amy Bergner and used for general scholarship aid to support one Hobart or William Smith student.

*David H. Burke '63 Annual Fund Scholarship* (2013) Established by an Annual Fund gift from David H. Burke '63 and used for general scholarship aid.

*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.

*John T. Burrows '85 Annual Fund Scholarship* (2015) Established with a gift from John T. '85 and Sara Burrows, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

*James D. Featherstonhaugh '66 Annual Fund Scholarship* (2015) Established with a gift from James Featherstonhaugh '66, and awarded each year to two academically qualified and financially deserving Hobart or William Smith students.

*Cynthia Gelsthorpe Fish '82 Annual Fund Scholarship* (2016) Established in honor of Cynthia Gelsthorpe Fish '82 by Trustees N. Harrison "Pete" Buck '81 and Christopher S. Welles '84, P'12, P'15, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

*Margrethe E.B. Flanders Annual Fund Scholarship* (2010) Established by a gift from Birgitte '68 and Alden '67 Flanders and used for general scholarship aid.

*Herman Goldman Foundation Scholarship* (1999) The Herman Goldman Foundation Scholarship is an annual award for scholarship support to one Hobart and one William Smith

student. Recipients are known as Herman Goldman Scholars. This scholarship is made possible through a grant from the Herman Goldman Foundation, New York, NY. The Foundation is notified when the students are selected.

*Francis A. and Jacquelyn H. Harrington Foundation Annual Fund Scholarship* (2015) Established with annual gifts from the Francis A. and Jacquelyn H. Harrington Foundation, and awarded to academically qualified and financially deserving from Boys and Girls Clubs in the greater Geneva area.

*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.

*Professor Richard (Doc) Heaton P'86 Annual Fund Scholarship* (2015) Established with a gift from Jeffrey M. Roberts '89, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

*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.

*Lawrence A. Hershon '12 Memorial Annual Fund Scholarship* (2016) Established in honor of Lawrence A. Hershon '12, 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.

*Carolyn Carr McGuire '78 Annual Fund Scholarship* (2016) Established in honor of Carolyn Carr McGuire '78 by Trustees N. Harrison "Pete" Buck '81 and Christopher S. Welles '84, P'12, P'15, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

*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.

*Professor Brooks McKinney Annual Fund Scholarship* (2016) Established with a gift from an anonymous donor, and awarded to an academically qualified and financially deserving Hobart or William Smith geoscience major.

*Robert C. Moore, Jr. '70 Annual Fund Scholarship* (2013) Established by an Annual Fund gift from Robert C. Moore, Jr. '70 and used for general scholarship aid.

*Mothner Family Annual Fund Scholarship* (2013) Established by an Annual Fund gift from Jonathan S. Mothner '85 and used for general scholarship aid.

*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.

*Stewardson Society Annual Fund Scholarship* (2016) established with gifts from members of the Stewardson Society, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

*Dr. Gregory J. Vincent '83 Annual Fund Scholarship* (2016) Established with a gift from Dr. Gregory J. Vincent '83, and awarded to an academically qualified and financially deserving Hobart and William Smith student.

## PRIZES

*George M. Ashmun '41 Memorial Prize* (2005) Established in honor of George M. Ashmun '41, a U.S. Marine Corps aviator who lost his life in aerial combat in 1944 while serving as a fighter pilot in the South-West Pacific during World War II. While a student at Hobart, he was described as "highly respected by his fellow classmates because of his habits, character, courtesy and utter lack of selfishness." This endowed prize will be awarded annually to a Hobart student in his senior year who has excelled in pre-medical or environmental studies and whose academic work best reflects a commitment to helping others and a respect for the world in which we live and its people.

*Aten Physical Chemistry Prize* (1998) Established in honor of Carl F. Aten, professor of chemistry emeritus (1962-1997), to recognize an outstanding student in physical chemistry.

*Dean Benjamin P. Atkinson Award* (1987) Awarded each year, at the discretion of the Department of Music, to a student at Hobart or William Smith who has excelled in music.

*Robert L. Beinert Prize* (1963) For excellence in mathematics. In memory of Robert Beinert, professor of mathematics at the Colleges. Awarded to a Hobart and/or William Smith senior before Commencement.

*Irving O. Bentsen Prize* (1991) Established in honor of Irving O. Bentsen '53, retired professor of mathematics and computer science. Awarded to a Hobart sophomore with the best record in mathematics and/or computer science.

*Lauren Bessette '86 Memorial Prize* (1999) Established in honor of Lauren by her friends. This annual academic award is given to an outstanding William Smith student in economics.

*Elizabeth Blackwell Award* (1974) Established through the sale of the Elizabeth Blackwell stamp by the First Presbyterian Church in Geneva in memory of Dr. Elizabeth Blackwell, who graduated in 1849 from the Medical Institution of Geneva College, now Hobart College, thus becoming the first woman to graduate from a medical school. Given to a William Smith junior or senior premedical student.

*Foster P. Boswell Award* (1975) Established by a bequest from Elizabeth C. Boswell in memory of her husband, Foster P. Boswell 1901, longtime professor of philosophy at the Colleges. Given to a student from Hobart or William Smith either for general excellence in philosophy or for a specific essay or thesis on the subject of philosophy.

*Ralph Hadley Bullard Chemistry Prize* (1963) Established in memory of Ralph H. Bullard, longtime professor of chemistry at Hobart and William Smith Colleges. Given to the outstanding chemistry student in the Senior Class.

*Norbert A. Busch Prize* (1996) Established in honor of Norbert A. Busch, professor of German emeritus. Awarded to the graduating senior who best demonstrates a passion for the study of German language, literature and culture; a belief in the importance of an education in the liberal arts; and a commitment to applying the lessons learned in the classroom to everyday life.

*Dr. Mary Calderone Prize* (1978) Established in honor of Mary Calderone, M.D., recipient of the Elizabeth Blackwell Award. Awarded to that Hobart or William Smith student who shows the greatest promise for a career in medicine or medical sociology that would be compatible with the kinds of interest Dr. Calderone's own career has manifested.

*Kenneth R. Carle Prize in Environmental Studies* (1993) Established with gifts from alumni, alumnae, parents, and friends to honor professor of chemistry emeritus Kenneth R. Carle's 33 years of teaching at the Colleges. Given to the most outstanding Hobart and William Smith graduating senior majoring in environmental studies.

*Cobb Essay Prize* (1861) Established by a gift in memory of Augusta Helen Cobb of Boston, Massachusetts, by her children. Awarded in the form of medals or books to the writers of the two best essays on some subject connected with English literature. The competition to be open to the junior and senior classes of Hobart College.

*Dr. Arnold N. Cohen '71 Phi Beta Kappa Book Fund* (2009) This endowed book fund for Phi Beta Kappa was established by Dr. Arnold N. Cohen '71 and will be awarded to the sophomore Hobart student with the highest grade point average.

*Blair Currie Prize in Economics* (1990) Established in memory of professor of economics Blair Currie by the Department of Economics, colleagues, alumni, alumnae, and friends. Given to the most outstanding Hobart and William Smith graduating seniors majoring in economics.

*Rosemary Knaptown Currie Prize* (1999) The Rosemary K. Currie Prize is awarded to the Life Long Learner who has demonstrated academic excellence during her time as a William Smith student. The recipient of this prize shall be chosen by the Dean of William Smith College. This endowed prize was established in memory of Rosemary K. Currie, Associate Dean of William Smith College (1978-1999) by her family, friends, and colleagues in honor of her commitment and dedication to all women of William Smith College and especially those who were pursuing their education as Life Long Learners.

*Nick Cusimano Memorial Award* (1989) Established by David Cusimano '70 in memory of his father. Awarded each year at the discretion of the Department of Music to a student at Hobart or William Smith who has excelled in music.

*Alice Brandt Deeds '45 Prize* (1970) Established by an anonymous alumna in memory of Alice Brandt Deeds '45. Given to a William Smith student for excellence in creative writing.

*Arthur Dove 1903 Art Award* (1980) Established by William B. Carr in honor of Arthur Dove, well-known painter, native of Geneva, and alumnus of Hobart College (1903). The award is used to purchase a work of art created by a student at the Colleges that in the judgment of the Awards Committee best expresses the essential spirit and ideas that Arthur Dove sought in his works.

*Eaton-Cross Prize* Awarded to a member of the Hobart junior class who is concentrating in biology and chemistry.

*Economics Department Prizes* (1988) Established by the department of economics and alumni and alumnae who majored in economics. Given to the most outstanding Hobart and William Smith graduating seniors majoring in economics.

*John H. Ehrlich '66 Endowed Prize in Judaic Studies* (1997) Established by John H. Ehrlich, the prize is awarded to a Hobart and William Smith Colleges junior or senior who has demonstrated a commitment to Judaic studies and who has exhibited the qualities of empathetic inquiry, personal integrity, and outstanding achievement in that course of study.

*Rocco L. Fiaschetti '40 Prize* (1995) Awarded to a graduating senior for outstanding academic achievement in chemistry and through active involvement in research.

*Marion Harrison Greene Award* (1976) Established by a gift from James Harrison Greene in memory of his mother, Marion Harrison Greene '20. Given to the outstanding William Smith athlete in the senior class.

*Charles H. Prize* (1900) Established by Edgar H. Hurd and named for his son. The prize goes to a student at Hobart College "who shall write the best poem of not fewer than 80 lines and read the same at the annual Commencement."

*Chester J. Hampton Prize* (1915) Established by a bequest from Chester J. Hampton. The prize goes to a student at William Smith College for excellence in English.

*Evaleen C. Harrison '19 Award* (1989) Established by James Harrison Greene and his family in memory of his aunt. Given to a William Smith junior or senior with a GPA of 2.5 or better, who has been involved with the intercollegiate athletic program and has demonstrated a level of intellectual curiosity beyond the classroom.

*History Prizes* (2002) The Robert A. Huff Prize is awarded in honor of Professor of History Emeritus Robert A. Huff to the senior history major who has the best academic record. The Marvin Bram Prize for Civic Mindedness is awarded in honor of Professor of History Emeritus Marvin Bram to the senior history major who demonstrates the greatest civic mindedness through history. The History Faculty Award is presented to the first-year or sophomore student who has the best academic record in history.

*Albert Holland Prize for Public Oral Presentation* (1997) Established in 1997 by Professor of Physics Emeritus Allan M. Russell in memory of President Albert Holland (1966-1968). Awarded annually to the winner of a competition in which

students orally present an important physics derivation. The prize is for performance (with understanding), not for composition.

*Irving Louis Horowitz Prize in Sociology* (1991) Established in honor of Irving L. Horowitz, former professor of sociology at the Colleges. Endowed by Sigrid Meyering von Brockdorff '61 in memory of Hans von Brockdorff '62. Given to a junior at either Hobart or William Smith who is majoring in sociology and plans to go to graduate school.

*William A. Howe II '15 Award* This endowed award, created by his son, William G. Howe, was established in honor of Howe's commitment and dedication as a teacher and administrator. He served the educational community with distinction throughout his career. Each year the award is given to a graduating Hobart or William Smith senior who is pursuing graduate work in education. Selection each year is made by members of the education department.

*Judith Lowe Hyatt '57 Prize* Awarded to a William Smith student who has made an extraordinary contribution to fostering the arts within the Hobart and William Smith community.

*Raymond Sidney Jackson and Alice Dahl Jackson Prize* (1986) Awarded annually to a person who has contributed significantly to the health and well-being of the people of Hobart and William Smith Colleges. The prize is awarded in honor of two remarkable people whose lives and work have been devoted to helping others and to making their world a better and more comfortable place.

*Dr. Barbara J. Johnston '43 Endowed Science Award* (2007) This endowed award in the sciences will be awarded to William Smith students in the physical sciences program.

*Martha Monser Justice Prize* (1986) Established by Alexander Gellert '86 in memory of his aunt, Martha M. Justice. Awarded annually to a student or students selected by the department of art. The method of selection and the form of the prize is left to the discretion of the department.

*John S. Klein Prize* (1988) Established to honor Professor of Mathematics Emeritus John S. Klein (1964-1988) upon his retirement. Given to a student at Hobart or William Smith for excellence in computer science.

*Nathan D. Lapham Prize* (1953) Established by a gift to the Colleges from Judge Nathan Lapham of Geneva. Awarded to a Hobart or William Smith student for excellence in public speaking and debate.

*Keith Lawrence '13 Prize* Named for Keith Lawrence '13. Awarded to a junior at Hobart who, while earning a substantial part of his college expense by working during the semester, has taken an active part in extracurricular affairs and has maintained a scholastic standing above the average.

*John Lydenberg Prize* Awarded to the American studies senior whose academic work best exemplifies the high standard of American studies scholarship set by Professor John Lydenberg (1946-1980), who was one of the leaders of the field and who founded the American studies program at Hobart and William Smith.

*Dorinne Maxwell Citizenship Award (2007)* Honors the ideals of Dorinne Maxwell: helping those in need, promoting relationships between the Colleges and the community, and leading through her example as a person of faith, a devoted wife, a loving mother and grandmother, and a caring friend. This award will be presented annually at the Hobart College Block H Awards dinner to a student, member of the staff of faculty, or to a friend of the Colleges whose service mirrors the ideals of Dorinne Maxwell and whose helping hand has enriched the lives of others. The recipient will select a charity to receive a monetary contribution, paid by the Dorinne Maxwell Citizen Award Fund, in her memory.

*Katharine Gracey Merrill Award (1980)* Established by a bequest from Katharine Gracey Merrill '14. Given to a William Smith student 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.

**The William F. Scandling '49, LL.D. '67 Trustee Scholarship for Academic Excellence** is awarded to strong applicants that are selected by the Admissions Committee. Students must submit the scholarship application along with all HWS application materials by Jan. 15. Applicants must have an admissions interview by Feb. 1. Trustee scholars are awarded \$25,000 annually.

**The Environmental Sustainability Trustee Scholarship** is awarded to students with a demonstrated commitment to environmental leadership, sustainability, energy and environmental policy, climate change science or policy, or similar. Students must submit the scholarship application along with all HWS application materials by Jan. 15. Applicants must have an admissions interview by Feb. 1. Sustainability Trustee scholars are awarded \$25,000 annually.

**The Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarship** is awarded annually to applicants that have demonstrated advanced science coursework, relevant research or science related experiences. Applicants should submit the scholarship application and all HWS application materials by Jan. 15. Applicants must complete an admissions interview by Feb. 1. Interested students may also compete for the Hersh and Wood scholarships during the Accepted Scholar Day program. Blackwell Scholars receive a \$25,000 annual scholarship to attend Hobart and William Smith Colleges. Interested students may also compete to reserve a seat at SUNY Upstate Medical University College of Medicine. Applicants interested in this combined BS/MD program should indicate an interest in medicine in the scholarship application essay.

**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 \$17,000 each year.

**Presidential Scholarships** are awarded to students with strong academic records, sustained leadership credentials, significant involvement in civic engagement activities, demonstrated commitment to global citizenship or creative endeavors. Recipients are selected by the Admissions Committee; no separate

application is necessary. Awards range from \$5,000 to \$15,000 annually.

**Arts Scholarships** are awarded by the fine arts faculty in dance, music, creative writing, theatre, architecture and studio art. Students must submit the scholarship application along with all HWS application materials by Jan. 15. Winners are selected by the arts faculty and awards range from \$3,000-\$17,000 annually.

**The Edward E. Rigney '31 Scholarship in Debate** is awarded to applicants that have significant competitive success or contribution in the areas of Debate, Model U.N., or other similar activities. Also, applicants should display significant critical thinking, analytical and rhetorical skills. The ability to compete as an active participant on the HWS Debate Team will be considered. Rigney Scholars receive \$5,000 - \$17,000 annually. Students must submit a resume detailing relevant experiences and a scholarship application.

**Hersh Scholarships** are awarded each year to one Hobart student and one William Smith student for an exceptionally strong academic record and substantial extracurricular involvement and community service. Candidates are selected by the Admissions Committee from the Blackwell, Environmental Sustainability Trustees, and Trustee Scholars winners who attend the recognition weekend. Renewal requirements: a 3.2 GPA and completion of Honors work in the senior year. Hersh scholars earn full tuition and fees.

**The Wood Scholarship** is awarded each year to the most academically outstanding student. The recipient is selected by the Admissions Committee from the Blackwell, Environmental Sustainability Trustees, and Trustee Scholars winners who attend the recognition weekend. Wood scholars earn full tuition.

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 **The Tuition Exchange, Inc.** offering a limited number of Tuition Exchange awards each year to qualified students in an amount set by The 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: [www.hesc.ny.gov/content.nsf/SFC/Paying\\_for\\_College](http://www.hesc.ny.gov/content.nsf/SFC/Paying_for_College)**

### Tuition Assistance Program (TAP)

*Application Procedures* The TAP application process begins with the Free Application for Federal Student Aid (FAFSA). Higher Education Services Corporation 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.

*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 2013, 2014, 2015;
  - Claimed as a dependent by parents on their federal or state income tax returns for 2013, 2014, 2015;
  - Recipient of gifts, loans or other financial assistance in excess of \$750 from parents in calendar years 2014, 2015;
  - 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 2015-16 ranged from \$500 to \$5,165 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 2015-2016 academic year) annual awards range from \$626 to \$5,775.

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 \$4,000 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 6.84 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: [www.hws.edu/admissions/veteran.aspx](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) and other disability law. By such legislation, individuals with disabilities are guaranteed certain protections and rights of access to programs and services. Eligibility is based on the existence of an identified physical or mental impairment or disability that substantially limits a major life activity.

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) and subsequent reauthorizations, as well as other relevant disability law

### 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 and other disability law. These 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 reserve 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 website, [www.hws.edu/](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.

Incoming 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 website. 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 Coordinator of Disability Services, CTL, 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)