

CATALOGUE

2014-2016



HOBART AND WILLIAM SMITH COLLEGES

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2014-2016 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: 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: <https://studentaid.ed.gov/about/data-center/school/clery-act-emich>

The information in this Catalogue is accurate as of the date of publication (October 2014) 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.

TABLE OF CONTENTS

The 2014-2015 Calendar	2	Health Professions	239
The 2015-2016 Calendar	2	History	244
Hobart and William Smith Colleges	3	Holocaust Studies	259
The Campus	7	Individual Major	261
The Curriculum	18	International Relations	262
Academic Policies	24	Japanese	264
Off-Campus Study	33	Latin American Studies	265
Off-Campus Programs	35	Law and Society	267
Honors and Awards	37	Lesbian, Gay and Bisexual and Transgender Studies	269
Student Life	41	Less Commonly Taught Languages	271
Admissions, Expenses & Financial Aid	48	Mathematics	273
Course Codes	60	Media and Society	276
Foreign Language Listing	61	Men's Studies	285
Courses of Instruction		Middle Eastern Studies	286
First-Year Seminars	62	Music	288
Bidisciplinary Courses	70	Peace Studies	294
Aesthetics	73	Philosophy	297
Africana Studies	76	Physics	304
American Studies	80	Political Science	308
Anthropology & Sociology	87	Psychology	322
Art & Architecture	100	Public Policy Studies	327
Arts and Education	116	Religious Studies	335
Asian Languages and Cultures	119	Russian Area Studies	346
Athletics, Phys. Ed. And Recreation	125	Social Justice Studies	350
Biochemistry	128	Spanish and Hispanic Studies	355
Biology	129	Sustainable Community Development	364
Chemistry	136	The Sacred in Cross-Cultural Perspective	367
Child Advocacy	140	Theatre	369
Chinese	142	Urban Studies	377
Classics	144	Women's Studies	380
Cognition, Logic and Language	150	Writing and Rhetoric	387
Comparative Literature	152	Writing Colleagues Program	394
Computer Science	154	Directories	
Critical Social Studies	157	Board of Trustees	395
Dance	160	Honorary Trustees	397
Development Studies	166	Faculty	398
Economics	169	Students Geographical Distribution	406
Education	178	Endowed Funds and Awards	407
English	191	Scholarship and Loan Program	427
Environmental Studies	208	Appendix A	
European Studies	217	Policies and Procedures for Students with Disabilities	431
Fisher Center	220		
French and Francophone Studies	221		
Geoscience	229		
German Area Studies	236		

ACADEMIC CALENDARS

2014-2015 CALENDAR

FALL SEMESTER

August 29-31, 2014	New Student Orientation
August 31	Campus residences open
September 1	First day of classes
September 5	Last day to drop/add courses
September 26-28	Homecoming & Family Weekend
October 10	Last day of classes
October 11-14	Fall recess
October 15	First day of classes after recess
Oct. 27-31	Spring Sem. '15 Advising Week
November 3-14	Spring Sem. '15 Registration
November 25	Last day of classes
November 26-30	Thanksgiving recess
December 1	First day of classes after recess
December 12	Last day of classes
December 13-15	Reading Days
December 16-19	Final examinations
December 19	Semester ends after last exam
December 20	Residences close at noon
Dec. 21-Jan. 19, 2015	Winter Break

SPRING SEMESTER

January 18, 2015	Campus residences open
January 20	First day of classes
January 26	Last day to drop/add courses
March 13	Last day of classes before break
March 14-22	Spring break
March 23	First day of classes after break
March 30-April 3	Fall Sem. '15 Advising Week
April 6-16	Fall Sem. '15 Registration
April 17	Charter Day
April 24	Moving Up Day
May 5	Last day of classes
May 6-8	Reading Days
May 9-12	Final examinations
May 12	Last day for senior grades
May 13	Residences close at noon
May 17	Commencement
May 18	Senior residences close
June 5-7, 2015	Reunion

2015-2016 CALENDAR

FALL SEMESTER

August 28-30, 2015	New Student Orientation
August 30	Campus residences open
August 31	First day of classes
September 4	Last day to drop/add courses
October 2-4	Homecoming & Family Weekend
October 9	Last day of classes
October 10-13	Fall recess
October 14	First day of classes
Oct. 26-30	Spring Sem. '16 Advising Week
November 2-13	Spring Sem. '16 Registration
November 24	Last day of classes before recess
November 25-29	Thanksgiving recess
November 30	First day of classes
December 11	Last day of classes
December 12-14	Reading Days
December 15-18	Final examinations
December 18	Semester ends after last exam
December 19	Residences close at noon
Dec. 20-Jan. 18, 2016	Winter Break

SPRING SEMESTER

January 17, 2016	Campus residences open
January 19	First day of classes
January 25	Last day to drop/add courses
March 11	Last day of classes
March 12-20	Spring break
March 21	First day of classes
March 28-April 1	Fall Sem. '16 Advising Week
April 4-14	Fall Sem. '16 Registration
April 8	Charter Day
April 22	Moving Up Day
May 3	Last day of classes
May 4-6	Reading Days
May 7-10	Final examinations
May 10	Last day for senior grades
May 11	Residences close at noon
May 15	Commencement
May 16	Senior residences close
June 3-5, 2016	Reunion

HOBART AND WILLIAM SMITH COLLEGES

Overview

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

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

The Colleges offer three degrees – Bachelor of Arts, Bachelor of Science and Master of Arts in Teaching. The Master of Arts is designed exclusively for HWS graduates enrolled in the Teacher Education Program. Our student body includes 2,396 undergraduate students and eight graduate students. We have 228 full-time faculty members and a student-faculty ratio of 11:1. The average class size is 18 students.

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

In the past decade, our students have been awarded a Rhodes Scholarship, Marshall Scholarship, Gates Cambridge Scholarship, a Ernest F. Hollings Scholarship, two Morris K. Udall Scholarships, eight Barry M. Goldwater Scholarships and 12 Fulbrights. Students have received FBI internships, a Pfizer Fellowship, an EPA internship, two American Chemical Society Scholarships, and Merck Fellowships. Recent graduates are teaching English in Japan, working for NGOs, and have accepted assignments in the Peace Corps and Teach for America. Others are working on Wall Street, Capitol Hill, or attending prestigious graduate and professional schools.

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

History

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

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

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

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

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

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

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

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

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

In 1943, during the administration of President John Milton Potter, William Smith College was elevated from its original status as a department of Hobart College to that of an independent college, on equal footing with Hobart. At President Potter's suggestion, the two colleges established a joint corporate identity, adopting a "family" name: The Colleges of the Seneca, which remained the legal name of the Colleges until September, 2010.

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

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

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

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

Mission

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

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

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

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

Accreditation

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

Registered Programs

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

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

Latin American Studies, B.A., 0308
Lesbian, Gay and Bisexual Studies, B.A., 2299
Mathematics, B.A., B.S., 1701
Media and Society, B.A., 0699
Music, B.A., 1005
Philosophy, B.A., 1509
Physics, B.A., B.S., 1902
Political Science, B.A., 2207
Psychology, B.A., B.S., 2001
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

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

Students can be certified (initial) to teach grades 7-12 in the following areas: Biology, B.A., B.S., 0401
Chemistry, B.A., B.S., 1905
Earth Science, B.A., B.S., 1999
English, B.A., 1501
French, B.A., 1102
Greek, B.A., 1110
Latin, B.A., 1109
Mathematics, B.A., B.S., 1701
Physics, B.A., B.S., 1902
Spanish, B.A., 1105

Students can also be certified (initial) in the areas listed below: Art (P-12), B.A., 1002
Music (P-12), B.A., 1005
Childhood (1-6)
Special Education: Childhood (1-6)*
TESOL (P-12)
Social Studies (7-12)

Students can also earn a Master of Arts in the following areas: Adolescent Education, M.A.T., 0803
Childhood Education, M.A.T., 0802
Special Education Childhood, M.A.T., 0808*

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

Graduation Rate

The graduation rate for Hobart students entering in the fall of 2008 and graduated by 2014 (six years later) was 76 percent. The graduation rate for William Smith students entering in the fall of 2008 and graduated by 2014 (six years later) was 81 percent. The overall graduation rate for both Colleges was 79 percent. Additional information on graduation rates and student retention is available from the Office of the Registrar.

THE CAMPUS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The L. Thomas Melly Academic Center doubles as both an expansion of the existing Warren Hunting Smith Library and a home for high-tech information-research resources at the Colleges. In addition to new space for stacks, studying, and lounges, the building houses a computer classroom for tutoring in online research, and various other computer clusters and computer-outfitted conference rooms.

The Melly Center is named for a long-time Colleges' Trustee L. Thomas Melly '52, L.H.D. '02, who completed 10 years of board chairmanship as the building was being dedicated in 1998.

In April of 2014, after more than five years of planning, the Colleges broke ground on a 65,000-square-foot Performing Arts Center that will provide academic and performance space for the departments of music, dance, theatre, and media and society. The more than \$28 million committed toward the project -- through the generosity of alumni, alumnae, parents, members of the HWS community, and New York's Empire State Development -- makes it the largest of its kind in the Colleges' history. The Center is scheduled to be completed in January 2016.

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 an 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.

Macintosh Laboratory

A Macintosh-based computer laboratory is in the lower level of Rosenberg Hall (Rosenberg 009). The laboratory contains 21 Apple iMac computers, which are completely networked and contain various software applications, and are connected to 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.

Gulick Hall

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

Mathematics and Computer Science Computer Laboratory

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

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/Sociology, Art History, Architecture, Biology, Chemistry, Economics, French and Francophone Studies, Geoscience, Philosophy, Physics, and Spanish and Hispanic studies. Faculty in these departments work closely with the Fellows in directing instruction, while Fellows keep regular office hours in meeting space provided by the departments.

Writing Fellows

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

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 available to assist students who wish to excel academically and hone reading, writing, time management and general study skills.

Honors Support

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

Senior Symposium

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

If you have any questions about specific programs or services or would like to make an appointment or learn more about how you can take advantage of CTL resources, contact the Center for Teaching and Learning at ctl@hws.edu 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 has donated more than 35 acres of farmland on White Springs Lane in the Town of Geneva to Hobart and William Smith Colleges. Located less than a mile from campus, the grounds include a barn, stables, spring-fed ponds, and an indoor equestrian ring. Along with the donation of the farm, the Colleges purchased a home on the property. A committee of faculty, staff and students had been established with a mandate to broadly imagine possible uses for the farm, house and acreage.

The William Scandling

The *William Scandling*, a 65-foot, steel-hulled research vessel owned by the Colleges and operated on the Finger Lakes and Great Lakes, supports teaching as well as the research activities of students and faculty. Berthed on Seneca Lake, The *William Scandling* has access to Cayuga Lake and Lakes Erie and Ontario via the Seneca Barge Canal. Recently renovated, the vessel is fully equipped to support studies of sediments, water, and biota. Capabilities include sediment coring, grab sampling, sub-bottom seismic reflection profiling, recording current meter measurement, bathythermograph measurement, recording thermograph measurement, water and plankton sampling, and chemical testing.

The *William Scandling's* positioning equipment includes radar and GPS satellite navigation systems. The vessel was named in honor of the late Trustee William F. Scandling '49, LL.D.' 67, one of the Colleges' most generous benefactors.

Warren Hunting Smith Library and Melly Academic Center

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

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

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

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

The College Store

The College Store, located in Sherrill Hall, is institutionally owned and proudly serves the students, faculty, and administrators of Hobart and William Smith Colleges as well as the local community. The College Store offers three floors of merchandise tailored to meet the needs of all students, faculty and staff. The College Store offers a textbook program including competitively priced new and used textbooks, textbook rentals, digital textbooks, and Copyrighted Custom Course Packs as required or recommended by faculty. Used book buybacks are offered in the store at the beginning and end of each semester as well as anytime on the website collegestore.hws.edu.

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

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

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

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

The Fisher Center for the Study of Women and Men

The Fisher Center for the Study of Women and Men, located in Demarest Hall, supports curricular, programmatic and scholarly projects arising from the challenge of educating men and women for a future of gender equity and social justice. The Center, endowed with a gift from Emily Fisher P'93, L.H.D. '04 and the late Richard Fisher P'93, was founded to further the Colleges' ideal of coordinate education and commitment to 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; Our Bodies, Ourselves?, and Campus War Machine: Sex and Debt.

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. Students' access to these files is governed by the Family Educational Rights and Privacy Act of 1975. Students who wish to challenge the contents of their files may appeal to the dean of their college and the Committee on Standards.

Faculty Advisers

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

Multicultural and Diversity Support Programs

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

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

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

Through the Office of Intercultural Affairs, we 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: For incoming first year students matriculating in the fall of 2014 and beyond, Hobart and William Smith guarantee 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 over 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. Staff also produce a weekly electronic newsletter that publicizes job and internship listings.

Connect

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

Interested seniors may submit their career field and geographic preferences when uploading their résumés to the Web-based recruitment system. 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 Web site

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 \$20,000 for each of the three students interested in pursuing an international internship experience in a location of the student's choice. By supplementing classroom education with internship experience, students gain a practical understanding of the demands and rewards of future careers. This award may provide a stipend for the internship, lodging, airfare, passport/visa expenses, meals, ground travel, traveler's insurance, and/or other expenses related to an international internship opportunity.

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

Health Professions

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

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

The Blackwell Medical Scholarship Program provides a unique opportunity for qualified high school seniors. Those who

meet and maintain the standards of the program are guaranteed a seat in medical school at SUNY Upstate Medical University College of Medicine at Syracuse upon graduation from Hobart and William Smith Colleges.

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

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

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

Law

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

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

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

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

Distinguished graduates play an active role in assisting students with their education and related internship experience. These include federal judges, legislators, U.S. attorneys for the Justice Department, as well as highly successful attorneys. These distinguished alumni return to campus and conduct presentations offering insight into their career paths and networking opportunities for pre-law students.

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

Health Services

Medical Services

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

The medical services staff includes a part-time physician, board certified in internal medicine; a full-time board certified nurse practitioner (serving as the coordinator of student health services), full time and part time physician's assistants; a registered nurse who serves as Coordinator of Nursing Services; several nurses both full and part-time; and a secretary/ receptionist. The staff treats acute illnesses and injuries, and promotes health education on issues including fitness, wellness, and nutrition, smoking cessation, substance abuse, and sexually transmitted diseases. The staff works with the athletics department to provide sports medicine services to all intercollegiate teams. A full-service women's health care clinic is available by appointment. While visits to the health center are free, any specimens

obtained such as a throat culture, blood tests, etc., collected at the time of the visit to Hubbs are processed by the local hospital laboratory. The hospital lab will bill the student's insurance policy for the cost of processing the specimen.

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

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

Counseling Services

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

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

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

Alcohol and Other Drug Programs

The HWS Alcohol and Other Drug Programs (AOD) is now an integral part of the services provided at the Center for Counseling and Student Wellness. Our AOD services take a proactive approach in providing a comprehensive evidence-based prevention and counseling program necessary for students to make responsible choices concerning alcohol and other drugs.

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

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

A variety of educational outreach programs are provided to first-years, fraternity members, and student-athletes throughout the academic year. In addition, we work closely with the students living in substance free housing to provide alternative programming for all students. Confidential counseling services provide support to students who are at risk of developing alcohol and other drug-related concerns, as well as, for those who are impacted by another

persons' abuse of substances. A motivational interviewing approach is utilized to engage students in a non-judgmental way.

Chaplain

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

THE CURRICULUM

General Description

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

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

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

The Ninth Semester Student-Teaching Option provides students increased flexibility in completing the Teacher Education Program. It permits students to apply as sophomores or can help students balance demanding academic schedules. If all other requirements are completed, students can complete their student teaching semester as a tuition-free ninth semester. More information is available in Department of Education section.

Degree Requirements

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

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

The Eight Goals

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

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

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

Goal 1

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

Goal 2

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

Addressing Goals 1 and 2

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

Goal 3

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

Goal 4

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

Goal 5

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

Addressing Goals 3, 4, and 5

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

Goal 6

An intellectually grounded foundation for the understanding of differences and inequalities of gender, race, and class. An intellectually grounded foundation for the understanding of the differences and inequalities of gender, race and class can develop from courses that explore the historical development and social construction of difference, illuminate and allow the visualization of the experience of difference, and/or provide a framework for a critique of historical and or contemporary differences of privilege and the experience of peoples of different genders, races and classes. Students generally address this goal through a combination of courses. Students should address each element of "race, class and gender" in one or more courses.

Goal 7

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

Goal 8

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

Addressing Goals 6, 7, and 8

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

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

Writing Requirement

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

Major

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

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

Students must declare a major before they register for classes during the second semester of their sophomore year. Failure to submit a declaration of major form by the deadline set by the Deans and the Registrar will result in the student being blocked from registration. In addition, students are responsible for seeing that prerequisites for the major are met as they plan their schedules. Some students choose to do two majors rather than a major and a minor, but this is not a requirement. Of the courses required for a major, six must be unique to that major (cannot be counted toward another major or minor.)

Credit Bearing Internships:

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

- Students may register for a half credit INT 199. One half credit internships must include a minimum of 120 on site contact hours and prior approval of the student's advisor and dean. Effective Summer 2016, to receive credit for the INT 199, in addition to the .50 credit, students may receive financial compensation for their internship, including wages.

- Students whose major offers a 499 internship course may register for that credit with the permission of their department/program chair.

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

Individual Major

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

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

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

Two Disciplinary Majors and the Integrative Minor Option

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

Two Interdisciplinary Majors

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

Minor

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

Baccalaureate Plan

Late in their third year, all students meet with their faculty adviser to construct a baccalaureate plan. This plan records a student's progress in addressing the Colleges' educational goals and objectives and progress toward completing a major and minor or second major, and identifies work to be done in the senior or baccalaureate year to complete all requirements. Submission of this plan is a requirement for admission to the senior year. Seniors may not declare additional majors or minors unless required for graduation—after the Friday before Spring Break.

Independent Study

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

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

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

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

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

Course Equivalents

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

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

Degree Programs

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

Bachelor Degrees

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

Master of Arts in Teaching

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

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

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

Joint Degree Programs

Engineering

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

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

The Dartmouth program is structured a little differently. Typically, a student spends the first two years at Hobart and William Smith, the third year at Dartmouth, the senior year in Geneva, followed by the fifth and final year at Dartmouth. Upon completion, the student receives two degrees, one from Hobart or William Smith and one from Dartmouth. For more details on the joint degree programs in engineering, consult Professor Donald Spector, Department of Physics.

Business

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

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

For more details, consult Professor Warren Hamilton of the Department of Economics.

Nursing

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

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

Financial Aid for 3-2 Joint Degree Programs

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

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

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

ACADEMIC POLICIES

The Principle of Academic Integrity

The faculty of Hobart and William Smith Colleges has oversight of the curriculum and the class room 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, Web site, 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 in 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 Reader's College courses, 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.

Incompletes

The incomplete, or "I", is a temporary grade indicating that a student has been granted permission by the instructor or the dean to complete work for a course after the end of the semester without penalty. A request for an incomplete must be supported with a credible account of the student's problem and with documents (a note from a physician, for example) wherever appropriate. An instructor may grant an incomplete for any part of the semester's work except the final examination; only a dean can excuse a student from a final examination. It is understood by both the student and faculty member that when an incomplete is granted, the student is responsible for submission of work and the faculty member is responsible for submission of grade by the following deadlines. For fall semester incompletes, it is required that all outstanding student work be completed and submitted by the fourth week of spring semester and the final grade submitted by the faculty member to the registrar by the end of the sixth week or the "I" grade becomes a grade of "F," unless the professor of record indicates an alternative grade that will replace the incomplete. For spring semester incompletes, it is required that all outstanding student work be completed and submitted by the end of the fall semester drop/add period and the final grade submitted by the faculty member to the registrar by the end of the second week of classes for the fall semester or the "I" grade becomes a grade of "F," unless the professor of record indicates an alternative grade that will replace the incomplete. 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 advisor 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) *Required Withdrawal—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 required to withdraw when he or she fails to gain good standing (2.0 GPA) after being on continued academic probation, or if he or she has earned less than 1.0 for the semester, regardless of the student's cumulative average. A student who has been required to withdraw, or who has been suspended for any reason, may not make progress toward the degree.
- e) *Permanent Separation* is the likely outcome of a second Required Withdrawal, either for academic deficiency or social conduct or a combination of the two. Any student under permanent separation 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.

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 & 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 October 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:

Students may register for a half-credit INT 199. As approved by the Committee on Academic Affairs (2009), the INT 199 credit-bearing internship course registration allows students to receive .5 credits 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 non-wage financial support (e.g., travel or meal allowances) for their internship, but they cannot be paid employees. 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.*

Some programs and departments offer a 499 full credit internship course. Students may register for that credit with the permission of their department/program chair.

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 by the Registrar and published in the Registration Handbook and Schedule of Courses. However, class or scheduled laboratory time may not be used for the purposes of registration. No registration is accepted after the fifth day of classes, and students who have not registered are asked to leave campus. 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 advisor 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 US. 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.

Well over half of all Hobart and William Smith students engage in some kind of off-campus/international learning experience before they graduate. Whether the experience is volunteering with a service organization in South Africa, interning with a business in London, or living with a family in the south of France, students at the Colleges understand the value of “breaking away” to discover something about themselves and others that cannot be as easily discovered in Upstate New York.

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

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

HWS Programs

In recent years, the Colleges have offered off-campus programs on six continents, including such locations as: Amman, Jordan; Auckland, New Zealand; Seville, Spain; Brussels, Belgium; Galway, Ireland; Quito, Ecuador and Cuzco, Peru; London, England; Hanoi, Vietnam; Queensland, Australia; Washington, D.C.; Copenhagen, Denmark; 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 Colleges-sponsored off-campus programs is provided at the end of this section.

The Colleges are part of two consortia, one for North India and another broader ranging link with Union College. The North India group includes Hamilton College and St. Lawrence University; the Union College link includes several co-enrollment arrangements and jointly administered opportunities in various locations.

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

Requirements

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

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

Students planning to study abroad should be aware that travel often involves increased risks and inconveniences. These include different standards of accommodations, sustenance, medical care, and—in cases of foreign travel—different systems of law and justice. The Colleges do not carry insurance protecting individual students against liability for personal acts. In the unlikely event that students traveling abroad encounter legal difficulties, there can be no

assurance that they will receive the same treatment afforded them in this country. Therefore, each student planning to study off-campus should be prepared to accept the risks of travel.

Estimated Expenses

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

Financial Aid

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

Selection of Applicants

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

Application

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

Orientation

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

Orientation meetings, scheduled soon after admission decisions have been announced, cover such matters as 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 CGE Programs Passport for specific program details such as program dates, course offerings, accommodations, eligibility, approximate cost, and group excursions.

Off-Campus Programs

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

** = 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 (*Every Semester*)

Amman, Jordan

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

*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*)

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, sociology, physics (*Every Semester*)

*Galway, Ireland**

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

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, Even 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, Odd 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.

2013-2014 Honors Projects

Jennifer L. Abrams, *Sociology*

Life, Liberty and the Pursuit of Happiness vs. Peace, Order and Good Governance: Approaches to Urban Revitalization of Low-Income Communities in Canada and the U.S.

James Spates, Adviser

Laura M. Alexander, *Writing and Rhetoric*

She Asked for It: The Perpetuation of Digital Rape Culture in Social Media

Maggie Werner, Adviser

Shannon M. Beston, *Biology*

The Ecological Effects of Black Spot Disease on Stream Health in the Seneca Lake Watershed

Susan Cushman, Adviser

Richard Y. Bonney, *Public Policy*

Hydraulic Fracturing, Environmental Concerns and Policy Responses: How Various State Policy Approaches Should Impact New York's Future Energy Policy

Craig Rimmerman, Adviser

Sarah R. Buckleitner, *Writing and Rhetoric*

Finding the Surface

Hannah Dickinson, Adviser

Shan Cao, *Studio Art*

Movement and Countermovement in the Form and the Color

Michael Bogin, Adviser

Emily S. Dove, *Dance*

Dance as Resistance: Zulu Identity in South Africa from 1840-1947

Kelly Johnson, Adviser

Melissa E. Freitag, *Sociology*

A Fading Soul: The Preservation of Traditional Vietnamese Music

Jack Harris, Adviser

Ana C. Garcia, *Architectural Studies*

From Obscurity to Center Stage: Redesigning Bicentennial Park

Jeffrey Blankenship, Adviser

Rayma G. Garcia-Decena, *Architectural Studies*

Exploring Urban Cityscapes and Their Spaces Through the Study of Situationist Theory and Laban's Movement Analysis

Jeffrey Blankenship, Adviser

Meghan E. Gaucher, *Writing and Rhetoric*

Indigenous Identity-Making: The Turkana, Development, and the Western Aid Culture

Hannah Dickinson, Adviser

Yuqi Ge, *Economics*

Art Finance and Economic Crisis: A Study of Capital Gains on Art Sales

Warren Hamilton, Adviser

Stephen P. Gemmiti, *Media & Society*

Sex, Drugs, and the Authentic College Experience: The Story of Young Adulterated

Lester Friedman, Adviser

Grace C. Gist, *English*

Shotek & Divana

Stephen Cope, Adviser

Benjamin D. Gould, *Geoscience*

Transition Into the Sun: Perspectives on the Basal Angiosperm Immigration to Sunny Habitats

David Kendrick, Adviser

Michael D. Green, *Mathematics*

A Mathematical Model of College Friendships

Yan Hao, Adviser

Andrew C. Hellmund, *Studio Art*

Sculptural Passages: A Convergence of Industry and Nature

A.E. Ted Aub, Adviser

Alexander B. Kent, *Public Policy*

The Confidence Game

Craig Rimmerman, Adviser

Samuel C. Knopka, *Biology*

The Spatial Distribution of the Terrestrial Salamander *Plethodon cinereus* Along a Forest Fragmentation Gradient in Finger Lakes National Forest

Bradley Cosentino, Adviser

Devyn F. LaCamera, *Media and Society*

What Sex Sells: Examining the Displays of Women in Advertising

Lisa Patti, Adviser

Luke C. Latella, *English*

Deus ex Modernism - Mythology and Nationalism in the Irish Literary Renaissance
Stephen Cope, Adviser

Guanqun Li, *Biology*

Characterization of *Agrobacterium vitis chvB* Mutant
Sigrid Carle, Adviser

Erin K. Minty, *Writing and Rhetoric*

Rome, Sweet Conqueror Still
Cheryl Forbes, Adviser

Hillary F. Monahan, *Environmental Studies*

Negotiating with Nature: A Study of Genetic Modification in Food Production and its Cultural Effects on a Central New York Amish Community
Christopher Annear, Adviser

Aaron P. O'Brien, *Sociology*

Good Kids, M.A.A.D. Culture: How Race, Class and Racial Composition of Home Town Affects a Listener's Interpretation of and Response to Hip-Hop and Rap
Reneé Monson, Adviser

Dona G. Occhipinti, *Biology*

Approaches to Cardiovascular Research and Its Future Implications in Translational Medicine
Mark Deutschlander, Adviser

Ava D. Pavao, *Political Science*

Why Women Deserve a Chance: Breaking the Glass Ceiling for Women in Politics
Iva Deutchman, Adviser

Jacob A. Powell, *Economics*

The Origins of Crisis - A Marxian Analysis from 1970s to the Great Financial Crisis
Joseph Rebello, Adviser

Nicholas Schmidt, *Computer Science*

i³: An Environmental Sensor Base Station
John Vaughn, Adviser

Clarissa L. Sullivan, *Philosophy*

The Hurdles of Prosecuting Rape: The Social Standard of Proof Necessitated by Juries
Steven Lee, Adviser

Arianna C. White, *Psychology*

Maya Dreams Big: An Examination of Children's Literature and its Affect on Personal Growth
Daniel Graham, Adviser

Nicole M. Zanghi, *Individual in Health Science and Society*

Theatre for Social Change in Health and Medicine: A Case Study
Heather May, Adviser

Honor Societies

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

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

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

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

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

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

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

Endowed Funds and Scholarships

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

STUDENT LIFE

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

Residential Education

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

Campus Housing

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

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

Fraternity Housing

Some upper class Hobart students choose to live in one of six fraternity houses. There are no sororities at William Smith.

Off-Campus Housing

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

Meal Plans

All residential students except those residing in co-op theme houses, fraternities, small houses, and independent living environments (Odells 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.

Student Governments

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

Every enrolled student is a member of student government (Hobart Student Government or William Smith Congress). Hobart students are automatically voting members whereas William Smith students must attend at least three regular Congress meetings before earning the right to vote. The executive board is elected at large by the student body.

The governments have three major functions: coordinating the advisory roles performed by students on trustee, faculty, and administrative committees; legislating the uses of student activities fees; and representing and voicing

the views of students about campus issues. Through their representatives to trustee, faculty, and administrative committees, the governments exert and shape student influence at nearly every level of decision-making within the institution. The governments are represented in several standing committees such as Academic Affairs, Social Affairs, and Finance.

Cultural Life

Art

The Davis Gallery, an art gallery at Houghton House, hosts six or seven art exhibits each year. These include works by artists with international reputations as well as by young artists early in their careers. Students enrolled in the half-credit course ARTH 202 Art Collection Internship, organize an exhibition drawn from the Colleges' art collection and work together to produce an exhibition catalogue. The close of every academic year is marked by the Student Art and Architecture Show, featuring work from studio art and architectural studies courses.

A formal opening marks the start of each exhibition. 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.

Independent studio work is encouraged. Access to studios is available to students not enrolled in classes if permission is obtained from an Art and Architecture Department faculty member. One night a week during the academic year, members of the community are invited to the Elliott Studio Arts Center to participate in drawing sessions featuring a model or a still life arrangement.

Students interested in art and architecture may wish to join the Collective, the Art History Society, or the Architecture Society.

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, anatomy and kinesiology, improvisation and movement theories are offered on a regular basis. Students may elect to pursue a disciplinary Dance major or minor with a technique, performance and/or composition focus, or pursue an interdisciplinary major or minor with a particular concentration such as Dance Education, Movement Studies or Theory and Performance Studies.

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

Recent guest artist/visiting dance companies on campus have included Kyle Abraham, Kate Weare Company from N.Y.; AXIS Dance Company from San Francisco, Calif., and master classes with Koresh Dance (Philadelphia, Pa.) and Ballet Jorgen (Toronto). 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 the Hip~Notiqs (hip-hop/step) and the Tango club. Interested students of all abilities are encouraged to discover dance in its myriad forms at Hobart and William Smith Colleges.

Music

Students have many opportunities to take private music lessons and to participate in musical ensembles through the Department of Music. Private music lessons are available for each of the following: drum set, percussion, guitar (classical or jazz/rock), piano (classical or jazz), organ, violin, viola, cello, woodwinds (flute, oboe, clarinet, bassoon, saxophone, or jazz saxophone), and voice.

As of 2014-15, the per-semester fee for 14 half-hour weekly lessons is \$330. 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 \$660 (\$330 x 2).

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

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

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

Participation in one or more of the following Department of Music ensembles is possible: Brass Ensemble, Classical Guitar Ensemble, Jazz Guitar Ensemble, String Ensemble, Woodwind Ensemble, Percussion Ensemble, Jazz Ensemble, Chorale, and Community Chorus. There is no fee for ensemble membership. Membership in each ensemble is by audition. Participation in each departmental ensemble earns 1/2 credit per semester. To register formally for an ensemble, students must schedule an audition with the appropriate director.

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

Theatre

The 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 The Bartlett Theatre. Productions such as *A Midsummer Night's Dream*, *Hedda Gabler*, *Heavier Than...*, *Radium Girls* and *The Laramie Project* attest to the department's emphasis on producing the best in both contemporary and classical drama. In January of 2015 the Theatre Department will initiate an abroad program in Bali and the department has also recently established a new theatre company on campus called Mosaic NY which is devoted to creating and performing works of theatre 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 drama club 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. Recent visitors to campus have included Wangari Maathai, Cornel West, Howard Dean, Brad Falchuk, Cecile Richards, James Carville, Cantor David S. Wisnia, Jim Hightower, Carol M. Browner, David Gergen and Helen Thomas.

Co-Curricular Activities

Student Organizations

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

Some of the current student organizations include:

Social

Campus Activities Board

Community Service

Days of Service

Relay for Life

Educational

Architecture Society

Chemistry Club

Debate Team

EMS Club

HWS Live Health and Wellness Club

Hot Spot Geoscience

HWS Investment Club

Math & Computer Science Club

The Circle (philosophy)

Arts

Anime Central

Art Cares

Arts Collective

Campus Greens

CloseKnit

Colleges Chorale

Hobartones (men's a cappella)

Jazz Ensemble

Libertango (dance)

Koshare Dance Collective (dance)

Perfect Third (co-ed a cappella)

Three Miles Lost (women's a cappella)

Intercultural

Asian Student Union

Caribbean Student Organization

Chinese Culture Club

International Student Association

Latin American Organization

Model United Nations

Native American Student Association

Project Nur Club

P.R.I.D.E. Alliance (Gay, Lesbian, Bisexual, and Friends Network)

Sankofa: Black Student Union

South Asian Culture Club

Women's Collective

Religious

Campus Peer Ministry

Episcopal Fellowship

Hillel

Christian Fellowship

Project Nur Club

Newman Club

Greek Life

Chi Phi

Delta Chi

Inter-Fraternity Council

Kappa Alpha Society

Kappa Sigma

Phi Sigma Kappa

Theta Delta Chi

Zeta Beta Tau

Advocacy Groups

Americans for Informed Democracy

Campus Greens

Club Project Eye-to-Eye

College Democrats

College Experience Outreach Club

College Republicans

Colleges Against Cancer

Female Empowerment Movement

Habitat for Humanity

HIV/AIDS Awareness

Human Rights Coalition

Men Against Rape and Sexual Assault

NARAL Pro-Choice

Progressive Student Union

STAND

Students for a free Tibet

Sustainable Foods Club

Media and Publications

Bon Bon (Fashion Magazine)

Crux (literary magazine)

Echo and Pine (yearbook)

Kink (advertising club)

Martini (satirical magazine)

Media & Society Club

The Herald (newspaper)

Thel (literary magazine)

WHWS (radio)

Sport and Recreation

Alpine Ski Team

Baseball (H)

Chess Club

Cycling Club

Equestrian Team

Fencing

Field Hockey (HWS)

Figure Skating

Fishing Club

Fitness Club Heron Society

Hip~Notiqs Step Team

Ice Hockey Club (H)

Ice Hockey Club (WS)

Karate Club

Lacrosse Club (H)

Lacrosse Club (WS)

Nordic Ski Club (cross country)

Outdoor Rec Adventure Program (ORAP)

Paintball (H)

Rugby Club (H)

Rugby Club (WS)

Seneca Flyers (ultimate Frisbee)

Soccer Club (H)

Soccer Club (WS)

Track and Field (HWS)

Western Riding Club

Leadership/Government

Chimera (Hobart junior honor society)

Hobart Student Government

Druid Society (Hobart senior honor society)

Hai Timiai (William Smith honor society)

Laurel Society (William Smith junior honor society)

Orange Key (Hobart sophomore honor society)

William Smith Congress

Spiritual Life

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

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

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

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

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

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

Community Engagement

Hobart and William Smith Colleges are committed to the idea that civic engagement plays a central role in fostering students' personal and social development and is a vital component in a liberal arts education. Through community service, students' assumptions are challenged, their perspectives are broadened, their voices strengthened, and they learn to become active, engaged citizens. The Center for Community Engagement and Service-Learning (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 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 named to the President's Higher Education Community Service Honor Roll with Distinction in 2006, 2007 and 2010. In 2010, the Center applied for and earned the Carnegie Community Engagement classification, one of only 28 baccalaureate colleges to gain the designation.

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 ensure international civic opportunities. These experiences are meant to help students develop citizenship skills such as leadership, self-awareness, and recognizing societal needs, while making a material change that will help meet identified community challenges. Community based learning and co-curricular community service are major components of these experiences, linking the service activity to intentional reflection that clearly places the service in a larger context, whether that is with classroom content, an on campus voter education/registration drive (HWS Votes) or experiencing firsthand the response to natural disasters such as Hurricane Katrina (HWS Responds). The ripple effect of civic involvement and service-learning can be far reaching and have both a personal and community impact.

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 over 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 150 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 the 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.

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

In April 1994, a group of HWS students, faculty, and staff joined with many local community members to organize "Celebrate Service...Celebrate Geneva...Day of Service," a day of community service that mobilized more than 250 volunteers to provide community service at approximately 50 sites across Geneva. Days of Service has expanded to four days a year (including during Orientation and a Martin Luther King Jr., service day project) and continues to organize over 1,000 campus and community volunteers annually.

Students in the Center's Civic Leader program coordinate a number of these initiatives. These experienced students work for up to 10 hours a week to facilitate campus and community engagement activities. Residential Education, fraternities, and a variety of service clubs work with the CCESL to support various local community and national agencies, including the Boys and Girls Clubs, United Way, Habitat for Humanity, YMCA, Big Brothers/Big Sisters, Rotary Club programs and the Geneva Food Pantry through ongoing partnerships and volunteer fundraising efforts. Students interested in living with others committed to service may apply to live in Community Service House, a theme house in which residents work weekly at various local agencies and develop larger, house-wide projects. CCESL also facilitates Geneva 2020, a presidential-led initiative which engages the entire community around collective impact efforts to impact the Geneva City School District. A cornerstone of that program entails bringing all 2nd, 6th and 9th graders to campus in a college immersion and career awareness day. 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 41 conference championships.

William Smith

The Department of Athletics, Physical Education and Recreation has as its foundation an educational philosophy that emphasizes the importance of the medium of movement as a learning vehicle for individual growth and development.

William Smith is a member of the Liberty League, MAISA, NCAA, and ECAC.

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

Designated as a Division III institution, William Smith engages in varsity competition in the following sports: basketball, cross country, field hockey, golf, 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 and Intramurals

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

Physical Education Classes

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

Club Sports

Club sports include alpine skiing, baseball, equestrian, fencing, field hockey, free skiing and snowboarding, ice hockey, lacrosse, rugby, soccer, tennis, track and field, 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, spelunking, and ice skating.

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

The Wellness Program

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

ADMISSIONS, EXPENSES & FINANCIAL AID

Admissions

Hobart and William Smith Colleges are users of the Common Application that is accessible at www.hws.edu/admissions or www.commonapp.org. Applications should be submitted to the Office of Admissions no later than February 1 of the senior year in high school, if the student is applying as a first-year student under the Regular Decision admission plan. Students applying for the L. Thomas Melly '52 Trustee Scholarship for Academic Excellence, the Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarship or any of the Arts Scholarships must submit their application materials by January 15 and should consult the Colleges' website for further information regarding requirements.

The Colleges offer two deadlines for Early Decision: November 15 and January 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.

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 or the Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarship. Alumni or alumnae interviews may be arranged in many areas of the country by contacting the Office of Admissions. The Admissions staff regularly offers interviews off-campus throughout the year.

During the academic year, the Office of Admissions is open from 8:30 a.m. until 5:00 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 5:00 p.m. and is open most Saturdays in July and August for campus tours and information sessions.

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

Early Decision Plan

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

Early Admission

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

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

Deferred Admission

Students who have been accepted for admission and have paid the required matriculation fee may elect to delay the start of their academic career up to two years. These students must give notice to the Director of Admissions in writing and submit a brief description of what they hope to do in the interim. 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 February 1. Students whose native language is not English must present scores from one of the following: the Test of English as a Foreign Language (TOEFL), the English Language Proficiency Test (ELPT), the International English Language Testing System (IELTS), the SAT Reasoning test, or the ACT. Students should designate Hobart and William Smith Colleges as a recipient of these scores when they register to take these examinations. International students for whom English is their native language are not required to submit standardized test scores.

Transfer Students

The Colleges annually receive applications from qualified students who wish to transfer from either two-year or four-year institutions. 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 April 30 and notification is mailed by May 30. The application deadline for spring admission is November 1 and notification of admission is mailed by December 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 - If there are charges associated with attendance, the student will receive a bill once registered. The student signature confirms payment of charges by the due date indicated on the bill. Students will also agree to pay any and all collection costs should the account be transferred to a third party collection agency for the purpose of securing financial obligation to Hobart and William Smith Colleges. Contact the Students Accounts Office at (315) 781-3343.

Fees

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

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

Tuition \$5,856.50. Charge for each semester course, payable before registration or on the date specified in the semester bill.

Expenses

The following table contains standard fees established in April 2014 for the 2014-2015 academic year.

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

Annual Standard Fees

Tuition	\$46,852
Room and board	\$12,126*
Technology fee	\$439
Health Services fee	\$292
Student Activity fee	\$325**
	\$60,034

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

General Payment Schedule

The charges for the fall semester are billed on July 1 and are due by August 1. The charges for the spring semester are billed on December 1 and are due by January 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 online using the Quicklinks (Pay Student Bill option) section of the HWS homepage (www.hws.edu), remitted in the envelope provided with the bill, mailed or dropped off to the Student Accounts Office (300 Pulteney Street, Geneva, NY 14456. 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 detailed wiring instructions, and the international payment option of Peertransfer.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 \$50 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. Please visit their website for application deadlines.

Fees

Health Services Fee \$292. 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. This fee is not associated with the Student Health Insurance Plan premium.

Technology Fee \$439. 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. Note: Returned checks result in the loss of check cashing privileges.

Lock replacement fee \$25-\$75

Replacement Identification Card \$15.

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 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.)

Health Insurance

It is the requirement of Hobart and William Smith Colleges that full time domestic and international students (3 classes or more) have health insurance which provides adequate coverage in the Geneva, New York area. If you have comparable coverage you may waive the school's plan. To waive or enroll in the Colleges' plan go to www.gallagherstudent.com/HWS Important Tip: A waiver must be submitted by August 15th at www.gallagherstudent.com/HWS or the student will be enrolled in the school's plan and billed accordingly. Please contact the Student Accounts Office at 315-781-3343 with questions.

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 85 percent of our students receive some form of financial aid.

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

Procedures

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

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

Returning student financial aid awards are generally renewed each year at the same level provided the student demonstrates continued eligibility both financially and academically. Awards may be adjusted if additional outside assistance is received or if the family's financial situation changes. Students must also maintain satisfactory academic progress. For first time aid applicants, the deadline for submitting the CSS Profile and FAFSA is February 15. The application deadline for returning students is April 15. Late applicants will be subject to a reduction in grant assistance. Renewal awards are distributed via e-mail beginning in May if all application deadlines are met. Effective for the 2012-2013 academic year, required financial aid documents and application procedures will be changing. Further details will be posted on our website: <http://www.hws.edu/offices/finaid/>

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

Standard of Satisfactory Progress for Determining Eligibility for Financial Aid for Hobart and William Smith Colleges Baccalaureate Degree Programs

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

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

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

A. Qualitative Measurement

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

B. Quantitative Measurement

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

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

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

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

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

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

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

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

C. Evaluation Periods and Frequency of Measurement

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

D. Cumulative Grade Point Average (CUM/GPA)

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

E. Attempted Courses

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

F. Earned Courses

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

G. Transfer Courses

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

H. Failure to Demonstrate Satisfactory Academic Progress

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

Waivers

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

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

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

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

I. REINSTATEMENT OF AID ELIGIBILITY

If a student fails to meet the standards of SAP for HWS or federal awards, he/she is not allowed to receive further financial aid unless a waiver is granted or until the student is again meeting minimum standards. For federal awards, if minimum standards are met during the academic year, some aid may be reinstated for the remainder of the year and some may be reinstated for the entire year. Contact the Office of Financial Aid Services for details at finaid@hws.edu.

II. NEW YORK STATE PROGRESS STANDARDS

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

A. PROGRAM PURSUIT

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

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

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

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

Grades of W (Withdrawal): Grades of W do not constitute grades which indicate that the student passed, failed, or completed all work in a course and therefore cannot be counted towards the pursuit of one's program.

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

B. SATISFACTORY ACADEMIC PROGRESS (SAP)

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

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

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

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

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

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

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

C. 'C' AVERAGE REQUIREMENT

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

D. EVALUATION PERIODS AND FREQUENCY OF MEASUREMENT

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

E. REINSTATEMENT OF NEW YORK STATE AID

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

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

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

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

Waivers

The satisfactory academic progress requirements for State aid may be waived for undue hardship based on: 1) the death of a relative, loved one or student; 2) the personal injury or illness of the student; 3) other extenuating circumstances.

The waiver is intended only to accommodate extraordinary or unusual cases directly related to academic performance and the student's failure to meet the minimum requirements. Documentation must show the relationship of circumstances to the student's failure to achieve the requirements and the waiver will be granted only when there is a reasonable expectation that the student will meet future satisfactory academic progress requirements.

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

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

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

COURSE CODES

CODE DEPARTMENT OR PROGRAM

AEP Arts and Education
 AFS Africana Studies
 AMST American Studies
 ANTH Anthropology and Sociology
 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
 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

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

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 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 magic 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 the students may also consider how mysticism, magic and science were intertwined in the Medieval and Renaissance period.

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

FSEM 012 Banned and Burned: Censorship and the Arts Description: 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 ironic 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 legal, ethical, financial, and aesthetic ramifications of censorship in the arts?

FSEM 013 Violence in the Sea of Faith During the Middle Ages, the Mediterranean sea was home to people of the three Abrahamic faiths: Judaism, Christianity, and Islam. These communities often fought violently for territory, converts, and wealth. This class explores the nature of religious violence in the pre-modern Mediterranean by examining the topics of Islamic expansion, the Crusades, and persecution. In the course, we will also challenge the assumption that all interactions were violent by investigating convivencia in Spain, Egypt, and Sicily. We will read many different types of medieval texts including crusade narratives, travel writings, biography, and chronicles. Lastly we will explore how science, art history, philosophy, and archaeology help us understand the complexity of the medieval world.

FSEM 020 You Are Here: Geneva 101 Welcome to Geneva, N.Y., your place of residence for the next four years; the first four years of your adult life. This course sets up your Geneva home as a laboratory in which to seek to understand the complex interaction of forces that produce a "place." We will consider the richness of place from four different angles: demographics, natural environment, built environment, and human activity. Each approach will reveal something different, yet each will overlap with and influence the others. We will read a wide range of texts, walk streets and land, consider work and play, and talk to people who live in and look at Geneva. In the end, we will examine how we come to know and understand any location, while coming to know this place, Geneva, in a personal and profound way.

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

FSEM 024 The Avian Persuasion If you've ever wished you could fly, join the club. If you've ever wondered why you wished you could fly, take this course. Humans have always been drawn to birds. We'll ask why as we try to understand human relationships with birds from the perspectives of writers, musicians, scientists, and back yard bird-watchers, among other types of thinkers by getting in their shoes. In doing so, can we discover and develop individual relationships with birds that will enhance our connection to the natural world? Can such a heightened awareness change our ways of being, and help change the fate of a planet? Activities include: outdoor birding, scientific and literary readings, film

viewings, field trips, a falconry presentation with live birds, guest speakers, critical and creative writing, discussion, individual field observation time, and personalized, species-specific final projects. Viewings come from films such as *Winged Migration*, *March of the Penguins* and *The Life of Birds*; book-based readings include excerpts from *Song of the Dodo*, *Wesley the Owl*, *Sibley's Birding Basics*, *The Goshawk*, *Winter World*, *The Birde's Conservation Handbook*, *Mind of the Raven*, and *Providence of a Sparrow*, as well as articles and literary works. The course will emphasize active synthesis of firsthand experience and outside/secondary sources. Each student will need a field guide to the birds of North America (Sibley or Peterson recommended) a field notebook, and binoculars (8x recommended).

FSEM 039 Feminism-Funk: Culture and Politics of the 70's In many ways, contemporary events seem to echo the climate of the 70's. In that decade, too, rising gas prices, an unpopular war, and the economic crisis all dominated headlines. Can we really learn lessons can we learn from past events? Is it possible that the origins of the present trouble lie thirty years in the past? drawing contextual readings by a range of historians, students examine writing and cultural objects to consider answers to these and other questions. Texts include novels, essays, political speeches, photographs, music, visual art, and film.

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

FSEM 049 Sacred Earth: Native American Religious Ecology The course focuses on Native North American religious traditions and the natural environment. Students explore how religious symbols, notions of humanity and "the sacred" and ecological processes function as mutually interactive systems. Emphasizing the diversity of beliefs and practices within Native American communities, students consider the historical, environmental, political and legal issues that influence the ways that Native Americans practice their religious traditions.

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

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 065 Philos Through Lit, Drama & Film How do we gain knowledge? Is the truth relative to the individual? What makes me me? Am I free to make my own choices? How should I live? Is the natural world the whole of reality? These and other perennial philosophical questions about knowledge, meaning, reality, persons, morality, and society are central themes in literature, drama, and film. Short philosophical readings will provide contexts for discussions of ways of knowing, the distinction between appearance and reality, problems of human freedom and responsibility, the nature of persons and machines, the problem of understanding evil, and the possibility of moral truth.

FSEM 069 Fiction, Autobiography, Ethnography: How We Write Ourselves How do we write about ourselves in relation to others? How do we write about others in relation to us? One way is to look at narratives in the genres of fiction, autobiography and ethnography. In this course we will deepen our understanding of the strategies and techniques used in fiction and the personal essay, become acquainted with ethnographic writing, and explore the possibilities of interconnecting these three genres—what writer and ethnographer Ruth Behar tellingly refers to as "blurred genres." We will read widely in a variety of ethnographic, fictional, and autobiographic genres, including literary journalism, autobiographic ethnography, the memoir, family stories, and fiction that uses first-person voices. And we will ask what writing, as a personal act of witnessing written in diverse genres, means for each of us in our own varied contexts.

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

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

FSEM 082 Vengeance Transformed: Aeschylus’ Oresteia & 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 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 083 Monsters in America From the Witches of Salem, to the Alien Invaders of Area 51, to the Vampires of Sunnydale, and the Walking Dead of Atlanta, Americans throughout their history have embodied their deepest cultural and social fears as horrifying, other-worldly creatures. Gender theorist Judith Halberstam argues that monsters are “meaning machines,” metaphors through which a community defines itself. In other words, what we fear can tell us much about who we are. This class examines American history by exploring the dominant monster myths of the past four centuries, using the idea of the horrific as unique window into America’s past. This course is taught as a learning community.

FSEM 084 The Hand Made Tale This course is designed to engage students in both hands-on and intellectual investigations of the world around them. The students will be designing/making/building/coding/researching a variety of objects while reading about the context from which these objects arise. The objects created will include airplanes, mobile robots, solar ovens, novel board games, geometric constructions, paper arts, and clocks. These creations will be demonstrated in various public venues for the campus community to enjoy. These projects are supported by a variety of readings and writing intensive assignments to deepen an understanding of the history and significance of hand-made items which spring from the creativity of the mind. Students will each pursue an individual reading and writing project matching the overall theme of the course.

FSEM 086 Making of the Samurai Sword fighting. Harakiri. Loyalty. Honor. These are some of the popular images of samurai and bushido that we have today. However, much of what we associate today with these terms originated only a few centuries ago. In this course, we will explore the history, image, and the concept of the samurai and bushido in the Japanese past and present. Students will learn when the warriors emerged as significant actors in Japanese society, and how their roles and the perceptions of their roles evolved. We will focus especially on how the warriors adapted to the relative peace of the Tokugawa period (1600-1868) and how the image created as a result was further amplified and manipulated by ideologues under the great Japanese Empire (1868-1945), especially during the Asia-Pacific War. The fall of the Japanese Empire in 1945 did not occasion the demise of the ideal of bushido as attested by works of such authors as Mishima Yukio and continuing popularity of samurai films in Japan. This course is taught as a learning community.

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 perspective)? David Christian’s *Maps of Time* is an example of a recent form of historiography called “big history,” because it attempts to locate human beings from the perspective of much larger contexts than the traditional historical periods. Christian’s book begins nanoseconds after the “big bang,” describes the development of the universe, the formation of our planet, the origins and evolution of life, including human life, and continues to trace human history through the origins of agriculture, the development of cities, states, and civilizations, the development of world religions, etc., up to globalization and the modern world, and then it peeks into future. What this course will do is to give us the opportunity to orient and seek to understand ourselves in relation to a variety of contexts from the cosmic to the global to the national and the local, contexts which, as Christian’s book shows us, no matter how vast, or distant, or alien they may seem, create the patterns that play an intimate role in shaping our lives.

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

FSEM 102 Thinking and Creating This is a seminar about intelligence, creativity, and all the students in the class - how you think and create. While we study the theory of multiple intelligences, intelligence testing, theories of creativity, and

learning in the arts, the course will explore each student's thinking patterns, problem-solving styles, and innate capacity for creativity. This seminar was first taught in 1993 and has evolved over time, influenced by each class of first-year students. This year the seminar is designed to focus on thinking and creating in relation to American education, both higher education and K-12. Classroom experiences will be directed toward the development of non-conformist thinking and acceptance of self and 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 110 Education, Justice & Happiness Worried about injustice and misery in a society that had executed his great teacher, Socrates, for "corrupting the youth," Plato devoted one of the greatest books ever written to the question of how people can live in a way that leads to social justice and personal happiness. His concerns inspired him to investigate many topics that remain important today: education, the equality of the sexes, democracy and tyranny, psychological health, class divisions, censorship and the nature of art, and the nature of knowledge and reality. Plato's Republic remains one of the most interesting works about education, justice, and happiness. In this seminar, we read the Republic, cover to cover, along with modern works, and discuss the parallels between these important topics as they arose in ancient Athens and as they arise in the 21st century and in our own experience.

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. This course is taught as a learning community.

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

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

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

FSEM 128 Hidden Country For most Americans who live in cities and suburbs, rural America is 'hidden country,' out of sight and out of mind. This course will explore rural America by considering one of its most distinctive cultural products, country music. Now known worldwide, country music is rooted in rural America and in particular the southern white working class. It continues to have such cultural associations today, and is often seen as a reflection of rural ideas and values. The seminar will explore this issue, examining the way that country music has historically expressed, created

and distorted images of rural America in the popular imagination. Often, rural people are stereotyped as (for example) rednecks, cowboys, hillbillies or simple family farmers. Small-town life is either romanticized as wholesome and virtuous, or demonized as backwards and narrow-minded. The course will explore the truths and half-truths expressed in country music, and the broader use of rural imagery as a means for both urban and rural people to understand and cope with a rapidly changing American landscape. More generally, it considers music (as both art form and social commentary) within a broader context of history, cultural geography and personal and social psychology.

FSEM 130 I Know What You ate Last Summer What makes diet ice cream low in calories? (What is a calorie, anyway?) What are trans-fat, and why have they been used in food products? Is irradiation a good way to ensure food safety? And people talk about proteins, carbs, and fats all the time; what are these, really? An understanding of how society produces and uses food, and how these practices are both regulated and manipulated, can be informed by an appreciation of food chemistry. Students in this course begin 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 140 How I almost got away with it; Law and Order in Ancient Athens What did the law protect? How did the Athenians administer justice? How did the courts operate and what were the penalties? In this course we will read court speeches from ancient Athens and examine the ways in which rhetoric and law converged, and justice was administered. We will study how the Athenians defined, developed, and exercised law within their own cultural beliefs and how the Athenian legal system compares to modern western law including its differences, similarities and unifying principles. Law as an idea, then, is as central to this course as the practices and procedures of the ancient Athenian court system.

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 143 In Search of Inca Through centuries, the Andes have been the settlement of advanced civilizations as well as the scenario of significant events in Latin American History. "In Search of an Inca" is an exploration of the Andean culture through the concept of utopia. Since the trauma of the Spanish conquest, the people of the Andes have elaborated different projects based on myths transmitted orally, as well as, written chronicles since the early times of colonization until the present that refer to the return of the Inca- the idealized fair ruler who would bring prosperity to the impoverished and afflicted. Testimonies of this utopian discourse are abundant and present in diverse cultural manifestations: paintings, architecture, literary texts, and ritual celebrations.

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

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

FSEM 149 Comparative Mythology This course is designed under the premise that understanding myth is an important step towards understanding ourselves and our cultures. It is 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, 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 152 School Wars Why are people willing to march, protest and risk their lives and livelihood for schools they can believe in? There is no public institution that inspires, enrages and connects to American ideals about “public good” more than schools. But what is “good”? In this seminar we ask, what’s worth fighting for in school... and why? We will interrogate the conflicts that rage over what the purpose of schools should be and who should decide. Public protests, creative peoples’ movements and even military intervention have been waged with the aim of directing the destiny of public education. Through discussions, formal debates, group projects, lectures, films and readings we will trace dynamic interests that vie to influence schools and direct education policy. We will pay particular attention to the voices and ideas of educators, policy makers, grassroots leaders and community activists over the past fifty years. This seminar will help students identify, contextualize and articulate the multiple dimensions of major policy debates in American education. Students will learn how to approach topics such as charter schools, standardized testing and school choice as critical consumers of information and consider various political, cultural and historical perspectives.

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

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

FSEM 164 Encountering Difference Encounters happen every day. We encounter people of different civilizations, nations, race, religious, class, sex, and gender at schools, workspace, supermarkets, public square, 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 171 The Origins of Theories What is a theory? Where do theories come from? Are all theories alike? What makes theories useful? Through careful study of a wide variety of theories, we will see that a great many idealizations, biases, and background ideas go into the work of constructing theories. Students will learn to recognize how these elements operate in their own thought and how to expose them in the theorizing of others. We will begin by looking at theorizing in the physical sciences, including Einstein’s efforts on unified field theory, quantum uncertainty, and Hume’s problem of induction. After seeing how even theorizing in the hard sciences is subject to idealizations and the like, we will move into anthropology, history and sociology and investigate how these disciplines come to craft theory and explanation using the same methods.

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

FSEM 180 The Blue Planet Water controls life on planet Earth. Water is a universal solvent, wherever it goes, it takes along valuable chemicals, minerals, and nutrients. Water is the only substance that exists naturally on Earth in all three physical states of matter—gas (water vapor), liquid (water), and solid (ice and snow). The heat capacity of water controls our weather and climate. Water, economics, politics and wealth can be intimately tied together. When water flows, its power can be harvested. Where rains occur on a predictable basis, sustenance through farming can be achieved. Civilizations depend upon accessible drinking water. Does water control civilizations and politics? When

water doesn't flow or droughts persist, civilizations can collapse. What is our relationship with water? How does global climate change alter these relationships? Students will characterize our local and global relationship with water and climate using scholarly articles, maps, biographies, movies, music and novels. Through discussions, presentations, debates, guided journals and short essays, we will explore the bounds that water places on humanity. This course is taught as a learning community.

FSEM 181 How Things Work! This seminar is a dynamic, project-based exploration of how things work. At the start of the class we will collectively draft a list of the things that we are most curious to learn how they operate. No Limits: Lasers, Smart Phones, Stars, Black Holes, the Internet, the Hubble Space Telescope, 3-D movies, trebuchets, solar power, wind turbines, etc. Whatever system we can explore with the Scientific Method and some ingenuity is fair game. Where possible we will build models to test our ideas. (Sorry no Black Holes in the lab.) Curiosity, critical thinking and the desire to explore are essential. Math and Science skills are always a plus.

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, NY 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 books 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 at 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. We will tackle this adventure together as shipmates, paired with another FSEM in a pod and housed together in a learning community. All students in this FSEM will also be enrolled in a linked class in the English department called "American Revolutions," which studies the history of politics and culture in the United States from the American Revolution to the Civil War.

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. Readings and field trips will introduce you to the geology of the Marcellus Shale and its use as a source for natural gas. Other readings and class discussions will define some of the most important questions (e. g. "What are the risks to groundwater from fracking?" "Is shale gas development part of the solution or the problem of climate change?"). You will then be asked to research one of these questions in detail, preparing a balanced white paper that sets out the relevant positions and a separate-op-ed piece advocating for what you see as the correct answer. Please note: This course has a mandatory weekend field trip early in the semester. If you cannot participate in this field trip, you should not be in the course.

FSEM 193 Ghosts and Haunting in the Americas Why is the figure of the ghost prevalent in stories across 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 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? This course is taught as a learning community.

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 a historical perspective on how news has evolved into today’s best and worst practices. Student will have opportunities to critically analyze their favorite news sources, including entertainment and sport 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’s from a cell phone news application, twitter, or other source.

FSEM 198 Leadership in the Ancient World Is leadership innate? Can it be learned? How do we measure leadership and how do we learn to become good leaders? Leadership theory is a hot topic these days; it can be found in many forms from online management services to university leadership centers, bookstands to military journals and yes, even in ancient texts. Exploring leadership in the ancient world can offer us a different perspective on leadership and allow us to compare various theories and examples; but reading about leadership in the ancient works is no easy task. Nevertheless, we can begin by asking what the texts reveal about the nature of leadership, and can they offer us long lost example 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 apply present theories to our interrogation of the past.

FSEM 199 Build your own Westeros: Experiments in Culture How would you like to produce 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. While we will NOT explore the famous fictional cultures listed above, they are examples of what we will produce on a more modest scale: We will build fictional cultures to gain insight into key questions: What is culture? Is it what people wear? Or how they worship, celebrate, and mourn? Or how they govern themselves or what they eat? And what happens when cultures collide? In short, we will build cultures in order to understand how they function and interact.

In preparation for our adventures in “world building,” we will learn to think of culture not as a collection of objects, but as a system, a network of filters through which we make sense of the world and create our place in it. After establishing 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

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, *Spring, offered alternate years*)

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

BIDS 201 Songwriting This bi-disciplinary course is co-taught by a writer and a composer for writers and musicians who seek to explore composition in collaboration with each other. Principles of lyric composition will be investigated in relation to music composition. A myriad of relationships and connections between song lyric and musical composition will be explored as students collaborate to generate new compositional, fitting music to lyric and vice versa. The course will culminate in a concert of new music for voice instruments. This course will address the creative issues of how to put words to music and music to words. We will look at questions of form (strophic, through-composed, AABA, rhythm changes, etc.), discuss the relationship of musical parameters to the text (i.e. textpainting). We will discuss and experiment with stanzaic structure, the role of refrain, rhyme, meter and line length, voice, tone, as well as how to tell a story.

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.

BIDS 207 Contemporary American Cities: The Wire 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.

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 learn to cook, appreciate, and describe great food as artists and scientists. Excellence in reading, writing, and oral communication is emphasized. Prerequisites: Permission of instructor; students must not have taken a college-level science course. (Forbes/Bowyer, *Fall, offered alternate years*)

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

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). 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).

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

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

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

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.

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

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.

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

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

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

Aesthetics

Program Faculty

Carol Oberbrunner, Philosophy, Coordinator
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
WRRH	322	Adolescent Literature

DANCE COURSES

Studio Courses

DAN	140	Dance Ensemble
DAN	200	Dance Composition I
DAN	250	Dance Improvisation
DAN	300	Dance Composition II
DAT	Any full-credit dance technique course or two half-credit technique courses.	

Theory Courses

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

Combined Studio-Theory Courses

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

MUSIC COURSES

Studio Courses

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

Theory Courses

MUS 110 Introduction to Music Theory
MUS 120 Tonal Theory and Aural Skills I
MUS 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 180 Directing
THTR 900 Theater Production (half credit course)

Theory Courses – Dramatic Literature, History, and Theory

THTR 120 Introduction to Dramatic Literature
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
MUS 210 American Musical Theatre

FILM

Studio Courses

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

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

Africana Studies

Program Faculty

Marilyn Jiménez, Africana Studies, Coordinator, Administration

Christopher Annear, Anthropology, Co-Director

Kanaté Dahouda, French and Francophone Studies

Kevin Dunn, Political Science

Alan Frishman, Economics

Catherine Gallouët, French and Francophone Studies

Keoka Grayson, Economics, Co-Director

William Harris, History

Kelly Johnson, Dance

Rodmon King, Philosophy

Marie-Hélène Koffi-Tessio, French and Francophone Studies

DeWayne Lucas, Political Science

James McCorkle, General Curriculum

Justin Rose, Political Science

Elizabeth Thornberry, History

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

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

AFS 150 Foundations of Africana Studies, AFS 180 Black Atlantic or approved substitute, eight courses in one of three concentrations (African, African American, Africana) and a 400-level seminar course or internship. Within the eight courses of the concentration, there must be at least one course exploring each of the following perspectives: historical (H), contemporary (CP), artistic/literary (AL), anthropological (A), and comparative or cross-cultural (C). An independent study may substitute for the seminar if such a course is not offered.

REQUIREMENTS FOR THE MINOR IN AFRICAN STUDIES

interdisciplinary, 5 courses

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

REQUIREMENT FOR THE MINOR IN AFRICAN AMERICAN STUDIES

interdisciplinary, 5 courses

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

REQUIREMENTS FOR THE MINOR IN AFRICANA STUDIES

interdisciplinary, 5 courses

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

CORE AND CROSSLISTED COURSES

Introductory Courses

AFS 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	Dust Tracks in the Road: The African American Autobiography (AL)
AFS	309	Black Cinema (AL, C, CP)
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.

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

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

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 alternate years*)

AFS 203 African Voices: Identity and Colonial Legacy in Recent African Literature The challenges to African literature described by Ngũgĩ 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. Readings may include Ngũgĩ wa Thiong'o, *Decolonising the Mind*; Wole Soyinka: *Ake: The Years of Childhood*; Bucchi Emecheta: *The Slave Girl*; Okot p'Bitek: *Song of Lawino*; Nawal El Saadawi: *Woman at Point Zero*; Yvonne Vera: *The Stone Virgins*; Boubacar Boris Diop: *Murambi: The Book of Bones*; Zakes Mda: *Ways of Dying*; Zoe Wicomb: *Playing in the Light*. (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: Nature and African American Writing 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. Readings may include Henry Bibb: *The Narrative of Henry Bibb*; Camille T. Dungy: *Black Nature: Four Centuries of African American Nature Poetry*; W.E.B. Dubois: *Souls of Black Folk*; Jean Toomer: *Cane*; Zora Neale Hurston: *Their Eyes were Watching God*; bell hooks: *Belonging*; Toni Morrison: *A Mercy*; C.S. Giscombe: *Giscombe Road*; Natasha Trethewey: *Beyond Katrina: A Meditation on the Mississippi Gulf Coast*. (McCorkle, *alternate years relative to AFS 208*)

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

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 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. I'm pleased you are in this course. There is a Zambian Chibemba proverb that states, "Imiti iikula, e mpanga." (Growing trees make a forest.) May this course act as a nursery that fosters your intellectual growth about this extraordinary part of our world! No prerequisites. (Annear, *offered annually*)

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

AFS 305 Dust Tracks in the Road: The 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*)

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

AFS 430 The Films of Spike Lee The work of Spike Lee encompasses many genres (drama, musicals, documentary, comedy, action films and commercials) and addresses some of the most controversial inter-racial and intra-racial issues of our time. For these reasons, he has become a defining cultural icon, and his films have sparked considerable academic interest. Moreover, Spike Lee's own writing about his films in their pre-production and post-production stages gives us the opportunity to look at the creative process in a unique way. In this course then, we shall study Spike Lee's work, not only from the usual critical and academic perspective but also from Lee's perspective as an artist. Prerequisites: Africana Studies major. If there is room, non-Africana Studies majors will be allowed in the course provided they have taken at least two MDSC courses above the 100 level. (Jimenez, *offered alternate years*)

American Studies

Program Faculty

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

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

The American Studies curriculum is in the process of being revised. Please refer to the American Studies webpage (<http://www.hws.edu/academics/americanstudies/>) for the most up to date information.

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 courses 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 advisor'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	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
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 advisor'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	245	Radical Environmentalism
ENV	237	American Indians and 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	207	African American Political Thought
POL	215	Racial and Ethnic Politics
POL	238	Sex and Power
POL	366	Theories of American Democracy
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 & 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	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	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
MSDC	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	320	Mass Media
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 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 have shaped 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	370	Multiculturalism
EDUC	348	Our National Parks
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	212	The Sixties
POL	215	Racial and Ethnic Politics
POL	221	Voting and Elections in America
POL	222	Political Parties
POL	224	The American Congress
POL	225	The American Presidency
POL	229	State and Local Government
POL	236	Urban Politics
POL	238	Sex and Power
POL	332	American Constitutional Law
POL	333	Civil Rights
POL	334	Civil Liberties
POL	335	Law and Society
POL	366	Theories of American Democracy
SOC	206	Kids and Contention
SOC	223	Inequalities
SOC	224	Social Deviance
SOC	225	Sociology of Family
SOC	245	Sociology of Work

SOC	258	Social Problems
SOC	261	Sociology of Education
SOC	263	Juvenile Delinquency
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	Tongs 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 advisor 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	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	315	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	310	Cultural Theory and Popular Culture
ENG	321	Modernism and Postmodernism
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	270	African American Political Thought
POL	366	Theories of American Democracy
POL	368	Contemporary Political Theory
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 advisor.

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. (Staff, *offered annually*)

AMST 194 Hip Hop: Global Phenomenon The hip-hop movement is one of the most influential cultural phenomena of the late 20th centuries. It is a complex social movement whose audiences are as diverse as the music. This course will trace the history and evolution of the movement—from its influences in the patter-like toasting of Jamaican DJ’s over the albums they were spinning—to its humble beginnings in the Bronx River District in 1978 where the MC’s role was still secondary to that of the DJ. Hip hop plays a complex role in contemporary society. It has moved from a subversive cultural movement to its current status as a commercial commodity, which has eroded many of the principles the movement initially stood for. A good portion of this course will be dedicated to examining the interdisciplinary nature of hip-hop, in which poetry, drama, music, art, and dance are inextricably linked. The course will also devote particular attention to hip-hop texts as critical social commentaries addressing larger issues, such as misogyny, homophobia, persona, parody, and authenticity, and the social problems that existed in urban life that gave rise to hip-hop texts have evolved over the years with a change in culture and urban conditions.

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 the 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 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). (Welsh, *offered alternate years*)

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

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

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

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 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, *offered alternate years*)

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

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
Richard Mason, Associate Professor
Renee Monson, Associate Professor
Ilene Nicholas, Associate Professor
H. Wesley Perkins, Professor
Jason Rodriguez, Assistant Professor
James Sutton, Assistant Professor

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

The Anthropology and Sociology Department offers disciplinary majors in Anthropology, Sociology, and Anthropology Sociology; the department offers minors in Anthropology and in Sociology. All courses 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, and the 300- and 400-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, 10 courses*

ANTH 273, ANTH 306, and a 400-level seminar; an anthropology course focused on a geographic area; and six additional anthropology electives. Within the six electives, one must be a 300-level course or a 300 or 400-level seminar, and at least two must be outside the student's primary subfield of specialization (cultural anthropology, archaeology, linguistics, or physical anthropology). One 200-level or higher sociology course can substitute for a 200-level anthropology elective course. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

REQUIREMENTS for the ANTHROPOLOGY MINOR*disciplinary, 5 courses*

One course in cultural anthropology and four additional courses in anthropology, of which at least three must be at the 200 level or above, and one must be a 300-level course or a 300 or 400-level seminar (ANTH 450 does not fulfill this requirement). All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

REQUIREMENTS for the SOCIOLOGY MAJOR (B.A.)*disciplinary, 10 courses*

SOC 100; SOC 211; SOC 212; SOC 300; SOC 464 or SOC 465; and five additional sociology courses, at least one of which must be at the 300 level. One 200-level or higher anthropology course can substitute for a 200-level sociology elective course. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

REQUIREMENTS for the SOCIOLOGY MINOR*disciplinary, 6 courses*

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

REQUIREMENTS for the ANTHROPOLOGY SOCIOLOGY MAJOR (B.A.)*disciplinary, 11 courses*

ANTH 110; SOC 100; any four of the five courses from department core offerings (ANTH 273, ANTH 306, SOC 211, SOC 212, SOC 300); a 400-level seminar in either anthropology or sociology; two electives in anthropology and two electives in sociology that together form a cluster, to be chosen in consultation with the 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**Cultural Anthropology**

ANTH	110	Introduction to Cultural Anthropology
ANTH	205	Race, Class, Ethnicity
ANTH	211	Power, Protest, and Politics
ANTH	212	NGOs and Development
ANTH	213	Cultures of India
ANTH	220	Sex Roles
ANTH	221	Human Rights of Indigenous Peoples
ANTH	222	Native American Religions
ANTH	246	Stratagems and Spoils
ANTH	247	Urban Anthropology
ANTH	271	Jobs, Power, Capital
ANTH	279	Diagnosing the World
ANTH	280	Environment and Culture
ANTH	282	North American Indians
ANTH	295	Village India
ANTH	296	Africa: Beyond Crisis, Poverty, and Aid
ANTH	297	Latin America
ANTH	319/419	Feminist and Political Anthropology
ANTH	323/423	Ethnographies of Capitalism
ANTH	330/430	Anthropology of Creativity

ANTH 340/440 Anthropology of the Global Commons
ANTH 341/441 Making Babies
ANTH 352/452 Builders and Seekers
ANTH 354/454 Food, Meaning, Voice
ANTH 362/462 Evolution and Culture
ANTH 370/470 Life Histories

Archaeology

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

Sociolinguistic Anthropology

ANTH 115 Language and Culture
ANTH 227 Intercultural Communication

Physical Anthropology

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

ANTHROPOLOGY COURSE DESCRIPTIONS

ANTH 102 **Archaeological Myth and Reality: World Prehistory** This course seeks to replace myths of “killer apes” and “ancient astronauts” with archaeological reality. A broad survey of archaeological knowledge of both New and Old World prehistory provides a framework for analysis of major transitions in cultural evolution and of selected archaeological puzzles, such as the enigmatic markings of the Peruvian desert near Nazca. This course is designed for non-majors who want a general understanding of what “happened” in prehistory. The course is also suitable for prospective majors who need an overview of the archaeological record against which to set more specialized courses in archaeology. No prerequisites. (Nicholas, *offered annually*)

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

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

ANTH 214 Rethinking Families: Policy, Intervention, and Difference 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 and formed through 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.

ANTH 220 Sex Roles: A Cross-Cultural Perspective This approach to the study of sex roles is cross cultural and multidisciplinary, oriented toward an understanding of the behavior of women and men in various societies including the United States. The course addresses such questions as: What are the biological bases of femaleness and maleness? Are there correlations between physical environments and the status of women and men? How do individuals learn their sex roles? Do some social structures, religious ideologies, rituals, and values support or perpetuate inequality between the sexes? And, have sex roles changed with modernization, urbanization, and industrialization? (Maiale, *offered alternate years*)

ANTH 221 Human Rights and Indigenous Peoples Throughout its history, anthropology has been committed to and active in maintaining the rights of indigenous peoples against the colonizing and globalizing forces of nation-state power, racist ideologies, forced assimilation, and industrial resource extraction. To develop an informed, current, and critical understanding, the course will offer an overview of the concepts, documents, and organizations shaping the human rights of indigenous peoples at a global level, as well as in-depth studies of how particular indigenous peoples and organizations are addressing human rights violations in various local contexts. Indigenous rights will be studied in the complex web of relations among the United Nations, international courts, NGOs, nation-states, corporations, and indigenous political formations. To be examined are issues of rights to survival, land, health, natural resources, self-government, language, education, cultural property, socio-economic welfare, and religious freedom. (Anderson, *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 and contexts. Indigenous views and practices are studied as a groundwork for interpretative and theoretical formulations about the role of religion Native American history, culture, and language. Native American religious traditions are further comprehended as dynamic modes of survival, empowerment, and renewal in the face of Euro-American domination, past and present. Upon these understandings, indigenous, anthropological, and Euro-American domination perspectives on religion are brought into balanced dialogue and exchange. (Anderson, *offered alternate years*)

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

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

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

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

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

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 two to three years*)

ANTH 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. I'm pleased you are in this course. There is a Zambian Chibemba proverb that states, "Imiti iikula, e mpanga." (Growing trees make a forest.) May this course act as a nursery that fosters your intellectual growth about this extraordinary part of our world! No prerequisites. (Annear, *offered annually*)

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

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 and neighborhood boundaries delimit and shape 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, 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.

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

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

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

ANTH 330/430 The Anthropology of Creativity Creativity flows continually through all human cultures and languages with spontaneity, novelty, and unfolding meaning. The course offers a survey of various anthropological perspectives on the power of individuality, interpretation, resistance, and imagination in the aesthetic process of creation. Considered are music, poetics, literature, and graphic arts in various historical and contemporary cultural contexts, with special attention to creolization and hybridization in the process of globalization. Prerequisite: Students must have declared a major or minor in anthropology, or have permission of the instructor. (Anderson, *offered annually*)

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

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

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

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

ANTH 362 Evolution and Culture Evolutionary models seek to understand the processes underlying changing successions of living organisms or cultural systems. This course examines the relevance of evolutionary approaches to the understanding of culture. It begins by examining the degree to which biological analogues are or are not appropriate in building models of cultural evolution, considering such topics as Darwinian gradualism, Lamarckianism, and punctuated equilibria. The approaches of the 19th century unilineal evolutionists in anthropology are then contrasted with the multilineal theories of the 20th century. The course concludes with student presentations of research projects on either the history of evolutionary concepts in anthropology or on modern applications thereof. Prerequisites: Students are recommended to complete several anthropology courses before taking this seminar. Students with a strong interest in the topic and backgrounds in related fields are encouraged to seek permission of the instructor. (Nicholas, *offered every three years*) Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 462 Seminar: *Evolution and Culture*.

ANTH 450 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.

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.

Anthropology Courses Taught Occasionally

ANTH 260 **Medical Anthropology**

ANTH 370/470 **Life Histories**

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

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

SOC 207 Imagining the Future The course will examine how imaginations of the future have informed collective politics, social movements, and cultural genres of utopia and dystopia. Similarly, we will also analyze how imaginations of the future (through notions of progress, social change, and evolution) have influenced the discipline of sociology both historically and in the present. Throughout the course, we will also consider how imaginations of the future lend insight into social conditions in the present. Some topics addressed include: the role of science and technology in imaginations of the future; manifestos and revolutions; Afrofuturism; the cryonic movement; time capsules; futures and other financial derivatives; climate change and disaster preparedness.

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

SOC 223 Inequalities Inequality is a fundamental aspect of social structure but we, as individuals, frequently find it simple to justify without investigating its history. Despite the adoption of the rhetoric of equal rights and democratic values, inequality thrives in the United States. Our placement in Geneva, N.Y., allows us, as sociologists, a unique opportunity to observe these systems of inequality within our city and relate them to broader patterns in the nation as a whole. This course is designed to give students a foundational knowledge in sociological theory of inequality stemming from Marx, Weber, and DuBois and continuing through contemporary theories of intersectionality. These perspectives will then be used to understand inequality in social class, race, gender, sexualities, and in the global arena. Prerequisite: SOC 100. (Freeman, *offered annually*)

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

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

SOC 238 The Making of 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 The Sociology of Business and Management This course provides an "applied" sociological analysis of the major trends shaping business in the United States and worldwide. Students explore the nature of business organization and management, at the micro level in its institutional forms and the business and management environment, at the macro level as it operates within economic and cultural systems, and within global contexts. The issues of demographic effects, ethical concerns, technological innovation, the role of producers and consumers, and the changing role of government are considered. Prerequisite: SOC 100. (Harris, *offered alternate years*)

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

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

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

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. (Mason, *offered annually*)

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

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

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

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

SOC 295 Alcohol Use and Abuse Alcohol is consumed as beverage by most adults in contemporary American society. Alcohol is also the most widely used and abused drug. On the one hand, attractions, pleasures, and possible benefits of alcohol consumption can be identified as motivations for widespread use. On the other hand, the debilitating effect and costs of heavy drinking and alcoholism on the health of individuals, families, and society in general are enormous.

This course examines the causes and consequences of alcohol use and misuse both in terms of its biochemical and social construction. This sociology course brings together natural science and social science contributions to the interdisciplinary study of this phenomenon by incorporating a variety of academic perspectives including biology, chemistry, psychology, epidemiology, and sociology and by making extensive use of multimedia resources. We explore the effect of family, genetics, peers, ethnicity, and gender on drinking behavior along with the physiological effects of alcohol on the human body. Social patterns of drinking in various societal contexts will also be examined. Discussion of controversial issues concerning alcohol consumption will include concepts of abuse, theories of addiction, effective treatment approaches, blood alcohol limits for driving, minimum drinking age limits, treatment and punishment of DWI offenders, alcohol testing in work and sports contexts, and restrictions on advertising. (Perkins, *offered alternate years*).

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

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

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

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.

SOC 370 Religion, Politics & Lifestyle Sociological theory has long debated the role of religious belief and practice in the maintenance and transformation of society. Does what is sacred essentially maintain the social patterns and power structure of society or do various forms of belief and spirituality make a crucial contribution to movements producing social change? Has religion become a less important element of society in the modern world through growing secularization or is it continually transformed with renewed social influence in society? These questions about the effects and prevalence of sacred beliefs and institutions are examined through the views of both classic and contemporary sociologists. This advanced seminar course examines variation in the social significance of religion by looking at how alternative movements as well as dominant beliefs and practices in modern Western societies have remained influential, faded to marginality, or reemerged in political and social life. Three debates will be highlighted: the problem of pluralism spawning religious conflict, the question of the inevitability of secularization, and the possibility of imposing a separation between religion and the modern political state. (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 as we know it” at the turn of the 21st century. Central questions considered include how families, labor markets, and states intersect, and whether welfare states’ policies ameliorate or reinforce inequalities of gender, race, and class. Prerequisite: SOC 100. (Monson, *offered alternate years*)

SOC 401 Pro Present: Presenting sociological research to a professional audience 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.

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

SOC 465 Senior Seminar Prerequisite: Students must have passed SOC 211 and either SOC 212 or SOC 300 with grades of C- or better before enrolling in this course. (Staff, *offered annually*)

SOC 495 Honors Permission of 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 and Program offerings and to check with department faculty about such offerings.

Art and Architecture

Department Faculty

Lara C. W. Blanchard, Luce Associate Professor of East Asian Art, Chair

A. E. Ted Aub, Classes of 1964 Endowed Professor

Jeffrey Blankenship, Assistant Professor

Michael Bogin, Professor

Christine Chin, Assistant Professor

Elena Ciletti, Professor Emerita

Gabriella D'Angelo, Assistant Professor

Mark Jones, Associate Professor

Liliana Leopardi, Assistant Professor

Kirin Makker, Assistant Professor

J. Stanley Mathews, Associate Professor

Patricia Mathews, Professor

Nicholas H. Ruth, Associate Professor

Michael Tinkler, Associate Professor

Kathryn Vaughn, Assistant Professor, Visual Arts Curator

Phyllia Changhi Yi, Professor

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

The department provides students with the opportunity to delve deeply into visual culture and the built environment. Broadly speaking, students study the role of art and architecture in shaping, embodying, and interpreting 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, and Vietnam. Majors are also encouraged to study in Aix-en-Provence, France; Carmarthen, Wales; Bath and Norwich, England; and India. Architectural studies majors can pursue design studio-based programs in Berlin, Germany; Copenhagen, Denmark; and Lingnan, Hong Kong.

Students in all areas have the opportunity to 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 courses from the following 100-level courses: ARTS 105, ARTS 114 or 115, ARTS 125, ARTS 165, ARTS 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 courses from the following 100-level courses: ARTS 105, ARTS 114 or 115, ARTS 125, ARTS 165, ARTS 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 studio art courses; three architectural history and theory courses; two architecture design studios; two courses concerning issues in urban studies, environmental studies, or sustainability; one history course; and three 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. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

COURSE CONCENTRATIONS

Art History

ARTH	100	Issues in Art
ARTH	101	Introduction to Art: Ancient and Medieval
ARTH	102	Introduction to Western Art: Renaissance through Modern
ARTH	103	Introduction to Asian Art
ARTH	110	Visual Culture
ARTH	201	African American Art
ARTH	202	Art Collection Internship
ARTH	205	Gender & Display
ARTH	208	Greek Art and Architecture

ARTH	210	Woman as Image and Image-Maker
ARTH	211	Women and the Visual Arts in 19th Century Europe
ARTH	218	Age of Chivalry
ARTH	221	Early Italian Renaissance Painting
ARTH	223	The Poetry of Color: Painting in Venice 1470-1600
ARTH	224	Renaissance Sculpture
ARTH	226	Northern Renaissance Art
ARTH	229	Women and Art in the Middle Ages
ARTH	230	The Age of Michelangelo
ARTH	232	Rococo Art and Architecture
ARTH	233	Renaissance Architecture
ARTH	235	Art and Architecture of Baroque Rome
ARTH	237	Princely Art: Renaissance Court Art & Culture of Mantua, Milan, Ferrara & Rome
ARTH	240	European Painting in the 19th Century
ARTH	248	Love & 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	1st Christian Millennium
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/	
	506	Telling Tales: Narrative in Asian Art
ARTH	307	Cultural Theory and Art History
ARTH	308/408	The Shock Effect: Western Art & Censorship
ARTH	315/415	Art and the Senses: High Renaissance Art & 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	209	Watercolor
ARTS	214	Metal Sculpture
ARTS	215	Sculpture Modeling

ARTS	225	Life Drawing
ARTS	227	Advanced Drawing
ARTS	245	Photo Silkscreen Printing
ARTS	246	Intaglio Printing
ARTS	248	Woodcut Printing
ARTS	265	Intermediate Imaging
ARTS	268	Time in Art II: Video and Installation
ARTS	305	Painting Workshop
ARTS	315	Sculpture Workshop
ARTS	345	Printmaking Workshop
ARTS	365	Imaging Workshop
ARTS	450	Independent Study
ARTS	495	Honors

Architectural Studies

Required courses

ARCH	110	Introduction to 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	Age of Chivalry
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	First Christian Millennium
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

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 & Constitutional History to 1865
HIST	244	US Legal & 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. (P. Mathews)

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

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

ARTH/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, with some comparisons to the arts of Central Asia, Europe, and America. We will examine developments in a variety of media, including painting, sculpture, architecture, ceramics, prints, and installations, through a series of case studies. Broad topics will include connections between art, politics, philosophy, and religion; text-image relationships; artistic practice, patronage, and collecting; and international art movements in the 19th and 20th centuries. In addition, students will learn to analyze two- and three-dimensional works of art and architecture. There are no prerequisites, and no previous exposure to the arts of Asia is necessary. (Blanchard, *offered annually*)

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

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

ARTH 202 Art Collection Internship This internship involves researching pieces in the Colleges' permanent collection of art and developing registration records and research components necessary for adequate exhibition and publication of those art works. Interns will be involved in documenting, conserving, and researching several works of art over the course of a term. The Fall Term will involve researching artworks and writing a catalog of works from the collection. The Spring Term will be used to design and stage an exhibition of works from the collection. This is a half-credit course. (K. Vaughn, *offered every semester*)

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 205 Gender & Display Through an examination of both media and art production from the late twentieth-century until the present, this course will ask students to critically engage with questions of how visual culture works to either confirm or reject the often violently oppressive concepts of masculinity and femininity that have come to shape Western ideology and lived experience. As they are inextricably linked to multiple formulations of masculinity and femininity, issues surrounding race, class and sexuality are also taken into account as we consider not only how images reflect gender norms but how, as viewers, we are continued to view them as such.

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

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

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

ARTH 218 Gothic Art & Architecture We study the art and architecture of the High and Later Middle Ages, roughly 1050-1450, especially the shift traditionally described as being from Romanesque to Gothic. The course is organized chronologically and thematically around the rapid development and diffusion of Gothic forms from the centers of power in France to the whole of Europe. Of primary concern for architecture is the interaction between use and design, typified by the elaboration of liturgical space. Special attention will be paid to the importance of cult images and their role in society in comparison to images of powerful people, men and women. We will pay close attention to secular art, especially that of royal courts and understand from material culture what everyday life was like in the Middle Ages.

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

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

ARTH 224 Renaissance Sculpture (Staff, *offered occasionally*)

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

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

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

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

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

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

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

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

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

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

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

ARTH 253 Buddhist Art and Architecture This course will examine Buddhist architecture, painting, and sculpture from South Asia, Southeast Asia, the Silk Road, and East Asia. We will consider five important movements in Buddhist practice: Theravada, Mahayana, Esoteric, Pure Land, and Zen. Topics will include images of the life of the historic Buddha and tales of his previous lives; the role of the stupa in Buddhist worship; the expansion of the Buddhist pantheon; associations between art and patronage; representations of multiple realms of existence; the development of the mandala; and the role of meditation in artistic practice. When appropriate, students will read Buddhist texts in translation. (Blanchard, *Spring, offered alternate years*)

ARTH 254 Islamic Art at the Crossroads: the Western Mediterranean from the 12th to the 16th century This course examines the artistic production of Islamic culture in the Western Mediterranean throughout the Middle Ages and the Renaissance by taking into account cross-cultural exchanges. Themes under consideration will include: the relationship between art and literature; the rise of court culture; women's role in Islamic art; and Venice and Islam. (Leopardi, *offered occasionally*)

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

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

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

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

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

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

ARTH 303/403 Gender and Painting in China How are the feminine and masculine represented in art? This course considers the role of gender in Chinese painting, focusing on the Song and Yuan dynasties (spanning the 10th to 14th centuries). Topics include the setting of figure paintings in gendered space, the coding of landscapes and bird-and-flower paintings as masculine or feminine, and ways that images of women (an often marginalized genre of Chinese art) help to construct ideas of both femininity and masculinity. Throughout, students examine the differing roles of men and women as patrons, collectors, and painters. Prerequisite: permission of the instructor. (Blanchard, *offered occasionally*)

ARTH 305/405 Women and Men: Gender Construction in Renaissance Italy 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 in Asian Art The relationship between text and image assumes primary significance in the arts of Asia. Of special import is the use of visual narrative, or the art of storytelling. This course traces the role of narrative in the architecture, sculptures and paintings of India, Central Asia, China and Japan. The course is designed as a series of case studies, through which we will examine both the special visual formats developed in Asia to facilitate the telling of tales as well as the specific religious, political and cultural contexts in which narrative is deployed. Prerequisites: previous coursework in art, Asian Studies, Women's Studies, or permission of the instructor. (Blanchard, *offered occasionally*)

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

ARTH 308/408 The Shock Effect: Western Art & Censorship This course will explore the issue of censorship as it has persistently shaped the production and exhibition of art in the Western world, particularly in Europe and the U.S. Beginning with the Salon des Refuses, the infamous exhibition of Impressionist works rejected from the official Parisian Salon in 1863 and the Degenerate Art Show organized by Adolf Ziegler and the Nazi Party in Munich in 1937, we will trace a lineage of institutional and political censorship that often functioned under the banner of "decency" or "morality" which, ultimately, served to police the content and political power of the visual arts. These early precedents will help contextualize more contemporary debates about the role of art and the regulation of its contents which reached a particularly feverish pitch in the U.S. during the age of the so-called "culture wars" of the 1980s. In the ensuing years, the history of censorship has taken on new meaning as various new means of making and exhibiting art through digital technologies and the internet have made the ability to regulate images increasingly difficult. This course is a study of the history of modes of censorship utilized within/against the art world and artistic response to state, religious, and/or socially mandated forms of regulation.

ARTH 315/415 Art and the Senses: High Renaissance Art & Arch in Venice in 15th and 16th Century "Michelangelo for form and Titian for colour" is a classic trope that has its origin in Renaissance culture and that has led numerous historians and critics to note and comment on the heightened sensual qualities of Venetian art. With this in mind, this course will examine the development of Venetian art during its golden age, 1500-1600. The course is designed to examine all manners of visual production of that period covering artists like Bellini, Titian, Jacopo Sansovino and Andrea Palladio, yet the course will greatly focus on paintings since this genre distinguished itself for its emphasis on pictorial light and tactile values. Particular attention will be paid to the representation of the reclining female nude, a typology that found great fortune with patrons throughout Italy and beyond, and influenced generation of artists afterwards. Such representations will, further, be analyzed by examining Renaissance conceptions of beauty, eros and gender construction. (Leopardi, *offered occasionally*)

ARTH 332/432 Roman Art, Architecture and Power In this course, students consider the use Roman politicians made of art and architecture to shape public understanding of Roman imperial ideologies—to make Romans of the whole Mediterranean world. The course concentrates on three periods—the time of Augustus, the adoptive Antonine dynasty, and the Late Empire—and three art types—the imperial portrait (including the portraits of imperial family members), commemorative monuments (triumphal arches, columns and temples), and the Roman colony cities throughout the Empire. Prerequisite: permission of instructor. (Tinkler, *offered alternate years*)

ARTH 333/433 **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. (P. Mathews, *offered occasionally*)

ARTH 334/434 **Manet and the Modernist Project** In nineteenth-century Paris, issues central to Modernism from consumerism to gender roles, class distinctions, racial hierarchies, and bourgeois politics were in flux. These concerns were transformed dramatically during this period, and began to shape and define modernity. Avant-garde artists represented these transformations from a variety of perspectives. We will concentrate on Edouard Manet's understanding of modernity in particular. Student presentations will focus on the Modernist Project in works by Degas, Cassatt, the Impressionists, and others. (P. Mathews, *offered occasionally*)

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

ARTH 336/436: **Arts of the Landscape and the Garden in China & Japan** In China and Japan, the natural landscape becomes a primary theme of artistic expression, as revealed in two-dimensional works of art and architectural sites. This course will examine East Asian traditions of landscape painting, pictorial representations of gardens, and the historic gardens of Suzhou, Beijing, and Kyoto, from the premodern era through the present. We will explore how these diverse representations of landscape play upon the dichotomy between nature and artifice and consider their social, political, and religious implications. Students will read landscape and garden texts in translation, as well as selections from the secondary literature dealing with these themes. (Blanchard, *offered occasionally*)

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

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

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

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

ARTH 450 **Independent Study**

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

ARTH 495 Honors

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. Required for studio art major and minors. (Bogin, Ruth, *offered each semester*)

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

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

ARTS 166 Introduction to Video 1: Creating Art with Moving Images 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, *offered each semester*)

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

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

ARTS 207 Image Exploration in Photography and Printmaking This course examines expanded and procedural possibilities for making prints. Ne print media, digital applications, photographic processes, alternate presentation formats and the resources of the print studio and photography darkroom and lab will be fully explored and utilized in the creation of artworks. Students will perform a series of procedure based assignments throughout the semester that culminates in an independent project. Students will engage in reading and writing and discussion specific to developments in interdisciplinary art making, the integration of digital works flows with traditional techniques and interdisciplinary thinking.

ARTS 209 Watercolor An exploration of the fundamentals of painting with translucent color media. Western and Eastern traditions, as well as more experimental approaches, are investigated. Use of Gouache (opaque watercolor) may also be explored. Subject matter involves still life, figure, and landscape with excursions to rural and urban settings. 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. Prerequisite: ARTS 114 or ARTS 115 or permission of instructor. (Aub, *offered alternate years*)

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

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

ARTS 227 Advanced Drawing 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 Silkscreen Printing An introduction to the basic technology of photoscreenprinting, which can use both photographic and drawn images. Equal attention is given to issues of color and composition. Prerequisite: ARTS 105 or ARTS 125. (Yi, *offered alternate years*)

ARTS 246 Intaglio Printing An exploration of the basic techniques of intaglio printing, including drypoint, etching, and aquatint. Equal attention is given to composition and the effective use of visual form. Prerequisite: ARTS 125. (Yi, Bogin, *offered alternate years*)

ARTS 248 Woodcut Printing An introduction to the fundamental processes of woodcut printmaking. Traditional and experimental techniques are investigated. Formal dynamics and visual expression are the most important emphases of this course. Prerequisite: ARTS 125. (Yi, *offered alternate years*)

ARTS 265 Intermediate Imaging This course expands on themes introduced in 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, *offered annually*)

ARTS 266 Intermediate Video II: Video, New Media, and Installation Art Building off of Intro to Video (ARTS 166), this course will continue an exploration of time-based art, with emphasis on further exploration of digital video and the possibilities of time-based media in space (installation). Additional tools used may include sound, performance, electronics, and photography. Emphasis will be placed on creating conceptual works that engage artists and audience in a deeper understanding of current issues and human experience. Students will create original works of art that will be challenged and enriched by the critique process. In addition, students will consider the history of video, installation, and interactive art, as well as other issues in contemporary art. Prerequisite: ARTS 166 (Chin, *offered alternate years*)

ARTS 268 Time in Art II: Video and Installation Building off of Intro to Video (ARTS 166), this course will continue an exploration of time-based art, with emphasis on further exploration of digital video and the possibilities of time-based media in space (installation). Additional tools used may include sound, performance, electronics, and photography. Emphasis will be placed on creating conceptual works that engage artists and audience in a deeper understanding of current issues and human experience. Students will create original works of art that will be challenged and enriched by the critique process. In addition, students will consider the history of video, installation, and interactive art, as well as other issues in contemporary art. Prerequisite: ARTS 166 (Chin, *offered alternate years*)

ARTS 305 Painting Workshop For advanced students, the focus of this workshop is on the generation and development of individual painting ideas. Emphasis is on the creation of a process of painting that draws on a multitude of sources, inspirations, influences, and ideas and the way that work emerges from this matrix of pictorial possibilities. 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 315 Sculpture Workshop An open studio for a small, independent group, this course includes individual problems and criticism as well as group discussions. All media and processes may be investigated, including modeling, carving, welding, and plaster or bronze casting. Prerequisite: ARTS 215. (Aub, *offered annually*)

ARTS 345 Printmaking Workshop This workshop is for students who have taken ARTS 245, ARTS 246, or ARTS 248. It is designed to enable students to do more advanced work in a chosen area of printmaking as well as explore new related areas of printmaking. 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 image capture are required, either with film or digital still cameras or time-based capture tools such as sound recorders or video cameras. Students will be encouraged to explore the visual and conceptual foundations of their work through the critique process. Prerequisite: ARTS 265 or ARTS 268. (Chin, *offered alternate years*)

ARTS 450 Independent Study

ARTS 480 Studio Art Senior Seminar: Theory and Practice 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 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 semester*)

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

ARCH 305 Environmental Design, Planning and Preservation A survey of the interrelated histories of the architecture, landscape architecture, planning, natural resource conservation and historic preservation in the United States during the 20th century and up through today. This course will cover early park and city planning, the impact of the 1960s environmental movement and reaction to modernist projects on the design professions, the historic preservation movement, and recent multidisciplinary design practice emphasizing ecological sensitivity. Prerequisites: ARCH 110, ARCH 200 or 201. (Makker, *offered occasionally*)

ARCH 310 Early Modern Architecture This course traces the major tendencies of European and American architecture from the Enlightenment to World War I. In this course, we examine the roots of modern architecture in relation to culture and society. In particular, we will look at how developments in architecture relates to developments in other disciplines such as art, science, philosophy and politics. (S. Mathews, *offered annually*)

ARCH 311 History of Modern Architecture Modern architecture evolved less than a century ago in response to changing social and technological conditions. This course seeks to convey the underlying causes, social milieu, technological innovations, and individual geniuses that helped bring about the revolution and subsequent evolution of modernism. Through informative lectures, explorative projects, and interactive discussions, the class examines the personalities, the rhetoric, and the seminal works of the modern era. (S. Mathews, *offered annually*)

ARCH 312 Theories of Modern Architecture and Urbanism This course investigates the role that ideas can play in the making and interpretation of the built environment. Lectures, readings, discussions, and hands on projects combine to cover a broad range of topics from basic definitions of terms and concepts to an overview of the significant theoretical positions that have been used to lend authority to form making. Emphasis is placed on buildings and ideas that are crucial to the important theoretical debates of the 20th century. The course specifically aims to present the material in a manner that aids students in clarifying their own values and intentions. (S. Mathews, *offered annually*)

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

ARCH 351 Sustainable Community Development Methods This course surveys practices and processes of sustainable community development planning, its application, methods and implementation. It will survey the myriad of approaches to sustainable development undertaken by a variety of disciplines, using disparate methods with differing degrees of success. 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 with local organizations, students will navigate through the process of developing a sustainable community development plan by applying the skills and knowledge developed throughout the course. Following this spring course, summer community development internship opportunities will solicit students from this course. (Staff, *offered occasionally*)

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. (Blankenship, Makker, *offered occasionally*).

ARCH 450 Independent Study

ARCH 495 Honors

ARCH 499 Internship

Architecture Design Studios

ARCS 200 Introduction to Architectural Design I: Spatial Concepts + Precepts This course is an introduction to architectural composition emphasizing conceptual thinking. The design projects stress concept development and rigorous design process in order to create rich and evocative experiences and architectural elements. We will explore the artistic, conceptual, poetic, and experiential side of architecture as a way of developing a rigorous process of architectural form-making. This studio is about object-making at both small and large scales (book-sized to furniture-sized to house-sized) without reference to a specific site or context. This course emphasizes free-hand drawing in both pen and pencil, working in watercolor and colored pencil, and building models with clipboard and foam core. Students will learn how to sketch ideas as two dimensional diagrams and as three dimensional perspectives. Readings and other materials: Ching, Frank, *Architecture: Form, Space, Order*; Frederick, *101 Things I Learned in Architecture School*. Prerequisites: ARCH 110 and ARTS 115 and ARTS 125. (Blankenship, Makker, D'Angelo, *offered each semester*)

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

ARCS 300 Intro Arch Design II: Material Craft + Poetics This course is an introduction to architectural composition emphasizing FORM making that is aesthetic, imaginative and suitable for everyday use by humans. The design projects stress craft and attention to detail, appropriateness within an architectural context, and fluidity of design concept at multiple scales (for example, a decision about texture affects decisions about massing affects decisions about sitting). We will explore the material, technical, structural, and crafted qualities of architectural elements. This studio is about object-making at both small and large scales (book-sized to furniture-sized to room-sized) with reference to a specific site or context. This course emphasizes drafting drawing in both pen and pencil, working in watercolor and colored pencil, and building models with chipboard and wood. Students will learn how to draw plans, sections, elevations, and three dimensional perspective representations. (Blankenship, Makker, D'Angelo, *offered each semester*)

ARCS 303 Visual Notes and Analysis: The Designer's Sketchbook A necessary part of design education is learning to observe, to document and to analyze our perceptions of architectural form and space through drawing diagrammatically rather than purely illustratively. Like a writer interprets and analyzes what they learn when they read or are lectured to, a designer uses diagrams to dissect the built works of architecture, interiors, and landscape and urban design they see in order to better understand the underlying principles that govern the physical disposition of elements, spaces, and their use. Learning to see involves both abstraction and generalization; learning to record involves understanding a conventional drawing vocabulary; learning to analyze involves understanding design principles and paradigms. We will work on location in the area, recording our visual observations only using the eye and our foot pace to measure and record spaces. No mechanical means (tape measure, ruler, camera) will be used. This course will introduce students to the habit of keeping a designer's sketchbook and to the skills used for documenting and analyzing the built environment through diagrammatic drawing in contrast to the fine arts tradition of illustrative drawing. Readings and other materials: Ching, Frank, *Architecture: Form, Space, Order*; Ching, Frank, *Design Drawing*; Cooper, *Drawing and Perceiving*. Prerequisites: ARCH 110 and ARTS 115 and ARTS 125 and one of the following: ARCS 200 or ARCS 300. (Makker, *offered alternate years*)

ARCS 400 Advanced Architecture Studio 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 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, Art and Architecture
Joseph M. Berta, Music
Lara Blanchard, Art and Architecture
Michael Bogin, Art and Architecture
Christine Chin, Art and Architecture
Robert Cowles, Music
Cheryl Forbes, Writing and Rhetoric
Chris Hatch, Theatre
Grant Holly, English
Michelle Ikle, Dance
Marilyn Jiménez, Africana/Latino Studies
Mary Kelly, Education
Elisabeth Lyon, English
Stanley Mathews, Art and Architecture
Heather May, Theatre
Patricia Myers, Music
Nicholas H. Ruth, Art and Architecture
Charles Temple, Education
Michael Tinkler, Art and Architecture
David Weiss, English
Cynthia J. Williams, Dance
Chris Woodworth, Theatre
Phillia Changhi Yi, Art and Architecture

Note: Several faculty in other departments and interdisciplinary programs offer courses that address the arts, culture, and society. Collins, Davenport and Whittier act as advisers for the major and minor.

The Arts and Education Program provides students with an opportunity to examine the role of the arts in fostering personal and cultural development. The objective of the program is to enable students to form and articulate their own critical perspectives based upon an understanding of four fundamental aspects of arts education: 1) the nature of human development, 2) the nature of art and artistic expression, 3) the theory and practice of education, and 4) the experience of artistic expression. This program is not intended to prepare students to teach in the arts; it is designed for students who wish to deepen their understanding of both art and education, while critically exploring the relationship between these two kinds of human experience. The arts and education program offers an interdisciplinary major and minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses

AEP 335; two courses from among DAN 325 *Movement Analysis: Laban Studies*, EDUC 301 *Drama in a Development Context*, PHIL 230 *Aesthetics*, or an equivalent theory-based arts course; one course from among EDUC 202 *Human Growth and Development*, PSY 203 *Introduction to Child Psychology and Human Development*, PSY 205 *Adolescent Psychology*; at least four studio electives, three of which must be in one artistic discipline (art, creative writing, dance, music, or theater); two additional education courses from one of the program core or elective groups; and two additional courses on art, culture, and society. Only three 100level courses may count toward the major. All courses must be completed with a grade of C or better.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

AEP 335; one course from among DAN 325 *Movement Analysis: Laban Studies*, EDUC 301 *Drama in a Development Context*, PHIL 230 *Aesthetics*, or an equivalent theory-based arts course; one course from among EDUC 202 *Human Growth and Development*, PSY 203 *Introduction to Child Psychology and Human Development*, PSY 205 *Adolescent Psychology*, three studio electives in one discipline (art, creative writing, dance, music, or theater).

CORE COURSES

AEP	335	Arts and Human Development
DAN	325	Movement Analysis: Laban Studies
EDUC	301	Drama in a Developmental Context
PHIL	230	Aesthetics

STUDIO ELECTIVES (sample)**Art**

ARTS	105	Color and Composition
ARTS	114	Introduction to Sculpture
ARTS	115	Three Dimensional Design
ARTS	125	Introduction to Drawing
ARTS	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 NonFiction Workshop
ENG	398	Screenwriting I

Music

MUS	120	Tonal Theory and Aural Skills I
MUS	220	Tonal Theory and Aural Skills II
MUS	202	History of Western Art Music: Medieval and Renaissance
MUS	203	History of Western Art Music: Baroque and Classical
MUS	204	History of Western Art Music: Romantic and Modern
MUS	206	Opera as Drama
BIDS	298	The Ballets Russes: Modernism and the Arts

Two semesters of any 900-level course

Theatre

THTR	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, Music, Media and Society, Philosophy, Russian Area Studies, Spanish and Hispanic Studies, Theatre, Women's Studies, and Writing and Rhetoric.

COURSE DESCRIPTION

AEP 335 **The Arts and Human Development** The primary purpose of this course is to explore the ways in which the arts serve human development. Students examine the relationship between the arts and various dimensions of development such as cognitive, cultural, and emotional growth. This course is interdisciplinary in nature and addresses some of the following questions: What is art? Do different forms of art serve different functions? What do the arts teach children that other traditional subjects do not teach? What is the role of creativity in art? Students are encouraged to explore connections between the arts and education while also reflecting upon the significance of the arts in their own lives. (Collins/Davenport/Whittier, *Spring, offered annually*)

Asian Studies

Department Faculty

Etin Anwar, Religious Studies
Sheila Bennett, Sociology and Asian Studies (Emeritus)
Lara C.W. Blanchard, Art History
Anthony Cerulli, Religious Studies
Jack D. Harris, Sociology
James-Henry Holland, Asian Studies
Chi-chiang Huang, Asian Studies
Shalahudin Kafrawi, Religious Studies
Feisal Khan, Economics
John Krummel, Religious Studies
Robin Lewis, Environmental Studies
Darrin Magee, Environmental Studies
Jason Rodriguez, Anthropology
Vikash Yadav, Political Science, Chair
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 twelve 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.

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
EDUC	302	State, Society, and Disability in China
POL	140	Introduction to Comparative World Politics
POL	180	Introduction to International Relations
POL	246	Politics of East Asia
POL	248	Politics of Development
POL	254	Globalization
POL	257	Russia and China Unraveled
POL	281	Politics of South Asia
SOC	240	Gender and Development
SOC	253	World Cities
SOC	291	Society in India
SOC	299	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	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	226	Religion and Nature
REL	236	Gender and Islam
REL	242	Islamic Mysticism
REL	243	Suffering and Salvation
REL	280	Negotiating Islam
REL	304	Buddhist Philosophy
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 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/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, with some comparisons to the arts of Central Asia, Europe, and America. We will examine developments in a variety of media, including painting, sculpture, architecture, ceramics, prints, and installations, through a series of case studies. Broad topics will include connections between art, politics, philosophy, and religion; text-image relationships; artistic practice, patronage, and collecting; and international art movements in the 19th and 20th centuries. In addition, students will learn to analyze two- and three-dimensional works of art and architecture. There are no prerequisites, and no previous exposure to the arts of Asia is necessary. (Blanchard, *offered annually*)

ASN 202 The Ottoman World: Islam and the West At its peak, Ottoman domains encompassed what we know today as the Balkans, Greece, Turkey, and the "Middle East"- the successor states to the great empire of Byzantium in the west and the Arab conquests in the east. And of the great cities of the world, Istanbul sat at its heart. This course examines the nature of empire in the Ottoman experience, the emergence of nationalism and capitalist economies, and the legacy of Ottoman rule today through the achievements—and failures—of Ottoman society, culture, and statecraft, and the microcosm of Ottoman society that was, and is, Istanbul. (Staff, *offered occasionally*)

ASN 204/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.

ASN 209 The Golden Age of Chinese Culture Although China is known for its long history, it is best known for its golden age during the Tang and Song dynasties (618-1279). These two dynasties witnessed a rapid growth in thought, government structures, literature, art and many aspects of culture. The people of this period, from emperor/empress and aristocratic elite to storytellers and courtesans, contributed to the formation of an urban culture that was the richest in the world. While Europe was still in its dark age, China’s golden age established the foundations of much of Asian culture. This course explores Tang and Song contributions to the Chinese cultural heritage. (Huang, *offered annually*)

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

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 213 **Tibet Incarnate: Understanding Contemporary Tibet** How are we to think of Tibet today? As the hapless victim of Chinese aggression; a poster child for human rights? Or as a people with a long and complex history of political and cultural associations, east and west; a people with its own imperial past? This course explores the context of today’s “Tibetan Question” in Tibet’s history, culture, and geographic position on the frontiers of trade and empires across millennia. This course is conducted in seminar format and participants are responsible for researching and presenting sources materials. Prerequisite: ASN 101 or ASN 225 or permission of the instructor. (Staff, *offered occasionally*)

ASN 214 **Hinduism** (same as REL 210) In this course students learn about many of the ritual, devotional, and philosophical traditions that make up the religion known as Hinduism. We begin our enquiry in the ancient world, with a survey of the Indus Valley Civilization and then explore important holy sites, religious movements, and religious reformers in classical, medieval, and modern Hinduism. Although this course is primarily concerned with Hinduism in South Asia, the ways in which Hinduism has taken root in North America (including upstate New York) are also considered through field visits to a local Hindu temple. Our investigation of Hinduism combines historical, literary, and anthropological methodologies, and weekly meetings involve close readings of important Hindu literature (e.g., Rg Veda, Upanisads, Bhagavadgita, and Ramayana) and contemporary fiction, films, and minor fieldwork. No prior knowledge of Hinduism is required. (Cerulli, *offered annually*)

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 220 **Male and Female in East Asian Societies** Gender, sex roles, and domestic relations are among the basic building blocks of culture and society. This course is designed to examine the historical legacy of East Asian countries, contemporary Eastern Asian cultures, and basic values from the perspective of sex and gender, and to explore a variety of cultural contexts and social venues, including marriage, the family, the relations between husband and wife, generation gaps, private life and public life, and tradition and its changes. The course focuses on China and views it as one of the great sources of Eastern Asian civilization, especially Japan, Korea, and Vietnam. Particular attention is paid to the representation of male and female in contemporary Asian cultures. Films are used to supplement the readings. (Staff, *offered occasionally*)

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 Society, Culture, and the State in Contemporary China This course addresses the momentous social and cultural changes that have occurred in China in recent years. In exploring this subject, Chinese culture is systematically examined from different aspects, including but not limited to Chinese cultural roots, family, population, women, 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/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.

ASN 244 Christianity in East Asia Christianity has typically been considered a Western religion, yet it has a long and detailed history throughout East Asia and East Asia is one of the areas in the world experiencing the greatest growth of Christianity. This course will explore, compare and contrast various histories and traditions of Christianity in China, Korea, Japan, the Philippines and Vietnam. Among other things, we will consider questions such as, What is the future of Christianity in East Asia? How does the growth of Christianity relate to other political and social changes in this part of the world? Is Christianity culturally compatible with these national cultures? How has Christianity been inculturated in these countries? (Salter and Zhou, *offered occasionally*)

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

ASN 304 Courtesan Culture in China and Japan Look up the word "courtesan" in a dictionary, say Merriam-Webster's 10th edition, and one finds the following definition: "a prostitute with a courtly, wealthy, or upper-class clientele." Historically, however, the courtesans of China or Japan have been women whose appeal lay primarily in their

surpassing musical and literary cultivation, not their sexual services. This multidisciplinary course uses the textual sources and visual representations that record or celebrate courtesan culture to examine the demimonde of the elite Chinese “singing girl” or the Japanese geisha across the centuries, with some attention to Western conceptions or misconceptions of their roles and relationships. (Blanchard, *offered occasionally*)

ASN/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, *offered alternate years*)

ASN 312 **Literary and Historical Memory in China: Text, Contexts, and Historical Facts** For centuries many educated Chinese have read traditional literary works with greater interest than they have read historical works. Their appreciation for the “memory” in these literary works helped popularize a variety of novels, short stories, poetry, and plays, as well as immortalize some historical personages and fictional characters. In its idealizing or stigmatizing men and women in history, literary work also historicizes its stories and is commonly accepted as a valuable historical text. This course compares the often disparate memory of China's past in literary and historical texts, focusing substantially on their representation of the image of cultural heroes and heroines, of gender and class inequities, as well as of moral and ethical values. (Huang, *offered occasionally*)

ASN 342 **Chinese Cinema: Gender, Politics, and Social Change in Contemporary China** This course is designed to examine the development of Chinese cinema. It introduces the fifth and sixth generation of Chinese filmmakers, as well as recent Chinese films produced in Mainland China, Taiwan, Hong Kong, and the United States. It is hoped to help students develop their ability to analyze visual images from both Chinese and multicultural perspectives. Through the lens of Chinese films used in this course, students are expected to better understand issues such as gender, family, tradition, custom, and politics in China today. In the meantime, they are expected to become familiar with some new trend of cultural and social movement in China and overseas Chinese communities. (Zhou, *offered annually*)

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

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 Sweeney, Head Basketball Coach
Tim Riskie, Head Squash and Tennis Coach
Mark Taylor, Head Hockey Coach

WILLIAM SMITH ATHLETICS

Deb Steward, Director of Athletics
Julie Bailey, Head Cross Country Coach
Sandra Chu, Head Rowing Coach
Brighde Dougherty '04, Head Lacrosse 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
Lynn Quinn, Head Golf Coach
Sally Scatton, Head Field Hockey Coach, Assistant Director of Athletics
Lindsay Sharman, Head Basketball and Golf Coach
Jaime Totten, Head Ice Hockey Coach
Aliccann Wilber, Head Soccer Coach

HOBART AND WILLIAM SMITH ATHLETICS

Nick Cooke, Coordinator of Sports Medicine
Matt Dorn, Head Strength and Conditioning Coach
Philipp Ewert, Assistant Athletic Trainer
Caitlin Ketcham, Assistant Athletic Trainer
Brian Miller, Athletic Compliance Coordinator

Hobart

Hobart athletics seeks to afford experience in intercollegiate sports to as many men as possible. Annually, about one-third of the Hobart student body participates in intercollegiate athletics. Many participate on more than one team. While student-athletes are encouraged to strive to fulfill their athletic potential, emphasis is placed on achieving a healthy balance between their scholastic and athletic endeavors. The broad-based program receives excellent support in the areas of equipment, facilities, staff, and sports medicine. Under the supervision of the Department of Athletics, Hobart fields intercollegiate teams in basketball, cross country, football, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, and tennis. Hobart is a member of Division III of the National Collegiate Athletic Association and competes in this division in all sports except lacrosse. Since 1995, the Hobart lacrosse team has competed at the Division I level. Since 1972, Hobart College has won 18 national championships, three Eastern College Athletic Conference regional titles, and 20 conference championships.

William Smith

The Department of Athletics, Physical Education and Recreation has as its foundation an educational philosophy that emphasizes the importance of the medium of movement as a learning vehicle for individual growth and development. Recognizing that students learn in a variety of ways and through a variety of experiences, the department provides a wide range of activity courses and a comprehensive intercollegiate athletics program. Certain activity courses are offered for credit, others are offered for no credit. Students may select from team sports, individual sports, fitness, wellness, and aquatics classes.

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

William Smith is a member of the Liberty League, ECAC and NCAA. Since William Smith teams began competing in the early 1970s, the Herons have enjoyed notable success. The Herons have won six national championships, 40 conference championships and 19 state championships.

Recreation and Intramurals

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

Physical Education Classes

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

Club Sports

Club sports include alpine skiing, baseball, basketball, equestrian, fencing, field hockey, ice hockey, lacrosse, rugby, soccer, track and field, and ultimate Frisbee. These sports are organized under the Office of Student Activities and do not carry varsity or intercollegiate status.

Outdoor Recreation Program (ORAP)

ORAP provides both structured and unstructured recreational opportunities for outdoor enthusiasts in the Hobart and William Smith Colleges community. In addition, a concerted effort is made to introduce novices to a variety of outdoor activities.

This program sponsors a combination of courses, clinics, and outings throughout the school year. Examples of instructional courses and outings that may be offered are: hiking and backpacking, kayaking, ice climbing, Nordic skiing, spelunking, and ice skating.

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

The Wellness Program

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

COURSE DESCRIPTIONS

915 Lifeguard Training This course is for those desiring American Red Cross certification. Swimming stroke improvement, conditioning, practicing, and practical use of all phases of in the water lifeguarding and out of water prevention supervision methods. Some first aid and artificial respiration methods are included. Prerequisite: swimming test. Fee. (Spring, *offered annually*)

916 Water Safety Instructor This course includes perfection and practice of all recognized swimming strokes and lifesaving techniques plus some first aid and artificial respiration methods. Prerequisite: PEC 915 Lifeguard Training. Fee. (Spring, *offered annually*)

921 Basic Sailing In this course, students are instructed in basic sailing skills and the fundamentals of sailing theory. Classes are held at the Bozzuto Boathouse off South Main Street. (Iklé, Fall, *offered annually*)

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

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

932 **Scuba Diving II** This course is a Specialty Diver program designed to teach advanced diving skills in the areas of: Underwater Navigation, Night/Low Visibility Diving, and Diver Stress & Rescue. Completion of classroom, pool, and open water work will lead to an internationally recognized Specialty Diver certification. Divers will be able to complete reciprocal and triangular navigation runs, make dives to depths greater than 60' (as limited by Level 1 training) and to dive in low light diving conditions. Divers will be able to identify and help relieve stresses in themselves and their buddy. Buddy Rescue and self-help skills are mastered. Fee. (*Offered each semester*)

935 **Fitness Basic** theories of physical fitness and conditioning are taught with instruction in a variety of fitness activities.

937 **Power/Strength Training for Women** (meets Tuesday and Thursday evenings)

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

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

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

980 **Athletic Training** The objectives of this course are to acquaint and afford opportunity for concentrated study by means of participation, observation, discussion, instruction, and research in the latest techniques, practices, problems, and theories pertaining to athletic training. (*Spring, offered annually*)

Biochemistry

Program Faculty

Kristen L. Kenyon, Associate Professor, Co-Chair
Justin Miller, Associate Professor, Co-Chair
Sigrid A. Carle, Professor
David W. Craig, Professor
Luciana Cursino Parent, Assistant Professor
Christine de Denus, Associate Professor
Patricia Mowery, Associate Professor
Josh J. Newby, Assistant Professor
Erin T. Pelkey, Professor
Kristin Slade, 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 232, or BIOL 220), and two 300-level cell/molecular biology courses (BIOL 302, BIOL 335, BIOL 341). The required chemistry courses include CHEM 110, 280, (or 190 in place of 110 and 280), 240, 241, 320, 448 and 449. All Biochemistry majors complete a capstone senior seminar (BCHE 460). All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

Biology Courses

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

Chemistry Courses

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

COURSE DESCRIPTION

BCHM 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.

Biology

Department Faculty

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

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

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.

Category A	Category B
200-level <ul style="list-style-type: none"> • BIOL 220: Genetics • BIOL 222: Microbiology • BIOL 232: Cell Biology • BIOL 233: General Physiology 	200-level <ul style="list-style-type: none"> • BIOL 215: Population Genetics • BIOL 225: Ecology • BIOL 227: Behavioral Ecology • BIOL 228: Plant Biology • BIOL 234: Vertebrate Biology • BIOL 238: Aquatic Biology
300-level <ul style="list-style-type: none"> • BIOL 302: Immunology • BIOL 324: Anatomy • BIOL 335: Molecular Biology • BIOL 340: Neurobiology • BIOL 341: Developmental Biology 	300-level <ul style="list-style-type: none"> • BIOL 316: Conservation Biology • BIOL 336: Evolution • BIOL 339: Physiological Ecology • BIOL 320: Agroecology • BIOL 3XX: Invasion Biology • BIOL 3xx: Ornithology 3xx courses are new courses planned for future years.

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 BA, three must be completed in Category A and three in Category B (see Table 1). BIOL 450 *Independent Study* may substitute for one 300-level biology course. Completion of BIOL 495 *Honors* may substitute for BIOL 460. Other required courses are MATH 130, CHEM 110, and CHEM 240.

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

Policies on C/NC and course repeats

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

BIOL 212 substitution

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

Taking biology courses in HWS abroad programs: Most courses in biology in HWS-sponsored abroad programs (e.g. Denmark, South America, and Australia) require only an introductory level background in biology, which is the same requirement for our 200-level courses. Therefore, students will be allowed to substitute abroad courses for 200-level electives only. If two biology courses are taken in abroad programs, each will count as 200-level elective and regardless of course content, students will be given credit for one category A and one category B elective. If only one biology course is taken abroad, the student will work with their 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. Petitions forms can be downloaded at 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 topic introductory courses:

- **Alien Invaders - Biology of Exotic Species** The introduction of exotic or non-native species into environments poses a major risk to native species, especially in the United States. For example, Wilcove et al. (1998) report that of the almost 2,000 species threatened with extinction in the U.S., 49 percent are in this predicament as a result of the introduction of exotic species. This course explores the biology and ecology of invasive, exotic species in order to better understand how they are able to successfully invade, what affects they have on native species, and what might be done to control these species which pose such a significant threat to other species around the globe. As these are complex questions, students touch on a range of major concepts important in the study of biology and biological systems, including evolution, taxonomy, physiology, structural-functional relationships, and ecology. (Brown)
- **Animal Minds: The nature and nurture of animal behavior** The “mind” of an animal is known to humans only by the behaviors we are able observe, and questions about animal behavior can be asked only by methods of scientific inquiry. Behavior is not simply a matter of the “brain” that produces it, rather an animal’s behavior, and the brain itself, is the result of evolutionary forces and complex interactions among ecological, genetic, developmental, and physiological processes. This course explores various biological perspectives that attempt to understand the forces that shape individual and group behavior in animals. Topics may include animal communication, sexual behavior and mating, cooperation, predator-prey interactions, and migration and navigation. (Deutschlander)
- **The Biology of Sex** This course examines the important themes in biology through the lens of reproduction; a defining characteristic of all life. This course uses an evolutionary-based approach to understand the cost and benefits of asexual versus sexual reproduction. We will study why sex evolved, discover some of the fantastic strategies plants and animals use to mix their genes, explore the evolution of sex, learn how genetic information is passed from generation to generation, and visit such topics as mating strategies, sperm competition, female mate choice. (Ryan)
- **A Biotech World - Origins and Implications of Recombinant DNA Technology** With increasing knowledge of DNA structure and function, scientists have acquired powerful tools for tinkering with the genetic makeup of living organisms. To date, our ability to manipulate DNA has had a significant impact in areas such as agriculture, human health and the environment. This course introduces the basic scientific principles behind recombinant DNA technology and its potential applications. Students also address the environmental, ethical, and social issues that surround the use of this technology in our changing world. (Kenyon)
- **Dangerous Diseases** Black death, the Spanish Flu, AIDS—Is the greatest threat to humanity likely to come from a new deadly disease that causes worldwide havoc? This course explores the cell biology, molecular biology and physiology behind some of humanities’ most tenacious infectious diseases such as SARS, Ebola, Hantaan virus, and HIV. Understanding the ecology and evolution of infectious diseases allows assessment of the possibility that a deadly infection could cause another deadly global outbreak. Finally, students explore how scientists combat infectious diseases and whether or not the human genome project and the ability to sequence the genomes of disease causing organisms offer new mechanisms to fight deadly diseases. (Carle)
- **HIV and related topics** According to the World Health Organization, there are over 33 million people currently living with HIV. We will examine HIV from various angles including how it enters cells, how it integrates into the human genome, how it changes, and methods to detect it and prevent its infection. Through these topics we will explore concepts such as molecular and cellular components of cells, genetics and evolution, and immunology and viruses. (Mowery)

- **Sustainable Agriculture Through Biotechnology** Over 160,000 farms are lost every 10 years in the US due to an unfair economic concentration of agribusiness. One alternative is switch to a sustainable model. Sustainable agriculture is a way of raising food that is healthy for consumers and animals, does not harm the environment, is humane for workers, respects animals, provides a fair wage to the farmer, and supports and enhances rural communities. In this course you will explore the biology and biotechnology behind sustainable agriculture and they both can benefit different types of agriculture models. This course will also introduce you the basics principles of plant cell biology, genetics, evolution, and plant pathology. (Parent-Cursino)
- **Tropical Biology** While tropical forests account for only 7 percent of earth's land surface, they support at least half of all the world's species. Why are the tropics so much more diverse than other regions of the world? How did this incredible diversity evolve? What led to the seemingly bizarre appearances and behaviors we observe in many tropical organisms? These are just some of the questions students explore in this course. Throughout the semester students draw upon many important concepts in the fields of ecology, evolution, genetics, botany, zoology, and physiology. (Newell)

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

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 annually*)

BIOL 222 Microbiology This course provides a broad introduction to microorganisms. Students are given an opportunity to both examine microbes from the traditional vantage of microscopes and colonies, and enter the current conversation on and techniques using microorganisms. Students will learn how scientists harvest the power of microbes from creating medicines to cleaning the environment. Microbiology is a multi-disciplinary field and this course will allow students to explore genetics, molecular biology, bioinformatics, evolution, environmental science, biochemistry, and immunology. With laboratory. Prerequisite: BIOL 167. (Mowery, *offered annually*)

BIOL 225 Ecology This course is an introduction to ecological theories as they apply to individuals, populations, communities, and ecosystems. Topics covered include physiological ecology, population dynamics, competition, predation, community structure, diversity, and the movement of materials and energy through ecosystems. The laboratory is designed to provide experience with sampling techniques and an introduction to the methods of experimental ecology. With laboratory. Prerequisite: BIOL 167. (Brown, Newell, *offered annually*)

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 demonstrate how animals with different selective pressures “solve problems” related to integrating the separate yet coordinate organ systems of their bodies. Students examine relationships between structure and function, mechanisms of regulation, control and integration, metabolism, and adaptation to the environment. Laboratory exercises reinforce lecture topics and emphasize an investigative approach to the measurement of physiological processes. With laboratory. Prerequisite: BIOL 167. (Deutschlander, *offered annually*)

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

BIOL 302 Immunology Immunology is a complex, multi-discipline and evolving field of study. We will explore cellular immunology, molecular immunology and the immune system in diseases. A wide range of topics will be covered including the cells and organs of the immune system, innate and acquired immunity, the structure and function of the major molecular players in the immune response, vaccines, immunity to microorganisms, immunodeficiency, transplantation and cancer. The laboratory portion will explore the molecular immunological techniques relevant to the medical and research fields. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Mowery, *offered annually*)

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

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

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 327 Cancer Biology Cancer is not a single disease. Rather, it is a collection of related diseases that share similarities in origin, genetics, and development. This course will explore the complexities of cancer development. The course begins with understanding DNA damage and mutations, followed by the genetic differences between cancer and normal cells. Next, we move out of cell to discuss the role of the microenvironment in cancer suppression and development. In this section we discuss normal cells, such as stroma and immune cells, the influence tumor development. The final section of the course discusses unresolved theories of cancer development and treatment.

BIOL 335 Molecular Biology This course is designed to provide a broad understanding of molecular biology while focusing on current research within the field. Topics covered include eukaryotic genome structure and organization, biotechnology, and control of gene expression using examples from both plant and animal systems. Laboratory exercises emphasize current molecular biology techniques focusing on one experimental system. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Carle, Parent-Cursino *offered annually*)

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 339 Physiological Ecology Physiological ecology is the study of interactions between organisms and their environment, with an emphasis on the physiological attributes of organisms that influence their performance in a given environment. It is also concerned with the evolution of physiological, anatomical, and biochemical characteristics of organisms, and examines the relationship of these characteristics to fitness. This course focuses on the physiological

ecology of plants and provides an introduction to current research questions and methods. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (Newell, *offered alternate years*)

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, etc.) are produced by neural networks. Because neurobiology is an inherently comparative field, students examine neural processes that demonstrate basic concepts inherent to neurological systems both in invertebrates and vertebrates (including humans). Laboratories include some computer simulations of neuronal physiology and “wet lab” experiments designed to introduce students to techniques for investigation of the neural basis of behavior. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Deutschlander, *offered 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 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 460 Biology Seminar The biology seminar is intended as a capstone experience that integrates knowledge learned in previous biology courses. Seminar topics are selected by the faculty and announced in advance in the registration handbook. Past topics have included Sex, Evolution and Behavior; Genomics; Biology of Cancer. Seminars are a detailed exploration of a current topic in biology. Prerequisite: open only to senior biology majors, except with permission of the instructor. 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*)

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 of 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 DNA, and gain the bioinformatics skills necessary to process, characterize, and analyze genomic data.

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

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

The chemistry curriculum is designed for students with a wide variety of interests and needs and is approved by the Committee on Professional Training of the American Chemical Society (ACS). The curriculum is designed so that students earn a degree that has prepared them for immediate employment as a chemist or for admission to a graduate/professional school. For students who are planning graduate work in chemistry, chemical engineering, biochemistry, or for those pursuing a career as a practicing industrial chemist, the ACS-certified major in chemistry is highly recommended. Students interested in this program should plan their programs with the department chair as early as possible. Students who are planning to enter medical or dental schools are advised to take the following courses in chemistry: 110, 280, 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. In order to be credited toward the minor or major, all departmental and cognate courses must be completed with a grade of C– or better. Credit/no credit options cannot be used for departmental or cognate courses. The chemistry department places a strong emphasis on faculty-student research and encourages all students to work with a professor. Opportunities to do so arise from paid summer internships or independent research and Honors projects.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (B.A.)

disciplinary, 12 courses 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*.

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, 448, 425, 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*.

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. Topics that will be covered will include nomenclature, understanding and using chemical equations, chemical bonding, atomic 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 qualitative and quantitative problem-solving skills. Two or three lectures a week, one of which will include a hands-on component in which students will conduct experiments 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. 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, and serves as a one-semester replacement for the 110/280 sequence. The course will begin with a brief review of the material covered in high school chemistry and then move on to more advanced topics. Questions such as (1) whether a reaction will occur and at what rate, (2) does a reaction require heat or liberate heat? (3) To what extent will a reaction proceed? and (4) How fast does a reaction proceed? will be explored. In depth laboratory investigations will illustrate these quantitative principles with various types of reactions. Three lectures and one laboratory per week. Prerequisite: strong performance in high school chemistry and a satisfactory score on the HWS chemistry placement exam, or instructor permission. (Fall, offered annually)

CHEM 240 Organic Chemistry I This course, normally taken following CHEM 110, is an introduction to the study of organic molecules, and includes structure, mechanism, reactions, synthesis, and practical methods for structure determination. The laboratory emphasizes learning modern techniques and the identification of compounds using spectroscopic methods. Prerequisite: CHEM 110 or 190 (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 incorporates new synthetic techniques and analytical instrumentation, and includes formal reports upon the structure determination of unknown compounds. Prerequisite: CHEM 240. (Miller, Pelkey, offered every semester)

CHEM 260 Environmental Chemistry This course explores all aspects of the chemistry of the environment, but emphasizes human impact on the atmosphere. For example, the ozone hole, acid rain, and global climate change will be studied in detail. Aerosols, colloids, and the importance of surfaces will also be explored. Pollution in water and soil, especially when impacted by the chemistry of the atmosphere, is introduced. Throughout the course, chemical processes are explained emphasizing kinetic and equilibrium models. Prerequisite: CHEM 280 (or 190). (Offered occasionally)

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 methods of analysis are used in many facets of forensic science such as drug analysis, toxicology, hair, fiber, and paint analyses, and fingerprinting are summarized. Students also spend a few weeks of this course putting theory into practice by conducting hands-on experiments in the laboratory. Prerequisite: CHEM 240 or permission of instructor. (de Denus, offered occasionally)

CHEM 304 Bonding with Food: The Chemistry of Food Preparation, Production, & Policy Chemistry is a fundamental component of home and restaurant food preparation, as cooking is ultimately a series of complex chemical reactions. Chemistry is also essential to the production of food, from the most basic ingredients to the most elaborate grocery store offerings. An understanding of how society produces food, and how these practices are both regulated and manipulated, can be informed by an appreciation of the chemistry that underlies these techniques. This course begins by providing a background in food-related chemistry based on the foundation laid during introductory and organic chemistry, then applies this knowledge to the understanding of food production and policy. Students will design and

perform experiments using food, research and write about issues of food production and policy, and communicate their findings to each other and to the campus community. Prerequisites: CHEM 241 or permission of instructor. (Miller, *offered occasionally*)

CHEM 310 Quantitative Chemical Analysis The first part of the course investigates aqueous and nonaqueous solution equilibria including theory and application of acid-base, complexation, oxidation-reduction reactions, and potentiometric methods of analysis. The second part of the course includes an introduction to spectroscopy, analytical separations, and the application of statistics to the evaluation of analytical data. Laboratory work emphasizes proper quantitative technique. Normally taken in the junior year. Prerequisite: CHEM 280 (or 190). (Bowyer, *offered annually*)

CHEM 315 Bioanalytical Chemistry This course will examine modern analytical and instrumental techniques as applied to biological systems. Particular focus will be placed on methods that elucidate protein structure and function as well as characterization of nucleic acids. The scope of the course will include fundamental theory and practical applications of spectroscopic methods, electrophoresis, biosensors, centrifugation, immunochemical methods, and calorimetry. Prerequisite: CHEM 280 (or 190), or permission of the instructor. (K. Slade, *offered occasionally*)

CHEM 318 Inorganic Chemistry A systematic survey of the principal reactions and properties associated with various groups and periods in the periodic table. A generally qualitative approach to preparation and properties of various classes of inorganic compounds such as: acids and bases, oxidation and reduction systems, complex ions, amphoteric oxides, and ionic compounds, and the quantitative manipulations of these systems. Prerequisites: CHEM 280 (or 190). (de Denus, *offered annually*)

CHEM 320 Physical Chemistry I This course offers a fundamental and comprehensive introduction to kinetics and thermodynamics. Thermodynamics is one of the most powerful tools of science as it is a systematic method for understanding the flow of energy and heat between macroscopic bodies. Thermodynamics focuses on understanding systems at equilibrium and is concerned only with the initial and final state of a system. Kinetics, on the other hand, deals with the time dependence of the molecular system and how quickly or slowly the reaction proceeds. This course also provides a review of various mathematic tools that are widely used in chemistry. Prerequisite: CHEM 280 (or 190), MATH 131, and PHYS 160 or permission of instructor. (Newby, *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 spectroscopy. This course also reviews the mathematical tools necessary for understanding physical systems at the atomic and molecular level. Laboratory. Prerequisite: CHEM 280 (or 190), MATH 131, and PHYS 160 or permission of instructor. (Newby, *Spring, offered most years*)

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

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. (*Offered every semester*)

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.

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 437 Instrumental Analysis Analysis is an important part of any chemical investigation. This course examines the theory and practice of typical modern instrumental methods of analysis with emphasis on electrochemical, spectroscopic, and chromatographic techniques. Laboratory. Prerequisites: CHEM 310 and 320. (Bowyer, *offered occasionally*)

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, Miller, *offered occasionally*)

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 280 (or 190) and 241, or permission of the instructor. (Craig, K. Slade, *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, *offered annually*)

CHEM 450 Independent Study (*Offered each 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

Kendralin Freeman, Sociology

Khuram Hussain, Education

Mary Kelly, Education, Coordinator

Julie Newman Kingery, Psychology

Charlie Temple, Education

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	214	Rethinking Families
ANTH	341/441	Making Babies
ECON	310	Economics and Gender
EDUC	201	Schooling and Social Equality
EDUC	302	Disability in China
EDUC	331	Rethinking Families
EDUC	332	Disability, Family, and Society
EDUC	336	Special Topics: Diversity, Children, & Families
EDUC	336	Special Topics: Disability & Transition: Life after High School
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
BDIS	202	Urban Politics
ECON	122	Economics of Caring
ECON	248	Poverty and Welfare
EDUC	306	Technology and Children with Disabilities
EDUC	307	Civil Rights Education

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

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

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

ELECTIVES

EDUC	209	Gender and Schooling
EDUC	221	Understanding Autism
EDUC	370	Multiculturalism
HIST	208	Women in American History
POL	236	Urban Politics
POL	333	Civil Rights
POL	375	Feminist Legal Theory
PPOL	219	Sexual Minority Movements and Public Policy
SOC	223	Inequalities
SOC	258	Social Problems
WRRH	206	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

Chi-chiang Huang, Chinese Language and Culture, Coordinator

Jinghao Zhou, Chinese Language and Culture

The Chinese program offers a variety of courses in language, literature, history, religion, and culture. Faculty members are trained language teachers and scholars who are specialized in one of the major fields of Chinese studies. They teach modern Mandarin Chinese spoken in China, Taiwan, and other Chinese communities. Classical Chinese is taught as independent study on demand. The Chinese program is a member of the Council for International Education Exchange (CIEE) Chinese Language Consortium. Students who have finished CHIN 202 in good standing can be recommended to participate in the CIEE program in Beijing, Nanjing, or Taipei. Qualified students can be arranged to study at the Mandarin Training Center or other language institutes in Taiwan. The Chinese program does not offer a major or minor in Chinese separate from the Asian Studies major or minor, but all Chinese program courses are cross-listed with the Asian Studies Department and may count toward requirements for that major or minor. See the Asian Studies section of this Catalogue for related information.

CROSSLISTED COURSES

ASN	209	The Golden Age of Chinese Culture
ASN	210	Buddhism and Taoism through Chinese Literature
ASN	212	Women in Contemporary Chinese Culture
ASN	220	Male and Female in East Asian Society and Culture
ASN	236	Society and Culture in China
ASN	312	Literary and Historical Memory in China
ASN	342	Chinese Cinema: Gender, Politics, and Social Change in Contemporary China

COURSE DESCRIPTIONS

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

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, 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 340 Chinese Literature in Translation This course introduces Chinese literature in both classical and modern literary traditions. Selected readings consist of translated works that encompass different genres, including prose, poetry, fiction, drama, vernacular story/novel, free verse, and so forth. Foci are on the explanation of change and evolution of major literary genres and the discussion of how scholars and writers in the past reflected on social and cultural issues in literary works. This course is taught in English, but Chinese is used occasionally for those who have studied Chinese language. No prerequisite. Open to all students. Upper class Asian Studies major/minor students are highly welcome. (Staff, *Spring, offered occasionally*)

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

Classics

Department Faculty

Michael Armstrong, Associate Professor

James Capreedy, Assistant Professor

Leah Himmelhoch, Associate Professor, Chair

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

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

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

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 courses, including two courses from one of the classical studies groups and one course from a second group or one from each of three different groups. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

REQUIREMENTS FOR THE CLASSICAL STUDIES MINOR

interdisciplinary, 5 courses

Same as for the disciplinary minor, but selection of courses must include at least one course from the classical studies group in a division outside of the humanities. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

REQUIREMENTS FOR THE GREEK MAJOR (B.A.)

disciplinary, 12 courses

Seven courses in Greek language, at least four of which are at the 200-level and one of which is at the 300-level; five

additional courses selected from classics or other courses with appropriate content approved by the adviser. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

REQUIREMENTS FOR THE GREEK MINOR

disciplinary, 5 courses

Five courses in the Greek language, at least three of which are at the 200-level or above. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

REQUIREMENTS FOR THE LATIN MAJOR (B.A.)

disciplinary, 12 courses

Seven courses in the Latin language, at least four of which must be at the 200-level and one at the 300-level, and five additional courses from classics or other courses with appropriate content approved by the adviser. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

REQUIREMENTS FOR THE LATIN MINOR

disciplinary, 5 courses

Five courses in Latin language, of which at least three must be at the 200-level or above. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

CLASSICAL STUDIES COURSES

History and Anthropology

ANTH	102	World Prehistory
ANTH	206	Early Cities
ANTH	210	Prehistoric Ecology
CLAS	202	Athens in the Age of Pericles
CLAS	209	Alexander the Great and His Legacy
CLAS	230	Gender and Sexuality in Antiquity
CLAS	251	The Romans: Republic to Empire
CLAS	275	Special Topics: Greek and Roman Archaeology
CLAS	275	Special Topics: Ancient Sparta

Literature

CLAS	108	Greek Tragedy
CLAS	112	Classical Myths
CLAS	213	Ancient Comedy and Satire
CLAS	228	Classical Epic
WRRH	312	Power and Persuasion

Religion and Philosophy

CLAS	125	Greek and Roman Religion
PHIL	370	Ancient Philosophy
REL	254	The Question of God/Goddess
REL	258	The Qu'ran and the Bible

Art

ARTH	101	Ancient and Medieval Art
ARTH	116	World Architecture
ARTH	208	Greek Art and Architecture
ARTH	303	Roman Art and Politics

CLASSICAL CIVILIZATION COURSE DESCRIPTIONS

Courses requiring no knowledge of Greek or Latin, with no prerequisites, and suitable for first through fourth year students.

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

both in its own right and in relation to larger issues, such as the tragic treatment of myth, relevance to contemporary Athenian problems, and the understanding of the world that these plays might be said to imply. Through attention to matters of production, an attempt is made to imagine the effect of the plays in performance in the Athenian theatre. The course considers, in addition, possible definitions of tragedy, with the aid both of other writers' views and of experiences of the texts themselves. (*Offered every three years*)

CLAS 112 Classical Myths In this course, students study ancient creation myths, the mythology of the Olympian gods, and Greek heroic and epic saga. Particular attention is paid to ancient authors' exploration of universal human themes and conflicts, mythology as an embodiment and criticism of ancient religious beliefs and practices, and the treatment of mythological themes in the ancient and modern visual arts. (*Offered every three years*)

CLAS 125 Greek and Roman Religion This course is an introduction to Greek and Roman religious thought and practice: the pre-Greek "goddess worship" of Minoan Crete, the Greek Olympians and the "mystery religions," the impersonal agricultural deities of the early Romans, the Greek and Roman philosophical schools, Christianity's conquest of the Empire and the Empire's regimentation of Christianity. Attention is paid to the practice of animal sacrifice, the Greek and Roman religious festivals, the contrast between public and private cult, the tolerance of religious diversity under paganism vs. the intolerance of monotheism, and pagan ideas of personal salvation. The course's approach is historical. (*Offered every three years*)

CLAS 202 Athens in the Age of Pericles The great age of Athenian democracy, so fertile in its influence on our own culture, is the focus of this course, with particular attention paid to the social and political history, the intellectual life, the art, and the literature of the period. Issues such as imperialism and the exclusion of certain categories of people from full participation in the democracy are emphasized. The course traces Periclean Athens' antecedents in the archaic period and its end under the effects of the Peloponnesian War. (*Offered every three years*)

CLAS 209 Alexander the Great and his Legacy In 336 BCE Alexander acquired the throne of Macedonia but 13 years later died in Babylon. In that time, Alexander had conquered the Persian Empire, been declared the son of the God Amun of Egypt, travelled past the Indus River, and had become involved in the acculturation of ancient cultures. Although Alexander had achieved a great deal his legacy achieved even more. In this course, we will study the man Alexander and the legacy he left behind. Alexander and his achievements offer many problems and scholars and enthusiasts have presented a multitude of interpretations. Consequently, and thankfully, a history of Alexander the Great is a wonderful entry into the world of historiography. In this course, we will examine topics such as his military genius, his administration of empire, and the mysteries surrounding his death. As the eminent Macedonian scholar Eugene Borza wrote, "it was Alexander's lot that to act as a human being was to move on a vast stage, affecting the lives of countless persons in his own day and capturing the fancies of those who lived after." (*Offered every three years*)

CLAS 213 Ancient Comedy and Satire In the fourth century BCE the Athenian philosopher Aristotle included comedy among the forms of poetry that provided audiences with an experience that went beyond entertainment. For Greeks and Romans this genre allowed people to escape present time and circumstances. In this course we will examine the comedies and satires of the classical world and try to understand the appeal and value of the comedies to the ancient audience. We will examine the historical context of the comedies, their connection to ritual, politics, and cultural changes and the differences between the artists and periods. We will also compare the ancient comedies to modern comedies and discuss comedy as an evolving genre. Theoretical works will be consulted as we consider the presence in comedy and satire of sexuality and aggression. And lastly, we will have some fun reading the comedies. Dedicated and thoughtful participation is required as we laugh—or don't—at works by Aristophanes, Plautus, Terence, Horace, and Juvenal. (*Offered every three years*)

CLAS 228 Classical Epic In this course, we will read epic texts from Ancient Greece and Rome, not only to acquaint ourselves with some of the most informative traditions in the history of Europe and America, but also, to discuss Epic poetry's defining features, as well as its significance to the various groups that have created, transmitted, and received it. We will also discuss the strengths and weaknesses of the different methodological approaches applied to Epic texts. Are Epics just stories, or are they something more? How reliable are Epics as historical sources? Why has Epic poetry gripped the imaginations of so many individuals for so long? Why do Epic heroes (and heroines) seem so—for lack of a better modern description—unheroic? (*Offered every three years*)

CLAS 230 Gender and Sexuality in Antiquity Ancient Greek and Roman literature were powerful forces in shaping attitudes toward and expectations for men and women that have continued into the 20th century. Through readings

(in English translation) of Greek and Roman literature from what were very patriarchal societies, students explore the attitudes of these ancient peoples toward issues of sex and gender. Students examine from both traditional and feminist perspectives material written by both men and women from different classes and cultures, with a view to assessing how ancient attitudes towards sex and gender have informed our own. (*Offered every three years*)

CLAS 251 The Romans: Republic to Empire This course surveys the “Roman Revolution,” from 140 B.C. to A.D. 70: the Destruction of the Republic by Julius Caesar and Augustus’ founding of the Empire. Students trace the political evolution of Rome through these two centuries and read several central works by ancient authors of this period. The course also considers the “everyday life” of the Romans—the conditions of the rich, poor, and slave, the changing status of women, and religious and philosophical pluralism within the Empire. The course thus aims to be an introduction to Roman History and culture during its central era. (*Offered every three years*)

CLAS 450 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 Beginning Greek I “There is one criterion, and one only, by which a course for the learners of a language no longer spoken should be judged: the efficiency and speed with which it brings them to the stage of reading texts in the original language with precision, understanding, and enjoyment.” This statement by Sir Kenneth Dover characterizes the approach to learning Greek pursued in the beginning sequence (GRE 101, GRE 102). The aim of this sequence is to provide students with the vocabulary and grammatical skills necessary to read ancient Greek authors as quickly as possible. This language study also offers an interesting and effective approach to the culture and thought of the Greeks. No prerequisites. (*Fall, offered annually*)

GRE 102 Beginning Greek II A continuation of GRE 101, this course continues and completes the presentation of basic Greek grammar and vocabulary and increases students’ facility in reading Greek. Prerequisite: GRE 101 or the equivalent. (*Spring, offered annually*)

GRE 205 The Greek New Testament In this course, students read one of the canonical gospels in the original Greek and the other three in English translation. Class work emphasizes the grammatical differences between *koine* Greek and Classical Greek. The course considers the numerous noncanonical gospels and investigates the formation of the New Testament canon. Students examine textual variants in the biblical manuscripts and discuss the principles that lead textual critics to prefer one reading over another. The theory that Matthew and Luke are based on Mark and a hypothetical document “Q” is critically investigated. The course also introduces students to modern approaches to New Testament study: form, redaction, rhetorical, and postmodern criticisms. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

GRE 213 Plato In this course, a Platonic dialogue such as the *Symposium*, the *Apology*, or the *Crito* is read in Greek, with attention directed to the character and philosophy of Socrates as they are represented by Plato. It includes a review of Greek grammar. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

GRE 223 Homer This course is a reading in Greek and discussion of some of either Homer’s *Iliad* or *Odyssey*, with the entire poem read in English. Some attention is given to the cultural and historical setting and to the nature of Homeric language, but the course aims at an appreciation, through readings in the original, of the *Iliad* or *Odyssey* as a poetic masterpiece. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

GRE 250 Ancient Greek Historians In this course, students read selections from Herodotus, Xenophon, or Thucydides, examining both the authors’ prose styles and the historical contexts in which they wrote. The course aims to develop the ability to read the original Greek text of an ancient historian with attention given to vocabulary, grammar and style.

In addition, students will also examine the ways in which Greek historians recorded their history in a way that was both aesthetically pleasing and useful. (*Offered every three years*)

GRE 263 Sophocles This course includes a careful reading in Greek of one of the plays of Sophocles, such as *Oedipus the King* or *Antigone*, with close attention to the language of tragedy, as well as to plot construction, dramatic technique, and the issues raised by the mythic story. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

GRE 264 Euripides In this course, a complete tragedy of Euripides, such as *Alcestis*, *Bacchae*, *Hippolytus*, or *Medea*, is studied in Greek, with close attention to language and style as a way of appreciating the play's broader concerns and Euripides' dramatic artistry. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

GRE 265 Aristophanes In this course, one of the comedies of Aristophanes, such as *Lysistrata* or *Clouds*, is read closely in Greek. In addition to discussing its universal human themes, the course explores its relevance to its Athenian historical period and discusses the particular nature of Aristophanic comedy. Prerequisite: GRE 102 or equivalent. (*Offered every three years*)

GRE 301 Advanced Readings in Greek Literature this course is offered to students who have mastered the fundamentals of Greek and are now able to read substantial amounts appreciatively. Readings are chosen according to the interests and needs of the students. Prerequisites: two semesters of 200-level Greek or permission of the instructor. Typical readings: prose—Plato, Xenophon, Herodotus, Thucydides, Lysias, Demosthenes; poetry—Sophocles, Euripides, Aristophanes. (*Fall, offered annually*)

GRE 302 Advanced Readings in Greek Literature This course is parallel to GRE 301. (*Spring, offered annually*)

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 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. (*Offered every three years*)

LAT 224 Plautus One of Plautus's comedies, such as the *Casina* or the *Miles Gloriosus*, will be read in Latin. Attention will be given to Plautus's archaic Latin and its differences from the classical norm, the complex meters of the play, the adaptation of a Greek New Comedy to the Latin language and to Roman mores, and the presence of sex and violence in entertainment. (*Offered occasionally*)

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 and Vergil's or Ovid's presentation of Augustan Rome against the background of its historical and literary heritage. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

LAT 248 **The Writings of Cicero or Pliny** This course includes readings in the original Latin of works by eyewitnesses to the profound changes that Rome experienced during the late republic and early empire. It gives considerable attention to the literary intentions of the author and to the light those intentions throw on contemporary political feelings and postures. Prerequisite: LAT 102 or equivalent. (*Offered every three years*)

LAT 255 **Latin Historians: Tacitus or Livy** This course includes readings from Tacitus' *Annales* or Livy's *Ab Urbe Condita*, examining the authors' prose styles and the historical contexts in which they wrote. Students explore the authors' use of historiography as ostensible support or covert attack on political regimes. Attention is given to the ancient view that history must be aesthetically pleasing and ethically useful and to ancient historians' lapses in objectivity and accuracy. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

LAT 262 **Latin Erotic Poetry** In this course, selections from Catullus, Propertius, Sulpicia, Tibullus, and Ovid help to survey the language, themes, and structures of Augustan elegiac poetry. Considerable attention is paid to the Roman authors' views of women and of the relations between the sexes. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

LAT 264 **Petronius or Seneca** In this course, selections from the *Satyricon*, read in Latin, highlight Petronius' wit, his depiction of contemporary society, and the *Satyricon* as an example of ancient prose narrative. Alternatively, selections from Seneca's *Moral Epistles* portray the Stoic philosopher's ethical concerns in a time of tyranny, or one of his blood-and-thunder tragedies illustrates the spirit of the age of Nero, in which evil becomes a fine art. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

LAT 301 **Advanced Readings in Latin Literature** This course is offered to students who have mastered the fundamentals of Latin and are now able to read substantial amounts appreciatively. Readings are chosen according to the interests and needs of the students. Prerequisites: Two terms of 200-level Latin or permission of the instructor. Typical readings: prose—Cicero, Seneca, Tacitus, Livy; poetry—Horace, Juvenal, Lucretius, Ovid, Propertius, Vergil. (*Fall, offered annually*)

LAT 302 **Advanced Readings in Latin Literature** This course is parallel to LAT 301. (*Spring, offered annually*)

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 495 **Honors** (*By arrangement*)

Cognition, Logic, and Language

Program Faculty

David Eck, Mathematics and Computer Science, Coordinator

Eugen Baer, Philosophy

Scott Brophy, Philosophy

Carol Critchlow, Mathematics and Computer Science

Mark Deutschlander, Biology

Gregory Frost-Arnold, Philosophy

Paul Kehle, Education

Rodman King, Philosophy

Michelle Rizzella, Psychology

Cognition refers to the process of thinking. It is a major topic in psychology, but it is closely allied with several other fields including the physiology of the brain, the acquisition and use of natural languages, the structure of the formal languages used in mathematical logic and computer science, and the philosophy of knowledge and mind. The Cognition, Logic, and Language program allows a student to pursue the multiple aspects of this highly interdisciplinary subject.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

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

CORE AREAS

Philosophy

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

Formal Language and Logic

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

Cognitive Psychology

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

The Physiological Basis of Cognition

BIOL	340	Neurobiology
PSY	230	Biopsychology

PSY	299	Sensation and Perception
PSY	309	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	304	Representations, Inferences, and Meanings
SPAN	306	¡Cómo mola! Introducción a la Lingüística Española (Note: The minor can include one language course <i>in addition to</i> SPAN 306.)
WRRH	201	Grammar and Style
WRRH	250	Talk and Text: An Introduction to Discourse Analysis

ELECTIVES

ANTH	227	Intercultural Communication
ANTH	285	Primate Behavior
EDUC	202	Human Growth and Development
EDUC	221	Understanding Autism
EDUC	222	Teaching, Learning, Schools, and Mathematics
ENG	290	Creative Writing
MATH	110	Discovering in Math
MATH	135	First Steps Into Advanced Mathematics
MUS	110	Introduction to Music Theory
MUS	120	Tonal Theory and Aural Skills I
MUS	202	Medieval and Renaissance Music
PHIL	120	Critical Thinking and Argument Analysis
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 & Culture in the Ancien 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

Department Faculty

Stina Bridgeman, Associate Professor, Chair

David Belding, Associate Professor

Carol Critchlow, Associate Professor

David Eck, Professor

Jonathan Forde, Associate Professor

Erika King, Associate Professor

Yan Hao, Assistant Professor

John Lasseter, Assistant Professor

Kevin Mitchell, Professor

John Vaughn, Associate Professor

Computers are an integral part of today's society, and understanding how to effectively use the power of computing is increasingly important. The study of computer science also promotes rigorous thinking and problem-solving ability – beneath the technical knowledge necessary for working with computers, computer science is, at its core, very much the study of how to solve problems. Many students who major in computer science go on to graduate school or to work in related professions. For other students, computer science is a good choice for a second major or minor, in combination with another major from any of the Colleges' academic divisions. Regardless of field, students often find that the skills they have gained studying computer science are highly sought-after by employers. To meet the challenges, opportunities, and responsibilities encountered after graduation, computer science majors are encouraged to obtain a broad but firm foundation in the discipline. In a rapidly growing and changing field, the department offers a range of courses that enable majors to use modern technology, to understand its applications across a broad range of disciplines, and to understand the fundamental and enduring principles underlying those applications. The Department of Mathematics and Computer Science offers two disciplinary majors in computer science (B.A. and B.S.) and a disciplinary minor in computer science. In addition to the specific courses listed below, other courses may be approved by the department for credit toward a major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; the department strongly recommends courses be taken on a graded, rather than a credit/no credit, basis.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

CPSC 124, CPSC 220, CPSC 225, CPSC 229, CPSC 327, CPSC 329; two additional 300- or 400-level CPSC courses excluding CPSC 450, CPSC 495, and CPSC 499; two additional computer science or mathematics (MATH 130 or above) courses.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 15 courses

CPSC 124, CPSC 220, CPSC 225, CPSC 229, CPSC 327, CPSC 329; two 400-level computer science courses excluding CPSC 450, CPSC 495, and CPSC 499; two additional computer science courses; and five additional courses from the Natural Science division that count towards the major in their respective departments, chosen in consultation with the adviser. (MATH 130 can be included in the last category.)

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

CPSC 124, CPSC 225, and three additional computer science courses chosen in consultation with the 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 website development. This course is intended for students with little or no previous computer science experience, and is appropriate for those who are interested in computer science as well as those who might not have considered computer science but are interested in a particular topic area. This course counts toward the major and minor in computer science but cannot be taken after completion of CPSC 124. No prerequisites. (*Offered every semester*)

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. This course has a required lab component, and is required for the major and minor in computer science. No prerequisites. (*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 that investigate, analyze, and interact with the environment. Topics may include mobile robots, legged robots, computer vision, and various approaches to robot intelligence. Prerequisite: CPSC 226 or permission of the instructor. (*Offered alternate years*)

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 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 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
Eugen Baer, Philosophy
Eric Barnes, Philosophy
Betty Bayer, Women's Studies
Rob Carson, English
Christine Chin, Art
Anna Creadick, English
Kanate Dahouda, French and Francophone Studies
Marilyn Jiménez, Africana Studies
Cedric Johnson, Political Science
Richard Mason, Sociology
Joseph Mink, Political Science
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

The Critical Social Studies program is about theory, emphasizing social and cultural theories and their interrelationships. Though we hold differing interpretations of what theory is, we share an understanding of its rootedness in the lived practice of everyday lives. This program involves us in a common project of studying, criticizing, and, indeed, making theory, engaging faculty and students in increasingly demanding theoretical dialogues with three aims: First, to reflect on the "common-sense" assumptions, practices, and identities that inform everyday life; to reflect on the practices, assumptions, and representations that constitute the common sense of academic disciplines; and to reflect on the consequences and implications of these. Second, to deal critically and historically, in social, political, and economic context, with those "common-sense" attitudes that constitute everyday and academic life. Third, to encourage reflection on the personal, practical, and policy implications of such critical activity, that is, to consider what might be done for public policy and for social action, and its sought and unsought personal consequences. The Critical Social Studies program offers an interdisciplinary major and minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 11 courses

BIDS 200, four intermediate and six advanced-level courses from the critical social studies electives chosen in consultation with the adviser to form a coherent program. Of the 10 elective courses, no more than four may be in one department and no more than seven in one division.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

BIDS 200, two intermediate level and three advanced level electives chosen in consultation with the adviser to form a coherent program. No more than three courses may be from any one department or division.

CROSSLISTED COURSES

Intermediate Electives

AFS	200	Ghettoscapes
ANTH	209	Women and Men in Prehistory
ANTH	220	Sex Roles: A Cross-Cultural Perspective
ANTH	230	Beyond Monogamy
ANTH	271	Jobs, Power and Capital
ANTH	280	Environment and Culture: Cultural Ecology

ASN	101	Trekking Through Asia
BIDS	211	Labor: Domestic and Global
BIDS	245	Men and Masculinity
ECON	232	U.S. Economy: A Critical Analysis
ECON	236	Introduction to Radical Political Economy
ECON	248	Poverty and Welfare
EDUC	200	Philosophy of Education
EDUC	202	Human Growth and Development
ENG	165	Introduction to African American Literature
ENG	212	Literature of Sexual Minorities
ENG	213	Environmental Literature
ENG	244	The Nineteenth-Century British Novel: Topics
HIST	256	Technology and Society in Europe
PHIL	120	Critical Thinking and Argumentative Writing
PHIL	151	Philosophy and Contemporary Issues: Crime and Punishment
PHIL	152	Philosophy and Contemporary Issues: Philosophy and Feminism
PHIL	154	Philosophy and Contemporary Issues: Environmental Ethics
PHIL	155	Philosophy and Contemporary Issues: Morality and War
PHIL	220	Semiotics
PHIL	232	Liberty and Community
PHIL	235	Morality and Self Interest
POL	160	Introduction to Political Theory
POL	175	Introduction to Feminist Theory
POL	238	Sex and Power
POL	245	Politics of the New Europe
POL	248	Politics of Development
POL	263	Problems and Methods in the Study of Politics
POL	264	Legal Theory
POL	265	Modern Political Theory
POL	270	African American Political Thought
REL	108	Religion and Alienation
REL	263	Religion and Social Theory
REL	271	The Holocaust
SOC	221	Race and Ethnic Relations
SOC	223	Inequalities
SOC	224	Social Deviance
SOC	225	Sociology of the Family
SOC	226	Sociology of Sex and Gender
SOC	258	Social Problems
SOC	261	Sociology of Education
SOC	271	Sociology of Environmental Issues
WRRH	250	Talk and Text: Introduction to Discourse Analysis

Advanced Electives

AEP	335	The Arts and Human Development
AMST	302	Culture of Empire
ANTH	306	History of Anthropological Theory
ARCH	311	History of Modern Architecture
ARCH	312	Theories of Modern Architecture and Urbanism
ARTH	333	Contemporary Art
ECON	300	Macroeconomic Theory and Policy
ECON	301	Microeconomic Theory and Policy
ECON	305	Political Economy
ECON	310	Economics and Gender
ECON	316	Labor Market Analysis
ECON	331	Institutional Economics
ECON	474	Seminar: Current Issues in Political Economy

ENG	242	Victorian Literature
ENG	302	Post-Structuralist Literary Theory
ENG	305	Psychoanalysis and Literature
ENG	360	Sexuality and American Literature
ENG	362	Body, Memory, and Representation
ENG	380	Film and Ideology
ENG	381	Hollywood on Hollywood
ENG	382	New Waves
ENG	383	Science Fiction Film
FRE	252	Que Sais-Je?
FRE	380	Advanced Francophone Topics: Images de Femmes
HIST	234	History of American Thought from 1865 to Present
HIST	325	Medicine and Public Health in Modern Europe
HIST	371	Life-Cycles: The Family in History
HIST	476	Seminar: Western Civilization and Its Discontents
MATH	278	Number Theory
PHIL	370	Ancient Philosophy
PHIL	372	Early Modern Philosophy
PHIL	373	Kant
PHIL	390	Contemporary Philosophy
POL	335	Law and Society
POL	348	Racism and Hatreds
POL	375	Feminist Legal Theory
REL	237	Christianity and Culture
REL	260	Religion as a Philosophical Act
REL	267	Psychologies of Religion
REL	269	Therapy, Myth and Ritual
REL	273	Foundations of Jewish Thought
REL	281	Unspoken Worlds
REL	283	Que(e)rying Religious Studies
REL	354	Seminar: God, Gender and the Unconscious
REL	365	Loss of Certainty
REL	370	Jewish Mysticism and Hasidism
REL	401	Literary and Theological Responses to the Holocaust
REL	461	Seminar: Towards a Theory of Religious Studies
SOC	300	Classical Sociological Theory
SOC	301	Modern Sociological Theory
SOC	370	Religion, Politics & Lifestyle
SOC	465	Senior Seminar
SPAN	316	Voces de Mujeres
SPAN	317	Arte y Revolución
WMST	300	Feminist Theory
WMST	323	Research in Social Psychology
WMST	357	Self in American Culture
WMST	372	Topics: Social Psychology

COURSE DESCRIPTION

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

Dance

Department Faculty

Donna Davenport, Professor

Michelle Iklé, Associate Professor, Chair

Cadence Whittier, Associate Professor

Cynthia J. Williams, Professor

The Department of Dance offers a wide range of courses in dance technique for the beginning, intermediate, and advanced dancer, as well as dance theory courses such as dance history, composition, human anatomy and kinesiology, and teaching methods. The dance major consists of a series of core courses in dance technique and theory. Students follow their interests within the discipline (dance performance, choreography, teaching, or dance studies) by choosing a specific track; students may elect to broaden their understanding of the interdisciplinary nature of the field by an additional focus on related disciplines such as art, education, music, philosophy, psychology, and/or theatre. The dance major and minor may be either disciplinary or interdisciplinary depending upon the courses selected. Three interdisciplinary dance major tracks are offered: Dance Education, Movement Studies, and Theory and Performance Studies. All courses toward a dance major or minor must be completed with a grade of C- or higher.

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

disciplinary, 12 courses

DAN 200 or DAN 250; DAN 225; DAN 300; DAN 325 or DAN 305; DAN 210 or 212; DAN 460; two full-credit dance technique (DAN) courses at the intermediate or advanced level; a dance ensemble course (DAN 140); and three dance electives in consultation with the adviser, two of which must be at the 200-level or higher.

REQUIREMENTS FOR THE INTERDISCIPLINARY MAJOR (B.A.) TRACKS:

interdisciplinary, 12 courses

Major in DANCE EDUCATION

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

Major in Dance: MOVEMENT STUDIES

Required courses: DAN 225, DAN 305, and DAN 325; two full-credit dance technique (DAN) courses (at 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

DAN 105; DAN 210 or 212; 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 one additional dance full credit (not 900 series) course.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

DAN 105, DAN 210 or 212; DAN 225, 305, or 325; two full-credit dance technique (DAN) courses, at least one at an intermediate or advanced level; and two courses outside the department approved by the adviser.

COURSE DESCRIPTIONS

DAN 105 Introduction to Dance: Theory and Practice This course introduces students to the technique and theory of dance as an art form. Novice and experienced movers alike are introduced to dance theory in a lecture setting, and then explore those movement theories in the dance studio. Students gain both theoretical and practical knowledge of dance and self through readings, research assignments, journal writing, film observation, live concert dance, movement experiences, discussion, and faculty lecture. Study topics include an overview of dance styles, multicultural definition of dance, and an introduction to dance criticism, dance history, aesthetics, dance sciences, and movement analysis. (*Fall, offered annually*)

DAN 110 Introduction to Global Dance Forms 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: Practicum in Repertory and Performance This course follows the creation and performance of dance choreography from audition through final performance. Enrollment is by audition only; auditions are typically held in the fall prior to spring term registration. Students cast in *Dance Ensemble* learn new or repertory choreography created by dance faculty or guest artists and are frequently active participants in the choreographic process. In addition to developing performance skills, students are introduced to technical theatrical design concepts and are expected to complete pre- and post-production assignments. Concurrent registration in a dance technique course is required. (*Spring, offered annually*)

DAN 200 Dance Composition I This is an introductory course in the art and craft of creating dances. Techniques to nurture the individual creative process are explored, including movement improvisation, visual art imagery, chance procedures, musical influences, poetic imagery, and prop and costume studies. The course culminates in each student's presentation of a substantial composition. This course has a multi-disciplinary focus and is open to all students interested in the arts and creative process. (Davenport/Williams, *Fall, offered alternate years*)

DAN 210 Dance History I This course 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 Dance History III: Contemporary 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 230 Community Arts: Wellness, Environment, Culture This is a service-learning course that examines how the arts affect wellness, express one's culture, and promote environmental activism. Students explore the arts and artistic expression in their lives and in the Finger Lakes Region. In addition to theoretical readings and assignments in community arts and activism, the class visits community organizations in and around the Geneva area, specifically those that focus on the arts and/or environmental stewardship. Through the in-class discussions and readings and the out-of-class experiences with the community, students acquire a deeper understanding of how the arts can be used to promote positive social change (Whittier, *offered alternate years*).

DAN 250 Dance Improvisation Improvisation in dance—like its counterparts in music and theatre—relies on the technical skills of the performer, a profound mental commitment and focus, the ability to respond to multiple sensory stimuli, and the development of a body-mind synthesis that allows for action and reflection. The ability to improvise frees the performer from technical and choreographic ruts and gives one the opportunity to create and understand movement from an intensely personal perspective. Students participate in a variety of structured improvisations throughout the semester that are designed to improve their sensitivity to group dynamics, individual movement creativity, and recognition of the expressive capacities for movement expression. While movement is the media, prior dance training is not required. (Williams, Davenport, *Spring, offered alternate years*)

DAN 260 Site-Specific Performance Site-Specific Performance is a multi-disciplinary studio elective designed for student artists in film, theater, music, dance, visual art, and architectural studies. The focus of students' involvement will depend on their arts training and interest. For example, Media and Society (MDSC) students will focus on the camera lens and perspectives on social documentary; musicians and composers (MUS) will consider the location as musical context; and actors, dancers, visual artists and architects (ARTS, DAN, THTR) will generate site performances driven by intentions that include social and environmental activism or aesthetic designs and frameworks without humanitarian goals. Theoretical content will include questions about the design and purpose of site performance; history and philosophy of progressive art; "audience" reception predictions; and spectatorship. Primary sub-topics include: artistic expression, interpretation, aesthetic intention, identity, gendered bodies, Formalism, hetero-normativity and other cultural biases. Primary areas of interdisciplinary study: Performance Studies and Politics of Art..

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. (Iklé, *Spring, offered alternate years*)

DAN 325 Movement Analysis: Laban Studies 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 432 Dance Education Seminar This course is designed to introduce the student to the practices and principles of teaching dance. In addition to the traditional pedagogical areas of study—construction of lesson plans, formation of curriculum, and semester unit plans—the course explores the specific concerns of the dance classroom—injury prevention, use of imagery to elicit physical response, and composition of movement material to cognitively as well as physically challenge students. Prerequisites: Successful completion of DAN 105, DAN 225, DAN 305, and/or DAN 325 strongly recommended. (Davenport/Williams/Whittier, *Offered alternate years*)

DAN 450 Independent Study In this course students are encouraged to pursue explorations of choreography, performance, historical research, teaching, improvisation, arts management and production, or body-mind synthesis within an approved and academically challenging independent study. Permission of instructor required.

DAN 460 Seminar: Advanced Topics in Dance This seminar provides an opportunity for faculty-guided research of a particular area of interest to senior or junior dance majors. (Dance minors admitted with permission of instructor.) 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 PERFORMANCE & TECHNIQUE COURSES (DAN/DAT)

Most dance technique courses may be taken as a one-half credit activity course (DAT) for credit/no credit *or* as a full credit DAN course. Students electing the full credit DAN technique course are expected to complete the academic components of the course, including weekly reading and writing assignments, concert reviews, and research projects, in addition to participation in the studio-based technique class. Students enrolling in the half-credit DAT course *must* register for credit/no credit only. All registered students will be expected to complete midterm and final assessments as designated by each professor.

DAT 140 Dance Ensemble: Practicum in Repertory and Performance Students may elect to take the department's *Dance Ensemble* course as a studio-based half-credit activity. The course material is identical to that described above, and requires the same audition process. Students electing DAT 140 must register for the course credit/no credit and are not expected to complete the additional academic components of the course, but are required to enroll in a concurrent dance technique course. (*Spring, offered annually*)

DAN/DAT 900 Beginning Dance 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 Intro 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 910 Beginning Ballet I This course is an introduction to the techniques and principles of classical ballet, and therefore focuses on learning ballet vocabulary and steps, as well as developing increased balance, coordination, flexibility, and strength. This class also emphasizes artistic play and the development of each student's expressive potential. Students are challenged to apply body connectivity concepts they learn in class to other movement endeavors. 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. No prior dance experience is necessary for enrollment in this class. (*Offered alternate years*)

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 II** 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 930-11 **Pointe I** This lab is linked to the intermediate and/or advanced ballet classes. It is designed for dancers who have reached a level of technical proficiency and strength that enables them to work on Pointe. This class focuses on learning and performing classical ballet variations, and is structured with barre and center floor combinations to teach the technical and artistic principles essential for classical Pointe work. Prerequisite: Concurrent enrollment in DAN/DAT 930 or DAN/DAT 920 and permission of instructor required. (Fall, *offered annually*)

DAN/DAT 932 **Advanced Contemporary Ballet II** 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 932-11 **Contemporary Pointe II** This lab is linked to the intermediate and/or advanced contemporary ballet classes and focuses on the fundamentals of contemporary pointe work. The emphasis of the class therefore includes a focus on learning and performing contemporary ballet variations, and includes barre and center combinations that teach contemporary concepts such as off-balance work, level changes, partnering, and non-classical positions and movement phrases. Prerequisite: Concurrent enrollment in DAN/DAT 932 or DAN/DAT 922 and permission of instructor required. (*Spring, offered annually*)

DAN/DAT 935 **Advanced Modern Dance 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 937 **Advanced Modern Dance II** This course is a continuation of Advanced Modern Dance I. A strong foundation in modern dance technique is expected. (*Spring, offered alternate years*)

DAN/DAT 940 **Beginning Jazz** This is an introductory level jazz technique course designed for the beginning dancer. No prior dance experience is necessary. Students learn to perform basic jazz dance vocabulary through short movement sequences and longer jazz combinations while developing flexibility, strength, and awareness of rhythmical phrasing, and an understanding of jazz as a varied and ever-changing art form with a rich history. Concert attendance, reading and writing assignments expose students to additional theoretical considerations within the jazz idiom. (*Spring, offered alternate years*)

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 950/DAT 950 **Intermediate Jamaican Dance Technique** 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** Enrollment in this course is by audition only and requires participation in the faculty dance concert in April. 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

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

The minor in Development Studies explores different, and often conflicting, perspectives on what “development” might mean and how to achieve it, addressing global questions but focusing particularly on the less developed countries of Latin America, Africa, the Middle East, and East/South Asia. Drawing on the social sciences and the humanities, the minor addresses historical, political and sociological dimensions of development, economic theories of development, cultural and political tensions regarding developed countries’ economic strategies, anthropological studies of local level change, and “alternative” and indigenous development strategies. Through this study, students become acquainted with both the theoretical controversies surrounding development and the real-world challenges that confront those engaged in development work.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Four core courses in four different disciplines: at least one course from the Core Theory list; three additional courses, from either the Core Theory or Core list; and two additional courses from either the Core or Elective lists. At least two of the six courses must be from a department or program outside the social sciences (e.g., Africana Studies, Latin American Studies, English, French, History, 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
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	259	African Politic
POL	281	Politics of South Asia
POL	285	International Politics of the Middle East
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
PHIL	159	Global Justice
POL	202	Politics of Afghanistan
POL	254	Globalization
POL	257	Russia/China Unraveled
POL	258	Comparative Politics of the Middle East
POL	281	Politics of South Asia
POL	285	International Politics of the Middle East
POL	289	Political Economy of Development in Egypt
POL	312	Democratization in the Middle East

POL	387	States and Markets
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
Brian Cooper, Assistant Professor
Thomas E. Drennen, Professor, Chair
Alan I. Frishman, Professor
Keoka Grayson, Assistant Professor
Warren Hamilton, Assistant Professor
Christina Houseworth, Assistant Professor
Judith McKinney, Associate Professor
Scott G. McKinney, Professor
Jo Beth Mertens, Associate Professor
Elizabeth A. Ramey, Assistant Professor
Felipe Rezende, Assistant Professor
Jennifer Tessoroff, Instructor
William Waller, Jr., Professor

The Economics Department provides students with a broad education in economic theory and analytic methods. It uses multiple approaches to the discipline to enable students to understand, analyze, research, and evaluate economic phenomena, processes and issues. We believe this creates a sound foundation for the further critical study of economic matters necessary to be active citizens and successful professionals.

Course offerings in the Economics Department are designed both to meet the needs of students who wish a better understanding of the economic issues that affect their lives and to meet the needs of students who have an interest in an extended, in-depth study of economics. The department offers introductory and advanced courses that examine important issues using the analytical tools of the discipline in addition to courses that examine major economic theories.

Students must take the Math Placement Exam prior to registering for ECON 160. See the on-line placement test at <http://math.hws.edu/placement/> for more information. Beginning with the entering class of 2017, Calculus I (MATH 130) or equivalent is a prerequisite for ECON 300 and 301. All courses must be completed with a grade of C- or better in order to be credited towards the major or minor. Only one 450 course can count towards the major. *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 or finance should take, in addition to the economics courses required for the major, several courses in mathematics, including: Calculus I and II (MATH 130 and 131), Multivariable Calculus (MATH 232), Linear Algebra and Applied Linear Algebra (MATH 204 and 214), and Differential Equations (MATH 237).

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

ECON 160; two topics/issues courses at the 100- or 200-level; ECON 202; the four core courses (ECON 300, ECON 301, ECON 304, ECON 305); and three additional upper-level courses. Beginning with the entering class of 2017, 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 must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

REQUIREMENTS FOR THE MINOR

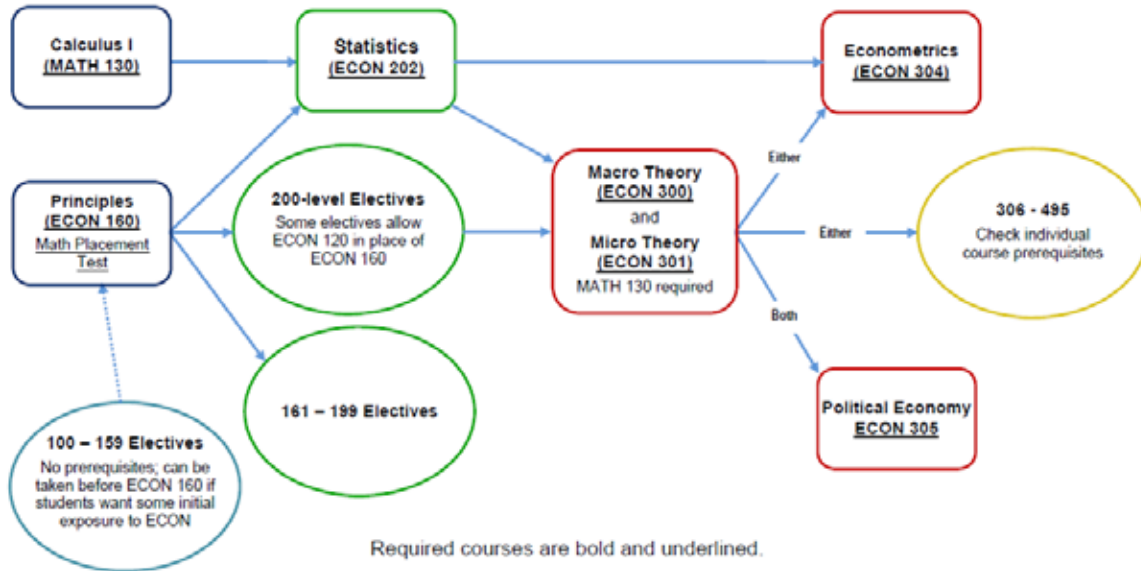
disciplinary, 6 courses

ECON 160; two topics/issues courses; ECON 300; ECON 301; and one additional course at the 300- or 400-level. Beginning with the entering class of 2017, Calculus I (MATH 130) or equivalent is a prerequisite for ECON 300 and 301. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

PATHWAYS TO THE MAJOR

Roadmap for Economics Majors

(Only two 100/200- level electives count towards the Major or the Minor.)
 (Both ECON 300 and 301 require CALCULUS I, ECON 160, and one 200-level elective as prerequisites.)
 (Three electives at the 306+ level are required for 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	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	OFF	X		
Econ 301				X or	OFF	X		
Econ 305					CAMPUS		X	
Econ 202					CAMPUS	X		
Econ 304					CAMPUS		X	
300 – 400 Level Elective					CAMPUS	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 rd Year							
Econ 160	X						
100-200 Level Topics	X						
200 Level Topics			X				
Calculus I		X					
Econ 300				X			
Econ 301				X			
Econ 305						X	
Econ 202		X					
Econ 304						X	
300 – 400 Level Elective							X
300 – 400 Level Elective							X
300 – 400 Level Elective							X

COURSE CONCENTRATIONS

Introductory Course

ECON 160 Principles of Economics

Topics/Issues Courses

ECON 120 Contemporary Issues
ECON 122 Economics of Caring
ECON 124 Entrepreneurial Leadership
ECON 135 Latin American Economies
ECON 146 The Russian Economy
ECON 196 Principles of Accounting
ECON 198 Business Law
ECON 203 Between Labor and Management: Unions
ECON 212 Environmental Economics
ECON 213 Urban Economics
ECON 218 Introduction to Investments
ECON 221 Population and Society
ECON 230 History of Economic Thought
ECON 232 U.S. Economy: A Critical Analysis
ECON 233 Comparative Economics
ECON 236 Introduction to Radical Political Economy
ECON 240 International Trade
ECON 243 Political Economy of Race
ECON 245 Political Economy of Food and Agriculture
ECON 248 Poverty and Welfare

Core Theory Courses

ECON 300 Macroeconomic Theory and Policy
ECON 301 Microeconomic Theory and Policy
ECON 305 Political Economy

Quantitative Reasoning Courses

ECON 202 Statistics
ECON 304 Econometrics

Upper-Level Courses

ECON 306 Industrial Organization
ECON 307 Mathematical Economics
ECON 308 Corporation Finance
ECON 309 Portfolio Analysis
ECON 310 Economics and Gender
ECON 311 Economics of Immigration
ECON 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 331 Institutional Economics
ECON 338 Economics of the Non-Profit Sector
ECON 344 Economic Development
ECON 348 Natural Resources and Energy Economics
ECON 372 Keynes, Keynesians, and Post-Keynesians
ECON 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 480 Seminar: Current Issues in Macroeconomics

POLICY ON TRANSFER COURSES AND AP CREDIT

Students taking courses in an off-campus program not led by HWS faculty may count up to two courses toward the major. To qualify as an upper level elective course, the course must require either intermediate macroeconomic theory or intermediate microeconomic theory (or its equivalent) and the student must have completed these prerequisites prior to taking the course in the off-campus program.

Currently enrolled HWS students may transfer core courses taken at other accredited institutions, subject to the rules of the Colleges. Students should obtain prior approval from the department chair to transfer the course, using the appropriate form from the Hobart or William Smith Dean's office (http://www.hws.edu/offices/pdf/HOBDean_request_for_approval.pdf). The department does not count AP credit toward the major.

COURSE DESCRIPTIONS

ECON 120 Contemporary Issues in Economics Introduction to economics through the application of different analytical tools and perspectives to a variety of contemporary policy issues, such as inflation, unemployment, the environment, regulation, urban problems, economic development, and the role of women and minority groups in the economy. (*Offered annually*)

ECON 122 The Economics of Caring There is more to economics than the wealth of nations. A good society is more than its wealth; it has the capacity and is willing to care for those who cannot completely provide for themselves. In this course students explore, analyze, and assess how our society cares for those who cannot provide all of the necessities of life for themselves, including children, the infirm, and the elderly. They examine public policies and debates concerning poverty, health care, education, child protection, and adoption. (Waller, *offered annually*)

ECON 124 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 or startup or organization that is worthy of implementation. No prerequisites required. (Forbes and Hamilton, *offered annually*).

ENTR 125 Economic Principles for the Entrepreneur 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.

ECON 135 The Latin American Economies In this course we study the Latin American Economies, their troubled history, their boom-and-bust tendencies, the economic policies that have been implemented and their painful consequences in terms of poverty, inflation and debt. We begin with an overview of the settlement of the Americas and the economic systems that developed and end with a look at the rise of Brazil and the Chinese challenge of the 21st Century. (S. McKinney, *Fall, offered annually*)

ECON 146 The Russian Economy Recent experience suggests that even relatively modest changes in economic policy can be challenging and divisive—hard to design, hard to implement, and likely to bring about significant changes in the distribution of income and a variety of unintended consequences. Imagine, then, what Russia experienced in the twentieth century, when over the course of less than eighty years it embarked on two absolutely fundamental changes in the entire economic and political system. In this course we explore the nature of the Soviet socialist economic system, its goals, accomplishments and failures, and then consider the more recent effort to replace that system with one based on markets (J. McKinney, *offered alternate years*)

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*)

ENTR 201 Quantitative Tools for the Entrepreneur This course teaches the basic accounting, statistical, and Excel skills necessary to 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.

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 these tools and when they can usefully be applied to data. 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 or 120. (*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.

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. Education system in relation to other countries.

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

ECON 213 Urban Economics As an introduction to the economy of urban areas in the United States, this course analyzes the historic growth of cities, the location of industries, the formation of market areas, and residential location decisions. It then examines the economic issues concerned with urban housing, poverty, education, transportation, and finances. It has a policy orientation and usually has a service component to be done in Geneva. Prerequisite: ECON 160, or permission of the instructor. (Frishman, *offered alternate years*)

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 221 Population and Society This course looks at population in a broad and systematic way, starting with basic concepts of fertility and mortality; moving on to issues of age structure, family demography, and the projection of

future population; and concluding with policy issues involving immigration, the environment, famines, and population policy. Prerequisite: ECON 120 or 160. (Staff, *offered annually*)

ECON 230 History of Economic Thought The course covers writings on economics from classical Greece to the present day. The course will focus particularly on the rise of political economy in Great Britain during the nineteenth century, and recent developments in mainstream and heterodox economic theory. Topics include: theories on value; population and the standard of living; institutions and economic performance; and debates over the proper role of government in the economy. Primary documents include selections from Adam Smith, T.R. Malthus, Maria Edgeworth, Karl Marx, J. M. Keynes and others. Prerequisite: ECON 120 or 160. (Staff, *offered alternate years*)

ECON 232 The U.S. Economy: A Critical Analysis This course investigates the U.S. economy while developing an introduction to radical political economy. Changing patterns of growth and stagnation in economic activity are analyzed using the concept of social structures of accumulation: the combination of economic, political, and social factors that serve to hasten or retard capital accumulation. Macroeconomic and social changes are explored, as is their impact on the lives of workers, women, and people of color. The power of capital, workers, and other groups to effect change in different periods is an important theme of the course. Prerequisite: ECON 120 or 160. (Staff, *offered alternate years*)

ECON 233 Comparative Economics This course looks at how different societies and cultures have chosen to organize their economies, how their key economic institutions function and how well they have performed over time. We will move away from the traditional 'capitalist versus socialist' or 'command versus market' split within comparative economics to also look at how different religious traditions have attempted to answer the age old questions of 'what,' 'how,' and for 'whom' to produce as well as how increasing economic and financial integration (i.e., 'globalization') and financial crises have impacted economic systems worldwide. Prerequisite: 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. (Staff, *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 such issues as protectionism, economic integration (e.g., NAFTA and the European Union), and international investment, with an emphasis on how economic and financial relations among countries have very different consequences for different groups of people. Prerequisite: ECON 160. (J. McKinney and Tessororf, offered each semester)

ECON 243 Political Economy of Race Persistent racial inequalities in income and wealth remain a fact of life in the U.S. and throughout the Americas. In this course, we explore the interaction between race, gender, and ethnicity in labor and product markets, and we consider the theory and evidence for present-day debates over discrimination and policies such as affirmative action. Finally, we examine how different understandings of "race" color economic theories that seek to explain differences in economic outcomes. Prerequisite: ECON 160. (Staff, *offered annually*)

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

ECON 248 Poverty and Welfare Poverty amidst wealth is a troubling feature of the modern American economy. Economists and other social scientists have offered various explanations for it. This course looks into the nature and extent of U.S. poverty, its measurement, theories of its causes, and the full range of public policies that have been adopted with the aim of easing or ending poverty. Prerequisite: ECON 120 or 160. (Staff, *offered annually*)

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. The course concludes with an examination of the

various policies that each theory prescribes. 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 306 Industrial Organization The course is intended to demonstrate how microeconomic theory applies to industrial markets. An examination and evaluation of the theoretical predictions of price theory is considered in a real world context, with surveys of recent empirical evidence. Such areas as theories of motivation of the firm, identification and measurement of monopoly power, economies of firm size, concentration (definition, measurement, and effects), and oligopolistic behavior are examined. Prerequisite: ECON 301. (Staff, *offered occasionally*)

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 fundamental concepts in microeconomic and macroeconomic theory. Prerequisites: ECON 300 and ECON 301 and MATH 130 or equivalent. (Frishman, *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, ECON 301 (Hamilton, *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. (Hamilton, *offered alternate years*)

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 Economics of Immigration The immigration issue is such a hot political topic that it is often hard to think about it analytically, but such an approach is essential if we are to adopt wise and appropriate policies. In this course, we examine the international movement of people using the tools of economic analysis. We consider both the causes and the consequences of international migration, focusing on contemporary U.S. but using both historical experiences and those of other countries to help inform our understanding. Prerequisite: ECON 301. (J. McKinney, Fall, *offered alternate years*)

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, *offered each Fall*)

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 alternate years*)

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 immigrations, specifically adjustment and impact. We examine other topics such as unemployment and inequality.

ECON 320 Media Economics This course uses economic concepts from the field of industrial organization and applies these tools to media industries. The structure-conduct-performance framework of industry studies is employed to facilitate the study of major public policy issues including competition policy, government regulation of business, the consequences of media concentration. Additionally the topics of media finance and media globalization will be explored. Students will prepare and present industry studies, policy briefs, or research projects on selected topics. Prerequisite: ECON 301. (Waller, *offered annually*)

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. (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.

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 338 Economics of the Non-Profit Sector This course investigates economic institutions that are given little attention in the normal approaches to microeconomics and macroeconomics, but that are significant to the economy of the U.S. Not-for-profit organizations such as colleges and universities, hospitals, and philanthropic organizations; cooperatives and collectives; and public/private partnerships are investigated. Their role in the U.S. economy is assessed, as are the wide variety of nongovernmental organizations (NGOs) in other economies of the world. Prerequisites: ECON 300, ECON 301 or permission of instructor. (Staff, *Fall, offered alternate years*)

ECON 344 Economic Development and Planning This course examines both the theory and practice of less developed countries in their attempts to modernize and industrialize. Some topics that are discussed include: the roles of agricultural and industrial development, investment, urbanization, infrastructure, foreign trade, foreign aid and debt, and government planning. The course evaluates the importance of the distribution of income, education, the transfer of technology, population control, and neo-colonialism. Countries from Africa, Asia, and Latin America are used frequently and extensively as examples. Prerequisite: ECON 300. (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 and MATH 130. (Grayson, *offered alternate years*)

ECON 425 Seminar: Public Macroeconomics This course looks at the role government plays in stabilizing and destabilizing the macro economy by means of its expenditures and taxes, its monetary policy, and its exchange rate policy. The course focuses on the experience of Latin America, where mismanagement, heterodox policy, shock treatment, and the "Chicago Boys" have brought the consequences of government policy into sharp relief. Prerequisites: ECON 202 and ECON 300. (S. McKinney, *offered alternate years*)

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

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

ECON 474 Seminar: Current Issues in Political Economy This course focuses on different topics each year, such as the changing nature of work, and globalization. Prerequisite: ECON 305, or permission of instructor. (Staff, *Fall, offered alternate years*)

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 economics 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 (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 annually*)

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

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, Assistant Professor

Paul Kehle, Associate Professor, Chair

Mary Kelly, Assistant Professor

James MaKinster, Professor

Charles Temple, Professor, Co-Chair

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 and interdisciplinary minor, undergraduate program leading to teacher certification in several fields, and a graduate program leading to the Master of Arts in Teaching degree.

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 Hobart and William Smith certification programs, students learn to teach by teaching, and devote the majority of their course concentrations to academic study outside of the department. Students in teacher certification programs may major in almost any discipline or program offered by the Colleges, with the proviso that those seeking adolescent certification or certification to teach art 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.

One semester in the senior year is devoted to full-time student teaching. Four course credits are granted for student teaching and an accompanying seminar. Student teaching is the only part of the certification program that is awarded course credit. Tutoring, assistant teaching, and the teacher seminars are all undertaken outside of the normal curriculum and are carried in addition to a full course load in other subjects. However, students may elect to take courses offered by the department leading toward a minor. All candidates for teacher certification in New York State must also, at their own expense, take and pass the appropriate examinations required by New York State and be fingerprinted.

Distribution Requirements for Certification

In addition to completing the education practica and teacher seminars as noted above, all students pursuing certification must fulfill the following distribution requirements: one natural science course (biology, chemistry, geoscience or physics, lab recommended), one social science or history course (two recommended), one fine arts course (art history is acceptable), one literature course (e.g., English, French, Spanish, German or classics) and two courses in a language other than English (or placement at or above the second year level in a language). Note: Distribution requirements are subject to change as New York State publishes new rules for certification. A list of acceptable courses are included within the Teacher Education Program Handbook.

Childhood (1-6) Teacher Certification

Students may prepare to teach at the childhood level (grades 1-6) by completing the childhood teacher certification program. Education practica in this program are completed in a variety of public and private elementary school settings in the Geneva area. Student teaching must be completed in the first through sixth grades. In addition to the distribution requirements noted above, students pursuing childhood certification must also complete a college-level course in mathematics (or receive placement into MATH 130 on the Colleges' Math Placement exam). Students may pursue any major at the Colleges except Studio Art.

Childhood and Students with Disabilities (1-6) Teacher Certification

Certification in special education along with childhood education is available by completing the program in childhood and students with disabilities (grades 1-6). In addition to completing all of the requirements described above for childhood certification, students pursuing special education certification must take at least four courses in special education offered by the education, psychology, and sociology departments, and must complete two additional teacher seminars in special education. Student teaching is carried out in both general elementary classrooms and in special education settings. The special education program at the Colleges is intended to prepare students to work in a variety of school settings with children with and without disabilities.

Adolescent (7-12) Teacher Certification

Students may prepare to teach at the secondary level (grades 7-12) by completing the adolescent teacher certification program. The fieldwork in this program is conducted in the subject area in which students are preparing to teach. The department is licensed to prepare teachers of English, social studies, biology, chemistry, physics, earth science, general science, French, Spanish, Latin, and mathematics. Adolescent certification candidates must meet certain requirements regarding their areas of concentration and must student teach at the seventh-grade level or higher in the subject area in which they seek certification.

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

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

Teacher Certification in Art (P-12)

Students may prepare to teach art in preschool through grade 12. Students pursuing certification in art complete their fieldwork in art classrooms in kindergarten through high school and student teaching is carried out at both the elementary and secondary levels. In addition to the distribution requirements noted above, students pursuing certification in art must also complete a 12-course major in studio art as described elsewhere in the Colleges' *Catalogue* with the proviso that the major include either four art history courses, or three art history courses and a course in aesthetics (PHIL 230); and that the art history courses address at least two historical periods or cultures.

Teacher Certification in Music (P-12)

Students may prepare to teach music in preschool through grade 12. Students pursuing certification in music complete their fieldwork in music classrooms in kindergarten through high school and student teaching is carried out at both the elementary and secondary levels. In addition to the distribution requirements noted above, students pursuing certification in music must also complete a major in music (B.A.) as described 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 Children: Policies and Practices

TEACHER SEMINARS IN SPECIAL EDUCATION

In addition to the required teacher seminars listed above, students pursuing certification in special education must complete the following seminars:

Assistant Teacher Seminars

EDUC	073	Assessments and IEPs
EDUC	074	Collaboration and Management

EDUCATION PRACTICA

The following education practica must be completed by all students planning to complete a teacher certification program. Students must be enrolled in a teacher certification program in order to register for any of these practica.

Education practica carry no academic credit, but do appear on transcripts and are counted toward teacher certification by New York State. Students in these practica are required to spend at least 40 hours a semester working in local classrooms.

Tutor Practica

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. These practica run concurrently with teacher 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. These practica run concurrently with teacher seminars, and provide the field component for those seminars.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Six courses, at least two, but not more than three, in education. Courses in this minor must contribute to a theme grounded in education courses; courses outside education must be conceptually related to the education courses. At least four of the six courses must be at the 300-level or above. Only one independent study may be counted toward the minor. At least three courses must be unique to the minor. Any course used in meeting requirements for the minor must be passed with a grade of C- or better.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Any five education courses with at least two courses at the 200-level, and at least two at the 300- or 400-level. Only one independent study may count toward the minor. SOC 261 *Sociology of Education* may substitute for one of the 200-level education courses; WRRH 322 *Adolescent Literature*, and AEP 335 *Arts and Human Development* may substitute for 300 or above education courses. At least three courses must be unique to the minor. Students majoring in arts and education may not minor in education. Any course used in meeting requirements for the minor must be passed with a grade of C- or better.

THE MASTER OF ARTS IN TEACHING PROGRAM

The MAT program is open on a competitive basis to students who are enrolled in 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 a temporary New York State teaching certificate, which may be raised to the professional level after three years of full-time teaching.

Requirements of the MAT Program

The MAT program consists of nine graduate course credits. Candidates must pass all of the courses in the graduate program with a grade of B- or better and maintain a 3.0 GPA during the graduate year. In the spring semester of the senior year, students take EDUC 420 Research in Education. During that semester, they work with their advisor 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:

- One undergraduate course taken as an elective at the graduate level
- EDUC 620 Foundations of Education
- EDUC 801 & 803 Master's Project Courses
- EDUC 820 Graduate Seminar in Education

COURSE DESCRIPTIONS

Note: Courses numbered 071 to 094 (teaching seminars and education practica) may be taken only by students who have been admitted to a teacher certification program. They carry no academic credit but are recorded on the student's official transcript.

EDUC 091 **Tutor Practicum I** (*Offered annually*)

EDUC 092 **Tutor Practicum II** (*Offered annually*)

EDUC 093 **Assistant Teacher Practicum I** (*Offered annually*)

EDUC 094 **Assistant Teacher Practicum II** (*Offered annually*)

EDUC 072 Teaching Students With Special Needs In this seminar, students examine a variety of ways that teachers understand learners and design instruction in response to those learners. Students explore a range of strategies used by teachers to accommodate the needs of all students and discuss ways to evaluate student learning strengths and needs. (*Kelly/Harris, Fall, offered annually*)

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 educational plan. (*Kelly, Spring, offered annually*)

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. (*Staff, Fall and Spring, offered annually*)

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 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 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, offered annually*).

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, offered annually*).

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, offered annually*)

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, offered annually*)

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, offered annually*)

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, offered annually*)

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, offered annually*)

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, offered annually*)

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, offered annually*)

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, offered annually*)

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, offered annually*)

EDUC 083-11 Teaching English Language Learners This seminar is required of those pursuing certification as Teachers of English to Speakers of Other Languages, and is available, with the instructor's permission, to students enrolled in other teacher preparation programs at the Colleges. Methods, materials, and assessment for teaching English Language Learners are covered. (Staff, *Spring, offered annually*).

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 that they wish to explore and develop a "curriculum project" (short course or teaching unit), which could be used to teach their specific theme over a period of several weeks. Attention is given to aligning curricula with New York State Learning Standards and developing integrated curricula as well as adapting curricula for students with special needs. Students also examine a number of models of teaching. Groups of students are assigned different models of teaching, design lesson plans illustrating those models, and present those lessons for analysis. Assessment is also discussed in terms of the curriculum projects that students develop. (Collins/Gibbon, *Spring, offered annually*)

EDUC 085 Protecting Children: Policies and Practices This seminar focuses on three main areas of special need: substance abuse, identification and reporting of child abuse and maltreatment, and families in conflict. Students are informed about alcohol and other drugs, the physical and behavioral indicators of substance abuse, and mandated reporting procedures. The seminar provides an array of options for teachers who are confronted by problems raised by substance abuse. Students are given alternative means for creating safe and nurturing learning environments for all students, including instruction in fire and arson prevention, preventing child abduction, and providing safety education. Family dynamics, factors in the home, and the development of a sense of community and mutual respect are given special consideration. (Gibbon, *Fall and Spring, offered annually*)

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.

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. (Collins, *Fall, 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, *Fall, 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. (Staff, *offered annually*)

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 has disability? What impact does labeling have on children's lives? How special is special education? What are the various disabilities children may experience? How do children with disabilities fit in the mainstream of American life? Disabilities will be explored from a variety of perspectives (family, social, legal, education, etc.) There is a service-learning component to this course. (Kelly, *Fall, offered annually*)

EDUC 208 Teaching, Learning and Popular Culture This course examines the spaces where school, youth, and popular culture intersect. It looks at the ways popular culture and education oppose each other and investigates reasons why. Since young people are often at the center of this disconnect, students explore how they shape and reflect popular culture, how the meaning of youth shifts over time, how they use popular culture to learn, and how they negotiate disconnects between their lived experiences outside of school and what goes on in school. This course also looks at the multiple ways youth and teachers are constructed in various pop culture forms. Students examine how markers of identity like race, class, gender, ability, age and sexuality are represented and what this means for educational practice and policy. (Staff, *Fall, offered occasionally*)

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

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. (McCabe, *Fall, 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. Cross-listed with Cognition, Logic and Language. (Kehle, *Spring, offered alternate years*)

EDUC 225 Contemporary Concepts in 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 and Forbes, *Spring, 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. (Staff, *Fall, offered annually*)

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. (Staff, *Spring, offered annually*)

EDUC 252 History of Disability This course is an overview of historical perspectives of disability and special education using a social justice paradigm for analysis. This course has a larger goal of deconstructing concepts of normalcy and deviance as social and educational mechanisms. In addition, this course focuses on the historical significance of: the evolution of the specific terms and labels in the special education and special service fields as related to religious, social/cultural, medical, psychological and educational fields; past and present philosophies related to educational definitions, labeling issues and identification of individuals with disabilities; past and current factors that influence the overrepresentation of culturally and linguistically diverse individuals in special education programs; historical legal treatment of individuals with disabilities; current legal mandates and policies that influence special education programs; social movements and their influence on perspectives toward deviancy within our society; special education and its impact on the field of education. (Pliner, *Spring, offered occasionally*)

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, which they teach to a group of local children. (Collins, *Spring*)

EDUC 302 Disability in China This course uses the lens of state and society reform to examine disability in mainland China. The course begins with an introduction to limited services for individuals with disabilities before 1949 (establishment of the People's Republic of China), and then examines reforms in society that impacted this population since 1949. A significant portion of this course is spent studying disability and society in China after 1978, the beginning of the reform period. While the course focuses on disability, readings include more broadly focused works to introduce students to the context of China in which persons with disabilities live. (McCabe, *Fall, offered alternate years*)

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. Cross-listed with Cognition, Logic and Language. (Kehle, *Spring, offered alternate years*)

EDUC 306 Technology for Children with Disabilities This course will actively explore the ways in which assistive technology (AT) and universal design for learning (UDL) can assist children with disabilities to increase their participation in education, community, and home environments, and will include social, legal, ethical, and ecological factors relating to children with disabilities and the use of AT and UDL. Participants will explore various technologies from non-electronic 'low-tech' to 'high tech' devices, as well as AT that enhances learning, communication, mobility and access. Participants will learn strategies to assess AT and the strengths and needs of children with disabilities, and will examine issues of independent living and self-determination. Participants will have hands-on opportunities to use a wide variety of AT. There is a service-learning component to the class. (Kelly, *Spring, offered alternate years*)

EDUC 307 Civil Rights Education Educational opportunity has been a cornerstone in ongoing struggles for civil rights in America. This course will trace the stories and struggles of historical actors that aimed to achieve educational opportunity and redefined the relationship between education and civil rights along the way. Throughout the highly interactive course, students will employ an historical framework to critically assess the significance of school reform efforts as they relate to social justice. Students will also undertake a critical and personal exploration of human agency in struggles for reform, especially with respect to school reform. (Hussain, *Spring, offered annually*)

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, Fall, *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.

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, Fall, *offered alternate years*)

EDUC 330 Disability & Transition: Life After High School 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.

EDUC 332 Disability, Family, and Society In this course, students examine the experiences of individuals with disabilities and their families. Students learn about issues of family and disability at the individual, school, and societal level, including an introduction to multicultural and international perspectives on these issues. Students learn about different ways to understand families that incorporate environmental and social influences. Both the challenges and unique positive impacts of having a family member with a disability will be discussed. Family experiences are explored through readings that include research reports, family accounts, and first-person narratives. (Staff, *offered occasionally*)

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, Spring, *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: Life after High School. Prerequisite: faculty recommendation. (Repeatable) (Staff)

EDUC 338 Inclusive Schooling This course focuses on children with special needs within the larger context of general education and public school. Students discuss and debate the following issues: Who are schools for? How has society historically perceived children with disabilities? In what ways has the creation of special education impacted the field of education? Are inclusionary schools too idealistic to work? Is the merger of general and special education beneficial

for all students? The class examines models of inclusive classrooms and schools with teachers, parents, students, and administrators who presently work in inclusive settings. Site visits are included. (Staff, *offered occasionally*)

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 creates a series of educational challenges in terms of helping visitors, regional citizens and politicians make well-informed personal and political decisions. This course may require at least two weekend field trips. (MaKinster, *Fall, offered alternate years*)

EDUC 349 The Nature of Science and Scientific Inquiry in Schools Teaching science effectively requires teachers to understand how to engage students in scientific inquiry and create meaningful contexts for learning. Students will explore the nature of science and scientific knowledge and examine the similarities and differences between the lives of professional scientists and what K-12 students can do in classroom settings. Topics include identifying reliable curriculum resources, supporting students in learning, assessment, creating real-world contexts, how social and cultural aspects manifest themselves in science classrooms, and how to make science engaging and enjoyable. (MaKinster, *Fall, alternate years*)

EDUC 360 Teaching for a Sustainable Environment Teaching to help solve environmental problems must occur across all segments of society: homes, schools, places of work, business and industry, laboratories, political arenas, and recreational venues. Teaching is defined very broadly as any action directed at people or institutions to promote a sustainable environment. Students examine the roles of ethical reasoning and critical pedagogy in helping address educational challenges posed by conflicting value systems. Students design projects to meet related environmental education needs on campus or in the surrounding community. Prerequisites: At least one course in environmental studies. Cross-listed with Environmental Studies. (Kehle, *Fall, offered alternate years*)

EDUC 370 Social Foundations of Multiculturalism This course examines the institution of schooling, broadly conceived, as it is positioned in a multicultural and diverse society. It looks at historical and contemporary debates surrounding the concept of multiculturalism and explores how the ideas are played out in U.S. education systems and in our everyday, public and private social experiences. Students examine the relationship of schooling to other societal institutions in order to understand the academic, political, and social effects on students and society. Throughout the course students tackle topics with an eye for meaningful incorporation of personal and systemic dimensions of diversity and broaden their knowledge about being responsible citizens of the world. (Staff, *Spring, offered occasionally*)

EDUC 401 Analysis of Teaching in Secondary School This course is open only to adolescent teacher certification participants engaged as full-time student teachers. It provides a structure within which participants critically examine their classroom experiences of teaching, learning, and curriculum development, with the goal of becoming reflective practitioners. Texts and readings are selected from those that provide analysis of the experience of secondary school education, as well as those that provide rationales for the methods and purposes of the academic disciplines. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Gibbon, *offered each semester*)

EDUC 402-403 Practicum in Secondary School Teaching This is full-time student teaching. Students plan and direct instructional and ancillary activity, in a middle or high school classroom (in their area of certification), for a full semester. It is expected that the student take on all responsibilities normally accepted by secondary school teachers. These include supervision of students, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, and participation in professional conferences or in-service training sessions. Students are guided by their cooperating teacher and are observed weekly by a college supervisor. This course must be taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Gibbon, *offered each semester*)

EDUC 404 Analysis of Teaching in Elementary and Special Education This course is open only to elementary and special education teacher certification program participants engaged as full-time student teachers. It provides student teachers with an opportunity to critique education as it is offered in school settings for all children. Participants focus on becoming reflective practitioners as they critically examine teaching, learning, and curriculum development. Emphasis is placed on application of the above to the teaching of English Language Arts. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Harris, *offered each semester*)

EDUC 405-406 Practicum in Elementary School Teaching This is full-time student teaching. Students plan and direct instructional and ancillary activities in an elementary school classroom setting for a full semester. It is expected that the student take on all responsibility normally accepted by elementary school teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, and participation in professional conferences or in-service training sessions. Students are guided by their cooperating teacher and are observed weekly by a college supervisor. This course must be taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Harris, *offered each semester*)

EDUC 407 Practicum in Teaching Children with Special Needs This is full-time student teaching, taken in tandem with EDUC 405 during the second seven weeks of the semester. Students complete student teaching (as described in EDUC 405 above) in elementary special education settings. This course must be taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Kelly/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. (Staff, *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. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Staff, *offered each semester*)

EDUC 420 Research in Education Open only to students enrolled in the Master of Arts in Teaching Program, this course is a survey of educational research methods with a special emphasis on qualitative and teacher-generated research. The course is intended to support students as they prepare and present a proposal for a master's thesis. Typical readings: Bogdan and Biklen, *Qualitative Research for Education*; Wolcott, *Writing Up Qualitative Research*. Prerequisite: Admission to the MAT Program. (Staff, *Spring, offered annually*)

EDUC 450 Independent Study

EDUC 460 Baccalaureate Seminar: Moral and Ethical Issues in Education The course focuses on ethical and moral issues central to the process of education and the experience of schooling. Participants are expected to develop a position paper in which a point of view pertaining to a specific issue is articulated. (Staff, *Spring, offered alternate years*)

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, *offered each semester*)

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, *offered each semester*)

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. (Sherman, *offered each semester*)

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, *offered each semester*)

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. (Kelly/McCabe, *offered each semester*)

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). (Staff, *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 (Staff, *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.

English

Program Faculty

Anna Creadick, Associate Professor, Chair
Biman Basu, Associate Professor
Rob Carson, Associate Professor
Melanie Conroy-Goldman, Associate Professor
Stephen Cope, Visiting Assistant Professor
Kathryn Cowles, Assistant Professor
Laurence Erussard, Associate Professor
Grant I. Holly, Professor
Alla Ivanchikova, Assistant Professor
Elisabeth Lyon, Associate Professor
Caroline Manring, Visiting Assistant 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.)

Classes of 2015:

disciplinary, 11 courses

ENG 101; six English core courses, at least one of which must focus on a period before 1800; and four additional English courses numbered 175 or above. Up to two literature courses taught outside the department may count toward the major with the consent of the department chair. In consultation with an adviser, students will develop a plan of study that includes a three-course concentration. Starting in the fall 2012 semester, ENG 101 will no longer be offered. ENG 200 will replace ENG 101.

Concentrations may be defined by literary history, genre or field of study. A genre concentration could, for example, include three courses on poetry, while a literary history concentration might provide an overview of literary history, or focus on one particular era. Field of study concentrations in creative writing, film studies or theory are options for students with particular interest in those areas.

Classes of 2016 and later:

disciplinary, 12 courses

ENG 200; 10 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

Classes of 2015:

disciplinary, 5 courses

ENG 101 plus four courses, and at least two core courses numbered 175 or above. ENG 101 should be taken before the others, preferably in the first or second year. One literature course taught outside the department may count toward the minor with the consent of the department chair.

Classes of 2016 and later:

disciplinary, 6 courses

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

Creative Writing Courses (Classes of 2015)

Creative writing courses do not count as core courses, but as many as four may be taken to fulfill requirements for the English major and as many as two for the minor; since creative writing courses count as "additional courses at the 175 level or above," taking more than two creative writing classes will limit your ability to take courses for major credit outside the department.

ENG 290 **Creative Writing**; ENG 391 **Poetry Workshop**; ENG 394 **The Craft of Fiction**; ENG 397 **Creative Non-Fiction Workshop**; ENG 398 **Screenwriting**; other courses, occasionally offered.

Core Courses (Classes of 2015)

Students must take six core courses for the major and two for the minor. Most courses in the English department qualify as core courses. The exceptions are generally courses in creative writing. Please consult with your adviser to ensure that you will take enough courses which qualify.

Core Film Courses (Classes of 2015)

Film courses which qualify as core courses include: ENG 180 **Film Analysis I**; 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**

Literary Courses Outside the Department (All Classes)

The following list is a representative sample of courses which 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

ENG courses are numbered at the 100-, 200-, 300-, and 400-levels according to their level of difficulty. 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

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 The 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 WW I and WW II, 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 112 Things Fall Apart This course traverses “dark and stormy” characters, inexplicable actions, insurmountable challenges, difficult forms, and impossible situations—all in order to discover what is possible. How does the character survive? How can we identify with her or him? How can the poem peer through its strange exterior to invite us in? How does the author make use of pain, turmoil, and confusion in the text? How can we as readers persevere in the face of these challenges and glean experience, skill, and strength? By reading across multiple genres, writing critical papers, completing short creative and critical written exercises, participating in group presentations, and taking quizzes and tests, students will endeavor to become more tenacious, engaged, observant, thoughtful, empathetic, and articulate. (Manring)

ENG 114 Sickness, Health & Disability This course explores narrative techniques and representational strategies in narratives and other literary representations of illness, health, and various forms of disability (cognitive, physical, emotional, and so forth). Through readings in 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.

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 clutched copies of *The Bell Jar*, while anti-Vietnam War protestors were fluent in Heller and Vonnegut. Ayn Rand's fiction has been a powerful force for new conservatives, while Malcolm X's autobiography helped radicalize the Civil Rights movement. And why were Occupy protestors wearing masks made famous by a graphic novel? This course considers how literature has shaped and been shaped by social movements. Weaving together contextualizing historical readings and primary documents with poetry, memoir, novels, and other literary forms, students will investigate the relationships between revolution and the word. (Creadick)

ENG 116 Literature and Politics How and why do literary texts represent political persons, philosophies, and events? What is the effect (if any) of their doing so? Are a writer's politics necessarily reflected in their writing? What do we mean by politics anyway? For that matter, what do we mean by literature? When we define these terms, are we already making a political determination? This course seeks to respond to these questions by exploring two separate but related issues: 1) the representation of political persons, events, and ideas in literature and 2) the politics (cultural, social, and otherwise) of literature: who gets published and why? What do we expect when we read? How does reading inspire (or compel) us to rethink our political commitments? Our responses to these questions will engage such issues as the politics of affect, empathy, and emotion: the philosophical and political status of literature's representation of ‘possible worlds’; utopian and dystopian tendencies in literature and political thought; the politics of representation; the politics of elitism and marginalization; essentialist and anti-essentialist discourses in literature in politics; literature in the marketplace; literature's role in the revolution against (or maintenance of) political and national structures; the ‘cultural’ politics of race, class, gender, and sexuality. Texts will include novels, poems, stories, and plays, as well as relevant theoretical and critical essays from a range of literary and critical cultures and traditions.

ENG 130 Medieval Genres: Swords, Hammers, Quills, Bathtubs and a Fox 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 150 American Gothic We associate the term "Gothic" with words like strange, weird, frightening, terrible, horrific, incredible, and fantastic. The Gothic tradition in American literature features texts that foreground the thoughts and feelings of characters in extreme situations. In this course, we will explore the always interesting and often experimental ways that writers before and after Edgar Allan Poe tried to represent perception and cognition. These stories do more than portray the experiences of their characters. Well-worn phrases like hair-raising, spine-tingling, and bone-chilling demonstrate that they also attempt to provoke a similar response in the reader. In addition to reading tales of action and adventure, mystery and suspense, the sensational and the supernatural, we will inquire into what is peculiarly American about his perennially popular genre.

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 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 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 and 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 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. 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. (Staff)

200-level courses are geared toward 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 201 The History of the English Language The purpose of this course is threefold. First, it surveys the development of English from its earliest forms to its functions and varieties since it emerged as an official language after the decline of French. This history starts with the 5,000-year-old reconstructed Indo-European language; it then moves from the Germanic branch of languages to the Old English literary vernacular in the British Isles and to the interplay of Old English, Norman French and Latin and the advent of Middle English. It follows the evolution through the "great vowel shift" and looks at the rise of the English literary vernacular as it appears in the works of Shakespeare, in the King James Bible, and Samuel Johnson's dictionary. Second, it familiarizes students with the "scientific tools" of linguistic studies: articulatory phonetics and phonology, the mechanics of language changes, socio-linguistics, and comparative philology. Finally, this course will also deploy ways to look at language and language change, at the status of standards, at the descriptive or prescriptive roles of dictionaries. It will dismantle Babel by exposing some of the commonly believed myths about language. (Erussard)

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 206 The Modern Short Story This course includes advanced analysis and explication of selected stories by masters of the genre, with attention to its history and development. (Staff)

ENG 209 Graphic Novels/Graphic Forms We are witnessing a golden age of graphic forms. This course is an introduction to the graphic novel, a form that has been developing for thousands of years. We will concentrate particularly on

advances within the twentieth century and examine how comic strips, collage and wordless novels, manga, graphic histories, comix journalism, and memoirs have been adapted to tell stories about life, love, death, and sometimes, happiness. (Staff)

ENG 210 Flexing Sex: Crossing the Gender Divide in Contemporary Literature The question of whether an author's gender defines his or her voice continues to be a hotly contested debate in contemporary letters. Computer programs exist which claim to be able to identify an author's sex based on his or her writing style. Writers are lauded—or challenged—based on their abilities to write from the perspective of another sex. In this course, students explore this issue through a series of theoretical and literary readings by authors who challenge prevailing notions of gendered authorship. Texts may include works by authors such as Jonathan Franzen, Wally Lamb, Ann Carson, Jeffrey Eugenides, Rose Tremain and Jane Smiley. Students complete a series of analytical and creative writing assignments which respond to these works. (Conroy-Goldman)

ENG 211 Monstrous Femininity This course will focus on the social and intellectual history behind the ideas that link femininity with hysteria, masquerade, the pathological, and the monstrous. Visions of pathology and monstrosity could be deployed to contain and oppress women or they can be creatively mobilized to empower and liberate women. For instance, Bertha, the “madwoman in the attic” in the 1848 English novel *Jane Eyre*, is presented as a monster to be contained. By contrast, Lady Gaga in her 2010 video “Bad Romance” mobilizes the idea of the “monstrous feminine” to challenge rigid gender boundaries. We will explore representative works written by female writers who are considered “canonical” (such as Jean Rhys, and Charlotte Perkins Gilman) while also discussing the work done by contemporary artists and pop cultural icons (such as Cindy Sherman and Lady Gaga, among others). (Ivanchikova)

ENG 212 Literature of Sexual Minorities In a homophobic society, one of the ways in which LGBTQ people have been able to articulate a consciousness of their identity has been through the publication of literary works. Until the 1940s even this mode of expression often was legally suppressed. In this course students read and discuss works that played pivotal roles in the development of a sense of identity and political purpose for these groups and which thus helped to define the LGBTQ communities and movements of today. (Staff)

ENG 213 Environmental Literature In this course students read poetry and prose by contemporary American nature writers who concern themselves with the human experience of and relation to nature. These writers lovingly evoke the American landscape while at the same time contemplating the modern environmental crisis. They approach the question of the meaning of nature in our lives in personal, as well as philosophical and ethical, ways. Cross-listed with Environmental Studies. (Staff)

ENG 215 Mad About Me: Poetry and Mental Illness Why are so many poets crazy? Do you have to be troubled to write poetry? Why do poems so often come from a “dark” place, and what are the iterations of that space across millennia? Emily Dickinson wrote that “Much madness is divinest sense,” and that “the mind... has mountains; cliffs of fall / Frightful, sheer, no-man-fathomed.” In this class, we will work to find the “divinest sense” by fathoming those frightful cliffs—in the experience of poetry, from Ovid to Hopkins to Plath and beyond. The recognition of melancholy, mania, depression, addiction, and hysteria, among other recognizable patterns, both as process and as product, will inform our inquiry. A combination of close (or even closed) readings of texts, irrespective of biography, and informed, biographical probing of the psyche using a lexicon derived from contemporary Western psychiatric practice will serve as a starting point from which to allow such careful distinctions to dissolve and the messy work of being human to emerge. (Manring)

ENG 231 Comparative Medieval Literature This course surveys some of the major forms of medieval literature—the epic, the romance, and the fable—and attempts to relate these works to the earlier classical tradition. In addition, it attempts to make both cross-cultural connections and connections with the social, historical, and philosophical levels of medieval culture. (Erussard)

ENG 232 Medieval Romance This course focuses on Old French, Anglo Norman, Viking, and Middle English popular romances which are not well known, such as *Floriz and Blancheflur*, *Amis and Amiloun*, *Aucassin and Nicolette*, *King Horn*, *Havelock the Dane*, *Sir Orfeo*, and *Sir Bevis*. All texts will be read in Modern English translations. These romances will be compared and contrasted with some canonical works intended for an aristocratic audience. (Erussard)

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 234 Chaucer: Topics Chaucer composed his poetry in the historical context of peasant uprisings, religious heresy, English imperialism, and the aftermath of the Black Death and in the literary context of the Alliterative Renaissance and

the influence of the French and Italian traditions. A first topic focuses on a careful reading of *The Canterbury Tales* and the second concentrates on a comparative study of *Troilus and Criseyde* and its main source, Boccaccio's *Il Filostrato*. Both courses investigate issues surrounding the authorship, language, audience, and ideologies of Chaucer's work within the larger cultural, social, and political context of late medieval England. (Erussard)

ENG 235 The Once and Future King This course tries to answer some questions about the development of stories concerning Arthur and the Knights of the Round Table. How did the possibly historical and legendary figure of Arthur and his fictitious knights come to inspire so many stories? Why do Arthurian myths continue to flourish in literature and films today? This course follows Arthur, Guinevere and the Knights of the Round Table from the sixth century and the medieval mists of Tintagel through their Romantic revival and to the edge of the twenty-first century. The main focus is the exploration of the emergence and the development of the legends of King Arthur and their relationship to the imaginative literature and the glorious chivalric mentality of the Middle Ages. All texts and their textual characteristics are studied within their historical and sociocultural contexts. Therefore, the basic approach is both formalist and historicist. (Erussard)

ENG 236 Shakespearean Comedy An introduction to Shakespeare, focusing on six of his best-known comedies, including *A Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, and *Much Ado About Nothing*. 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 these works offer us insight into the early modern English culture that produced them (and vice versa); at other times we will focus on them theatrically, exploring their dramaturgical choices on the stage, 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 Shakespearean Tragedy 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 The Eighteenth Century Novel This course is designed to be a survey of significant themes and techniques in the novels of the period, with some attention paid to continental influences and development and metamorphoses of eighteenth century themes in the novels of the nineteenth and twentieth centuries. Special attention is given to novels by and about women. (Holly)

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 as thinkers and as agents of important change in the world. The poems they wrote were 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 the 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 toward nature; the loss of communication; the role of education; and the affirmation of art. (Minott-Ahl)

ENG 243 Victorian Poets The poets of the nineteenth century lived in an age of rapid political, economic, social, and technological change as well as the questioning of once-established truths. Many saw themselves as participants in a collective (though not necessarily concerted) effort to make sense of the changing world and influence the direction their civilization would take. This course is an introduction to the works of well-known Victorian poets such as Tennyson and the Brownings, but will also focus on writers we are accustomed to think of only as novelists: Charles Dickens, Charlotte Bronte, and Thomas Hardy to name a few. The aim of the course is to familiarize students with the lives and works of a wide range of poets of the Victorian period, especially with those who saw their role as builders—or re-builders—of English national identity. (Minott-Ahl)

ENG 244 The Nineteenth-Century British Novel: Topics

ENG 244a The Nineteenth-Century British Novel In this course, students read and discuss selected British examples from this second great century of the novel in English. A major focus of the course is women, both as key contributors to the novel's evolution and as central characters in the texts. Readings may include works by William Thackeray, Charlotte, Emily, and Anne Bronte, Charles Dickens, Anthony Trollope, and George Eliot, among others. (Minott-Ahl)

ENG 244b The 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 strictures on the conduct of women of the upper and newly emerging middle classes. Alongside exciting, often titillating stories of abducted maidens, vampires, and demonic monks were numerous treatises enjoining young women to act sensibly, be virtuous, and eschew novel reading. We will explore how some eighteenth century Gothic novels actually reinforce the values and social mores they are accused of undermining, while others subvert those values they profess to uphold. We will also explore the ways in which the definition of what is horrible or terrifying changed in response to social and historical realities, i.e. after the revolutions—political, industrial, and scientific—of the eighteenth and nineteenth centuries. (Minott-Ahl)

ENG 244c 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. We will examine Dickens's ideas about urban poverty, the negative consequences of capitalism, utilitarianism, and rapid industrialization. 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. (Minott-Ahl)

ENG 246 The Literature of Decadence This course offers an exploration of the phenomenon of decadence in its literary aspect, characterized primarily by the pursuit of heightened experience (sensory and imaginative) in the face of the social and ethical constraints of late nineteenth and early twentieth century European culture. Although our primary emphasis will be on the phenomenon of literary decadence in English, we will read a number of seminal French texts (in translation) and discuss a number of European painters and composers by which late nineteenth century English writers were inspired. We will explore the ways in which decadence can be situated historically in terms of such broader social and cultural phenomena as imperialism, poverty, the emergence of the metropolis, the emergence of socialism, the establishment of commodity capitalism, the "advent" of feminism and the New Woman, and debates about sexuality. (Cope)

ENG 247 Irish Literary Renaissance This course is designed as a sustained and extensive study of the major texts (poetic, novelistic, dramatic, essayistic) of the "Irish Renaissance" and an Irish Modernism in which thematic concerns with cultural and political nationalism converged with an abiding interest in radical forms of literary experimentation. We will look at these texts in terms of what Seamus Deane has called "Irish Renaissances": those periods of Irish literary flourishing that both inspired and were inspired by Irish Modernism. (Cope)

ENG 248 Country, City, Colony: The Modern British Novel This course consists 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 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 the 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, E.M. Forster, George Gissing, Thomas Hardy, D.H. Lawrence, Jean Rhys, Virginia Woolf.

ENG 249 Never Mind the Bollocks: Here's Contemporary British Fiction In this class we will read a survey of recent British fiction, a selection of first-rate novels and short stories that examine changes in British identity from 1945 to the present. And we will situate these texts within a media-rich historical account of post-war Britain, by watching British films and television programs, listening to British music and reading British news media through term. George Bernard Shaw once quipped that "England and America are two countries divided by a common language." He makes an excellent point: because there are so many superficial similarities between the two cultures run. Our goal will be to dig deep with our cultural analysis, exploring some of the paradoxes at the core of contemporary Britain and reflecting, in turn, on what this might reveal to us about the state of America in the present.

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 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: Topics 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.

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 twentieth century and survey the work of some of its great writers. We will tackle the issues of the immigrant, the outsider 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 Yezierska, Roth, Malamud, Bellow, Roth, Paley, Elkin, Ozick, and Shteyngart. (Weiss)

ENG 264 Southern Fictions An introduction to fiction from the American South as well as to fictions of the American South from the mid-nineteenth century to the present. We will analyze works by major southern authors to uncover what if anything they have in common. We will also look at "The South" itself as a kind of fiction—constructed through literature, film and popular culture. Our readings will cluster around subgenres of southern fiction and contemporary "grit lit" movements. We will work to unpack the tensions around sex, race, class, and religion that have haunted southern fiction from its beginnings. (Creadick)

ENG 265 The Contemporary American Novel This course surveys American fiction written from the mid-1940s to the present. Focusing on the novel, we trace movements from modernism to postmodernism, as well as the development of U.S. multiethnic literary traditions and the impact of new technologies on literary forms. We will chart the personal, social, and political forces that shaped the production and reception of these literary works. Not open to students who have taken "American Novel Since World War II." (Staff)

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. (Cowles)

ENG 270 Globalization and Literature Globalization 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 272 India and the Global The course typically begins with two novels by famous English writers, E. M. Forster's *A Passage to India* (1924) and George Orwell's *Burmese Days* (1934). We then move to several highly acclaimed award-winning recent novels by Indian writers which are set in the United States, England, and India. Among them are *The Namesake* (2003; Pulitzer prize; also a film), *The God of Small Things* (1997; Booker Prize), *Transmission* (2004), and *The White Tiger* (2008; Booker Prize). These primary readings will be supplemented by articles and essays which will help to contextualize the primary texts in a study of diaspora. We situate the earlier novels in the context of colonialism and the more recent ones in that of postcolonialism and globalization. We will begin by speculating about the place of “India” in the global imagination. India has many names: Bharat, Hindustan, India, British India, the Subcontinent, the Jewel in the Crown, South Asia. Many places and peoples other than India(ns) are named after India: the East Indies, the West Indies, and of course, American Indians. Indians now inhabit Asia, Africa, Europe, America. What and who are India(ns)? (Basu)

ENG 276 Imagining the Middle East This course examines 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 a throng 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, 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. Not open to students who have taken “Film Analysis I.” (Lyon)

ENG 281, 282, 283 Film Histories I, II, III This series of courses is conceived as a modular film histories group aimed at giving students a background in a specific historical period and/or preparation for more specialized work in a specific area of film history. Each year one module is offered, usually during the fall semester. Since it is not possible to cover all of world cinema during any of these historical periods in a single term, a selection is made to emphasize specific themes or historical events. The historical periods break down approximately as follows:

ENG 281 Film Histories I (1895-1935) The development of film style from the origins of cinema through the early years of the transition to sound technology. (Lyon)

ENG 282 Film Histories II (1930-1950) May include a study of the Hollywood studio system, European and American pre-World War II and wartime cinemas (including French films of the Occupation and Italian neo-realism) and postwar European and American cinemas. (Lyon)

ENG 283 Film Histories III (1944-1980) A selection of films and topics from the post-World War II era through 1980. This course frequently examines postwar American film genres and their relation to the social, cultural, economic, ideological and technological context in which they were produced. (Lyon)

ENG 286 The Art of the Screenplay Screenplays are the blueprints of movies. In this course students read screenplays and study the films that have been made from them. Special attention is paid to such elements as story, structure, character development, and to the figurative techniques for turning written text into moving image. 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 the original story—according to their notions of what this means—as they strive to keep the finished film within a reasonable running time, it is important to note that this is not a film course. The focus here is on the interplay between two methods of storytelling that results when novels written by an author who deliberately avoids description are made into films. (Minott-Ahl)

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 "Creative Writing for First-Years and Sophomores." (Conroy-Goldman, Cowles, Staff)

ENG 396 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. Students will both create their own lyric essays and respond critically to each other's creative work in regularly held workshops.

300-level courses are designed for majors and minors, and so often require prerequisites. These are reading-/viewing- and 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 300 Literary Theory Since Plato This course offers a survey and analysis of major trends in the understanding of literature from Plato to the present. (Staff)

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 literature 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 302 Post-Structuralist Literary Theory An examination of the techniques and significance of contemporary movements in criticism and literary theory, this course attempts to discover the world view implicit in these approaches by addressing such issues as the philosophical, political, and moral implications of contemporary theories of the text. The class chooses a target text (or texts) for practical criticism. (Holly)

ENG 304 Feminist Literary Theory This course is an introduction to feminist literary theories and critical practices. It focuses on such issues as female sexualization, representations of violence and madness, and subjectivity. Students are expected to apply feminist analyses to a variety of texts. (Ivanchikova, Staff)

ENG 305 Psychoanalysis and Literature Aside from its aspirations to being medicine or a science, psychoanalysis constitutes a powerful theory of reading, which, in its emergence at the beginning of the twentieth century, corresponds to the revolution in interpretation which continues into our own time. The aim of this course is to study this theory of reading in order to show how it is the foundation of such interpretive concepts and procedures as close reading, text, and the intentional fallacy, as well as being both the source and critique of the modern handling of such interpretational elements as image, myth, and meaning. (Holly)

ENG 308 Shakespeare and the Question of Theory The premise of this course is that critical theory is best learned not in the abstract, but through a direct engagement with different forms of critical practice. With this in mind, we will select a single play by Shakespeare and spend the semester immersed in the history of the play's criticism, tracing the development of literary theory over the past century by analyzing the diverse strategies that have been employed in the play's criticism over time, studying theory in action. In the process, students will be encouraged to develop their own

critical stances and critical voices. The course will culminate with students producing a substantial critical article of their own on the play. (Carson)

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 311 Story and History Fiction writers have long been enchanted with the writing of historians, at times imitating, at times stealing, and even at times attempting to pass their inventions off as legitimate history. Since the 1960s, historians have also considered the role of fiction in their work. To what extent is history fiction? This course examines the evolution of the relationship between history writing and fiction, moments of cross-over such as falsified documents and hoaxes, and the way contemporary writers wrestle with the murky territory between the two. (Conroy-Goldman)

ENG 312 Bible as Literature The Bible is a formative text of major religious, political, philosophical, and, in some cases, national significance, but the Bible is also a phenomenal literary project that has influenced generations of readers and writers. This course surveys the main books of the Old and New Testaments through a literary prism by focusing on the rhetorical, formal, narrative, and generic aspects of select biblical stories. Students will be introduced to the historical and theological contexts that allowed the formation of the Bible, but this course aims to look beyond those contexts and read the Holy Scriptures as a literary work. By exposing students to different genres within the biblical texts such as creation myths, poetry, prophecies, parables, and visions, we will try to define a “biblical aesthetic” and explore the relationship between content and form. (Erussard)

ENG 316 Hearts of Darkness This course explores the European encounter with the non-Western world; in the encounter with that which is alien, an exploration of Western culture and the Western psyche takes place. Conrad’s *Heart of Darkness* is the archetype of this encounter. In the 100 years since it was written, Western and non-Western writers have constructed versions and counter-versions of it. Colonialism, identity, love, religion, freedom, justice, the nature of the self, and the complex character of western civilization itself are all subjects. Students read each fiction by the light of its own structure and intent as well as in dialogue with Conrad. Authors may include V.S. Naipaul, Norman Rush, David Malouf, Peter Matthiessen, Tayeb Salih, Barry Unsworth, Nadine Gordimer, J.M. Coetzee, Graham Greene and others. (Weiss)

ENG 317 Shakespearean Adaptation Shakespeare’s plays are not isolated and fixed points, but instead exist within a broad textual continuum: he almost always adapted his material from earlier texts and, in turn, his plays have often been adapted into other works of fiction, poetry, drama, music, dance, film, and television. In this class, we will pay some attention to Shakespeare as an adapter, but mostly we will explore how Shakespeare plays have been appropriated and repurposed over the past 400 years. For example, we might compare stage versions of *King Lear* from the sixteenth, seventeenth, and twentieth centuries with Akira Kurosawa’s samurai film *Ran* and Jane Smiley’s novel *A Thousand Acres*. What makes Shakespeare so adaptable? How can we determine where “Shakespeare” stops and where “adaptation” begins on this continuum? And how do different cultures and different eras make their mark on Shakespeare by means of adaptation? (Carson)

ENG 321 Modernism and Postmodernism The beginning of a new century, the twenty-first, marks a broad-scale shift in our conception of the written word, in literary and paraliterary texts. The traditional literary categories—realism, naturalism, and so on—have fallen into disrepute, to be replaced by postmodern concepts such as pastiche, quotation, and appropriation. The line between literary and non-literary texts has been erased. This course investigates the influence of these new cultural conditions on the practice of producing what used to be called “literature.” (Staff)

ENG 322 Forms of Memoir This course in twentieth century autobiographical prose explores both novelistic and factual memoirs. It compares the forms that literary memoir takes in several different cultures. The question of fiction vs. nonfiction is addressed, as well as the relationship of the author to the speaker of her/his book, and the ways in which the linear time of a lived life is transformed into literature. Students have the opportunity to write some memoiristic prose themselves in addition to critical papers. (Staff)

ENG 330 Male Heroism in the Middle Ages This course studies a broad array of ideals of heroic masculinity in a variety of medieval cultural contexts. Examining questions of epic violence, heroic extravagance, dramatic sainthood and impetuous love, this course follows heroes of legend, romance and history from the battlefield to the woods, from the bedroom to the hermitage. The cast of characters will include Beowulf, Guthlac, El Cid, Siegfried, Amadis of Gaul, Perceval, the outlaws of Icelandic sagas, Saint Francis and many more. (Erussard)

ENG 331 Iconoclastic Women in the Middle Ages Since the last third of the twentieth century, feminist literary criticism has paid attention to the realm of medieval women which, for diverse reasons, had “previously been an empty space”

(Showalter). This course looks at a variety of unconventional female lives in hagiography, fiction, history and legend from Perpetua, the third century saint, to Joan of Arc, the fifteenth century warrior. Though this is not an historical survey, we will respect the chronology in order to recognize evolutions and evaluate influences as we read the story of Silence and the writings of Hrotsvit, Hildegard, Marie de France, Eloise, Margery Kempe, Christine de Pizan and others. Most texts will focus on medieval Europe, but we will also explore the point of views of some Asian female writers. This will allow us to compare and contrast the views of educated, court women in different parts of the world, during the same historical period. (Erussard)

ENG 335 **Renaissance Literature: Topics** (Carson)

ENG 335a **Elizabethan Anxieties** The English literary renaissance began in the latter half of the reign of Elizabeth I (1558-1603), an age marked by tremendous anxieties—anxieties about religion, about politics, about gender, about class, about race, about history, and about the future. This course will explore how these various anxieties were negotiated by the remarkable literary culture that blossomed during the period. Readings may include poetry, prose, and drama by Wyatt, Surrey, Sidney, Daniel, Spenser, Shakespeare, Wroth, Nashe, Lyly, Kyd, and Marlowe. (Carson)

ENG 335b **Jacobean Revolutions** The Jacobean era (1603-1625) brought a great many revolutions to England—in science, in philosophy, in medicine, in religion, in cosmology, in economics, and in politics. The new world of the seventeenth century offered staggering new possibilities, and renaissance minds boggled to make sense of it all. In this course, we will explore how poets, essayists, and dramatists from this era acted as midwives for the birth of modernity. Readings may include poetry, prose, and drama by Donne, Jonson, Herbert, Herrick, Montaigne, Bacon, Burton, Cary, Beaumont, Middleton, Webster, and Ford. (Carson)

ENG 336 **Shakespeare: Topics** (Carson)

ENG 336a **Shakespeare and the Play of History** We begin by reading three history plays that Shakespeare used for source material and inspiration, and then move on to consider his five most important English history plays, arguably the most impressive work from the first half of his career: *Richard III*, *Richard II*, *1 and 2 Henry IV*, and *Henry V*. We will read the plays with a great deal of attention to their relationship to early modern political theory, to early modern historiography, and also to the remarkable dramaturgy Shakespeare employs to extract such compelling stories from the raw fabric of history. These plays have fared better on screen than most of Shakespeare's plays, and so depending on class interest, we may well schedule regular screenings to accompany our readings. (Carson)

ENG 336b **Roman Thoughts: Shakespeare and Roman History** An in-depth study of Shakespeare and the Roman history play. Beginning with his long narrative poem, *The Rape of Lucrece*, we proceed to explore the four major tragedies that Shakespeare set in Rome (*Titus Andronicus*, *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus*), paying particular attention to the ways in which these plays engage with questions of political theory, of class, and of gender. We will look in some depth at the ways other Elizabethan and Jacobean writers incorporated ideas of Rome into their work in an attempt to make sense of what was really at stake for Shakespeare's original audiences. Depending on class interest, we may well add some screenings to the syllabus, since these plays have served as the foundations for a handful of fascinating films, each of which preserves a complex negotiation between the contemporary, the Renaissance, and the classical worlds. (Carson)

ENG 336c **Shakespeare's Problems Some of Shakespeare's plays** are oddballs, falling somewhere in between tragedy and comedy, between satire and romance. We will begin with an exploration of the three strange plays that are usually classified by critics as Shakespeare's "Problem Plays" (*Troilus and Cressida*, *Measure for Measure*, and *All's Well That Ends Well*), and then go on to look at a comedy (*Merchant of Venice*) and two romances (*Pericles* and *The Winter's Tale*) that might be seen to have some serious problems of their own. What makes these plays so troublesome? How weird can Shakespeare get? (Carson)

ENG 338/438 **Milton: Paradise Lost** This course will devote itself to reading *Paradise Lost*. Our work will be to understand *Paradise Lost*, its poetics, its structure, its story, its political, theological and sexual ideas; its historical moment of the English revolution. To do this we will read some criticism and history, some of Milton's prose, in the Norton, which he devoted the middle years of his life to writing before *Paradise Lost*, and we will read some sonnets and early poems to familiarize ourselves with Milton's style and more generally, how a poem makes its meaning.

ENG 339 **Style and Structure in Eighteenth Century Literature and Art** This course offers a topology of desire in the eighteenth 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)

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 342 **Modernist Experiments** Poems with footnotes, portraits in prose, characters in search of authors, manifestoes praising plastic surgery and the demolition of museums, translations from the Chinese (redacted by editors who don't know the Chinese language): these are some of things modernism is known for. In the first half of the twentieth century writers working in a variety of genres, visual artists, and musicians were convinced that the available forms of artistic expression were outmoded. Our focus: the ways they experimented with language and literary form to represent a distinctly "modern" experience, one that needed to accommodate the realities of world war, the "discovery" of the unconscious, advances in transport and communication technologies, mass production and consumption, and the rise (and fall) of empires. (Cope)

ENG 344 **Joyce** This course consists of a sustained and in-depth reading and analysis of the early fiction of James Joyce. We will supplement our readings of Joyce's stories and novels with readings of his dramatic and poetic writing as well as his literary and political essays. Additionally, we will attend to the ways in which Joyce's biography provided material for his writing. Our topics will be varied, but we will pay particular attention to the ways in which the formal and aesthetic dimensions of Joyce's experimentalism intersect with his critical representations of race, class, gender, religion, nationalism, cosmopolitanism, economics, and colonialism. Students should expect to gain an informed appreciation of Joyce's importance to the development of twentieth century literature and intellectual thought, to sharpen their critical and analytical reading and writing skills, and to develop a working knowledge of Irish history and the literary, cultural, and political dimensions of both Irish and European Modernity. (Cope)

ENG 345 **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 question 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 346 **Twentieth-Century Central European Fiction: From Kafka to Kundera** This course explores the modernist reinvention of the novel that occurred in those countries of Europe that until recently were part of the Soviet Bloc: Poland, Hungary, East Germany, Romania, Yugoslavia, and Czechoslovakia. The course begins with Franz Kafka and his harrowing dreams of the modern world, and the place of the individual in it, which anticipate many experiences of this century. The works read register the historical experiences of the First and Second World Wars and of the totalitarian states that emerged after 1945. (Weiss)

ENG 350 **Whitman, Dickinson, Frost** This course is a study of three American originals, eccentrics who, though wildly different from one another, reflect in common some central aspects of the American psyche. The essays of Emerson will also be central to this course. (Weiss)

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.

ENG 353 **Media in Early America** Scholars of early American media take printed matter and other cultural objects as artifacts of the lives of Americans. Before the twentieth-century, Americans used letters, journals, books, pamphlets, newspapers, and magazines to express themselves and to communicate with each other. They were also informed and

entertained by paintings, sculptures, panoramas, plays, demonstrations, lectures, sheet music, hymnals, and songsters. Literature, in other words, was one medium among many others. Writers like Frederick Douglass, Henry David Thoreau, Nathaniel Hawthorne, and Emily Dickinson used language like other artists use their tools. In this course we will primarily study literary language as it was manifested on paper, though we will also examine how other cultural forms, like art and music, were mediated through print. We will interest ourselves in every stage of text's production: from how it was written to how it was read. In addition to exploring technologies of representation before the photograph and the phonograph, we will investigate the ways that digitization changes what we can experience and what we can know, of early American culture.

ENG 360 Sexuality and American Literature This course focuses on the literary production of sexuality and subjectivity in America. It considers the works in light of Michel Foucault's theory of the deployment of sexuality and feminist discussions on the politics of sexuality, and looks at the relationships between sexuality, power, and resistance both within novels and within their respective cultural contexts. (Creadick)

ENG 361 Readings in Multi-Ethnic Women's Literature In this course, students read literature by women who are often classified as part of "minority" groups. They examine these visual and literary texts as they engage the problematics of exile, sexuality, language, place, and memory. They read texts by Asian, Black, Chicana, Indian, lesbian, bisexual, and heterosexual women writers. (Basu)

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. The course compares these desires to contemporary gendered and sexual normativity. (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 375 Nabokov, Borges, Calvino In this close examination of the works of these three most important modern writers, special attention is paid to parallels between their works and movements in the visual arts, and to the implications of self-conscious narrative. (Holly)

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 380 Film and Ideology The subject of this course is a selection of mainstream studio and independent films which respond in some way to contemporary debates around political and social issues such as national identity, war, racism, sexism, class divisions, sexual identity, masculinity and femininity. Students study each film in narrative and visual detail in order to see how the film system can work not only to mask and naturalize ideological positions and assumptions but to dismantle them and make them visible. (Lyon)

ENG 381 Hollywood on Hollywood This course examines the various ways in which the Hollywood film industry reflects on and represents its own conditions of existence. Students view a variety of films from different genres and historical moments, each of which reflects in its own way on the aesthetic, ideological and economic aspects of film production, the star system and the relation between spectator and spectacle. (Lyon)

ENG 382 New Waves The events of the late 1950s and '60s produced significant changes in film production and viewing around the world. Reacting against American imperialism and the economic and cultural control that the Hollywood film industry held over post-war film markets, many countries, including France, Japan, Germany, and Brazil, redefined their national cinemas in the direction of a politics of cinema where both film making and film viewing were conceived as radical political tools. (Lyon)

ENG 383 Science Fiction Film This course is a selective study of science fiction film, emphasizing American postwar science fiction and its complex and shifting relation to the cultural and historical context which produced it. Students consider individual films in visual and narrative detail as well as broader issues inherent in the genre of science fiction. Central to the study will be the ways in which the films visualize difference—sexual, racial, human/alien. Students also look at how science fiction films are shaped by the relation between technology and capitalism, not only on a thematic and narrative level but in the literal production of the images and effects that fascinate us. (Lyon)

ENG 385 History of American Independent Film The history of American independent film runs parallel to the origin, development and consolidation of the Hollywood studio system in the 1920s and 1930s through to the contemporary “independent” production wings of major studios. This course traces this history beginning with the marginalized cinema of the 1930s B-movie studios and the “race cinema” of Oscar Micheaux. In the 1950s and 1960s, independent film was a powerful challenge to the calcified studio system of the postwar period, a prelude to the recent transformation in studio production resulting from the development of contemporary independent cinema, showcases such as the Sundance Film Festival, and the availability of digital technology. (Lyon)

ENG 386 History and Memory Using non-fiction and fiction films, this course examines the way different film and video practices reflect on and refract the filmmaker’s relation to history and culture. Of particular interest is the role of the film or video diary, essay, memoir or autobiography in the representation of historical and cultural subjects, the intersections of history and memory, and the importance of subjectivity in non-fiction film. Students examine a range of film and video practices, from the early experimental or subjective documentaries produced by the Soviet and European avant garde of the 1920s, through the development and availability of new image technologies and the resulting transformation of global production and reception and emergence of “new documentary” modes. (Lyon)

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. Admissions 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 394 Workshop: The Craft of Fiction An intensive workshop devoted to the creation and critiquing of student fiction, this course is suitable for students strongly committed to fiction writing. Students are expected to produce a portfolio of polished stories. Prerequisite: Permission of instructor, based on writing sample. ENG 190/290 is generally required. (Conroy-Goldman)

ENG 396 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 sub-genre its most seminal and enduring definition. We will, therefore, 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 a hybrid, inherently innovative, ever-evolving genre-busting art form, we will proceed to study a wide range of essayists, which may include Jenny Biully, Eula Biss, Edmond Jabes, Claudia Rankine, Ander Monson, Wayne Koestenbaum, Anne Carson, Joe Wenderoth, Mary Ruefle, Susan Howe, Ben Marcus, Carole Maso, Thalia Field, Maggie Nelson, C.S. Giscombe, Susan Stewart, Kristin Prevallet, and more. Students will both create their own lyric essays and respond critically to each other’s essays in regularly held workshops. 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.

ENG 397 Creative Nonfiction Workshop This is a writing course in creative nonfiction designed for English majors or others seriously interested in working to develop their own voices in the medium of the personal essay. Students read and discuss essays by major contemporary American essayists. They also read and discuss each others’ essays in a workshop with an eye toward revision. Participants should be prepared to write one essay a week. Prerequisite: permission of instructor, based on a writing sample. (Staff)

ENG 398 Screenwriting This course offers a workshop in the fundamentals of writing the motion picture. Weekly writing assignments move students through a process of script development—from brainstorming and the movie in a paragraph to the treatment/outline, beat sheet, the creation of a scene, and the first act. Students share work and engage in a variety of exercises designed to help each tell his or her stories. Prerequisites: ENG 280 “Film Analysis II” and/or ENG 286 “The Art of the Screenplay.” (Holly)

ENG 399 Hybrid Forms 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 x-acto 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 instructor. (Cowles)

400-level courses are rigorous courses 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. The reading load is heavy, 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 scholarly work in the discipline.

ENG 432 Mallory: Morte D'Arthur In the fifteenth-century, as the Eastern part of the Roman Empire collapsed and as England suffered the consequences of the plague and strained under the repeated threats of multiple wars, Sir Thomas Malory found himself in prison and wrote his monumental *Le Morte d'Arthur*. This course centers on the development of the Arthurian story in Mallory's fiction. The text of *Le Morte d'Arthur* will be read in its original fifteenth century prose and in relation to its specific historical, political, and cultural contexts. It will also be read as prison literature and as an example of derivative literature. Because students will be reading and comparing different accounts of similar narratives, this course will emphasize close readings and source studies research. The first printing of Malory's work was made by Caxton in 1485. Only two copies of this original printing are known to exist and one of them can be seen in the collections of the Morgan Library & Museum. We will try to organize a trip to NY City to look at the original 15th century edition.

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 437 *The Faerie Queene* Has anyone ever written a poem that is more awe-inspiring than Edmund Spenser's *The Faerie Queene*? A rollicking adventure story, a powerful national epic, a searching philosophical meditation and guide for moral conduct, a profound exploration of renaissance theology, a pointed critique of traditional attitudes toward gender and class, a wildly imaginative work of fantasy, and, not least, a deeply beautiful poem unto itself: this is surely one of the most fascinating works in all of English literature. We will read the whole poem, top to bottom, paying special attention to historical questions about gender, class, politics, and religion. (Carson)

ENG 450 Independent Study

ENG 465 Reading Faulkner William Faulkner (1897-1962) sits comfortable atop a hierarchy of Great American Writers. Famous for his modernist prose experimentation in such classic works as *The Sound and The Fury* or *Absalom, Absalom!*, Faulkner also boldly explored dark and disturbing themes of race and place in America through works like *Light in August*, *Go Down, Moses*, and *Intruder in the Dust*. But Faulkner also wrote Hollywood screenplays, wrote short stories for cash, and wrote other sorts of novels--works of picaresque comedy, doomed romance, and potboiler noir criminality. Faulkner himself "read everything," from pulps to classics, and that reading, inevitably, shaped his own writing. In this course we will "read Faulkner" by investigating a broader range of his literary production, from the most canonical works to the more marginalized ones. We will situate his works by incorporating a book-length critical biography of Faulkner into our reading, as well as exploring an array of literary criticism. (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. Be 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-0/11 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 (closeups 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 493 Theory of Fiction Writers represent a loose theoretical camp, which addresses issues like the creative process, experimental writing, and the relationship between art and politics, in a way that other areas of literacy criticism do not. In this course, we will use writing and readings in theory and cutting edge experimental fiction in order to explore some of these issues. This course is suitable for students strongly committed to fiction writing. Prerequisite: Permission of the instructor, based on writing sample. ENG 190/290 is generally required. (Conroy-Goldman)

ENG 495 Honors

Environmental Studies

Department Faculty

Kristen Brubaker, Assistant Professor, Environmental Studies
Chiyo Crawford, Assistant Professor, Environmental Studies
Thomas Drennen, Professor, Economics, Chair, Environmental Studies
John Halfman, Professor Environmental Studies and Geoscience
Joel Helfrich, Visiting Assistant Professor, Environmental Studies
Beth Kinne, Assistant Professor, Environmental Studies
Robin Lewis, Assistant Professor, Environmental Studies
Darrin Magee, Associate Professor, Environmental Studies
Whitney Mauer, Assistant Professor, Environmental Studies
Tarah Rowse, Visiting Assistant Professor, Environmental Studies
Cari Varner, Visiting Instructor, 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
Anthony Cerulli, Religious Studies
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-Conrey, Woman Studies
Clifton Hood, History
Mark Jones, Art and Architecture
Paul Kehle, Education
Kristy Kenyon, Biology
Rodmon King, Philosophy
Neil Laird, Geoscience
Steven Lee, Philosophy
Brenda Maiale, Anthropology/Sociology
James MaKinster, Science Education
Kirin Makker, Art and Architecture
Richard Mason, Anthropology/Sociology
Stanley Mathews, Architecture
Brooks McKinney, Geoscience
Susanne McNally, History
Nicholas Metz, Geoscience
Kevin Mitchell, Mathematics and Computer Science
Elizabeth Newell, Biology
Ilene Nicholas, Anthropology/Sociology
Carol Oberbrunner, Philosophy
Erin Pelkey, Chemistry
Elizabeth Ramey, Economics
Craig Rimmerman, Public Policy
James Ryan, Biology

Earth's environment is maintained through complex feedback mechanisms which, over geologic time, have operated to keep that environment within a range appropriate for life. Humans have always affected the environment, but since industrialization the nature and scope of their impact has increased dramatically.

Our current use of natural resources is spiraling due to exponential population growth. Due largely to the destruction of the tropical rain forests, we appear to be losing species at a rate that equals or exceeds anything in the earth's history. Human activities create smog, cause acid rain, introduce poisonous substances to the hydrosphere, and change the composition of the atmosphere in ways that are of great concern. Poverty and racism, in their environmental dimension, threaten global survival and a sustainable future.

Environmental concerns will be with us for generations as we work toward a sustainable way of life. The environmental studies program structures a liberal arts education around these concerns and prepares students for entry-level positions in environmental fields as well as for graduate programs in environmental areas.

Environmental Studies is a multidisciplinary field, thus the program offers an interdisciplinary major and an interdisciplinary minor. The natural sciences offer an understanding of how the environment works and how human activities affect it. The social sciences consider the social and political implications of environmental policy and the economic tradeoffs involved. The humanities offer an understanding of the concepts and values involved in our perception of, and interaction with, the environment. These approaches are combined explicitly in our introductory integrative course and the senior integrative experience. Program faculty and graduates of the program also highly recommend two majors, a major in environmental studies along with a major in a discipline to benefit from the breath of environmental studies and the focus of a discipline. All courses 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 401 or ENV 400; two ES Core courses from different departments in each division; one ES Tools course; and four ES Elective courses from the ES Core and/or ES Elective course lists at the 200-level or above. The ES Tools course cannot also count as an ES Core or Elective. Students are asked to carefully select ES Core and Elective courses to define a focus, such as environmental science, public policy, aquatic studies, social ecology, or natural resources, and compliment your program with another major in a discipline. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MINOR

interdisciplinary, 6 courses

ENV 110, ENV 101 or substitute one additional ES Core course; one ES Core course from each division; and two ES Elective courses from the ES Core and/or ES Elective course lists at the 200-level or above. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

Environmental Studies Core Courses

Humanities Core

ENV	202	Human Values and the Environment
ENV	237	American Indians & Environmentalism
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
AFS	211	Black Earth
ENG	213	Environmental Literature
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

ENV	200	Environmental Science
BIOL	167	Introductory Topics in Biology
CHEM	110	Molecules that Matter
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

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

ENV	203	Fundamentals of GIS
ENV	310	Advanced GIS
ENV	351	Sustainable Community Development Methods
BIOL	212	Biostatistics
CPSC	225	Intermediate Programming
ECON	202	Statistics
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
EDUC	348	Our National Parks
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 101 Sustainable Communities This course surveys and introduces students to the concept of sustainable development as applied to real world communities. It will not only focus on the United Nation's three "interdependent and mutually reinforcing pillars" of sustainable development—economic development, social development, and environmental protection—but will also touch on intertwined subjects such as culture, education, public policy, landscape design, architecture, ecology, urban planning, and historic preservation. Rochester, Geneva, and other local communities in the Finger Lakes area will serve as case studies to discern how cities and towns are working to become more sustainable; students will learn about various opportunities to become civically engaged and involved within these communities. Evening lectures by local, regional and national experts are planned. This course can substitute for the ENV 110 requirement. (Staff, *offered annually*)

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. (Crawford, 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. (Magee, Kinne, *offered annually*)

- **Global Climate Change** This class addresses numerous questions and perspectives regarding global change. What is global change? What causes it? What are the consequences? Is there natural variability in global climate and, if so, how much? What influence do/can/have humans have (had) on global climate? How do we know the difference between short- and long-term climate trends? Does the Earth have the ability to moderate climate regardless of the cause? What are our responsibilities, as an individual, a nation, to the Earth? How does population growth, industrialization, economic status, social, ethical, and political beliefs affect an individual's/country's perspective or role in experiencing/dealing with the consequences of global climate change? A number of out-of-classroom activities are required, involving field trips and supporting the local community on issues related to global change. (Curtin, *offered occasionally*)

ENV 120 Human Geography and Global Economy This course introduces students to the systematic examination of patterns and processes that shape the spatial organization of activities on a global scale, including agriculture, industries, international trade, population growth and migration, resource and environmental degradation, and development and underdevelopment. Students learn where and why various human activities are located on the Earth, why those activities are moving from one place to another, and the theories developed to explain changes in the landscape. The course addresses current issues of national and international importance such as globalization of culture and the economy, underdevelopment, pollution and environmental degradation, population growth and conflicts. (Lewis, Magee, *offered occasionally*)

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 & Society This course introduces students to the study of relationships between people and the environment from a critical geographic 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. (Lewis, Magee, 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, *offered annually*)

ENV 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.

ENV 210 Qualitative Research & 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, *offered annually, fall*)

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

ENV 237 American Indians and Environmentalism American Indians have since “ time immemorial” has 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 240 Environmental Justice through Film This course focuses on issues and questions surrounding environmental racism and political participation, through readings, documentary films, and movies. This course will explore the scope of the environmental justice movement and its efforts to build alliances with struggles against poverty and racism to build a sustainable society. In particular, students will learn about people of color and working people's struggles against hazardous conditions in their neighborhoods, communities, and work places and their strategies to protect and revitalize natural and human resources in creative ways. The topic -environmental justice-raises the core themes regarding conservation, environmental politics and ethics, sustainable development, and ordinary people's struggles

for democratization and citizenship. Topics include federal-state environmental policy, empowerment, health hazards, Native American perspectives, Superfunds, and Brownfields. Students in this course will be introduced to topics that enable students to learn problem-solving skills and approaches, both in writing and in their day-to-day activities. (Helfrich, *offered annually*).

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 309 (Re) Imagining Indigeneity: Place-Based Struggles in a Global 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 312 Energy Governance Energy challenges are complex. Energy decision making and policy development takes thoughtful analysis and a problem solving approach. This course analyzes energy policy, planning, and management at local, regional, and global scales. Topics include an examination of energy system perspectives and goals; sustainable energy transitions framing; policy mechanisms (e. g. carbon tax, cap and trade systems, renewable portfolio standards, renewable energy credits, subsidies) ; socio-technical system innovation; international agreements; behavior change; strategic energy planning; and community energy. The primary goal of the course is to critically analyze energy decision making in different contexts, focusing on ways that public policy and planning can affect energy system change in societally and environmentally beneficial directions.

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

ENV 333 Environmental Justice and American Literature Environmental justice scholars explain that people of color, the poor, and women suffer disproportionately from environmental hazards. The course will study literary works grounded in this material reality of simultaneous ecological and human devastation specific to U. S. minority groups and raise questions about the power of literature to document, illustrate, arouse, and instruct in the face of environmental crisis.

Topics will include ecofeminism, environmental racism, urban ecology and planning, sexuality and environment, and U. S. environmental imperialism. We will read critical theory alongside poetry and prose from a diverse range of 19th-and 20th-century American writers. The course will also emphasize activism; we will explore the role of the arts in environmental justice activism and apply what we learn by creating our own activist projects. (Crawford, *offered alternate years*).

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

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 Koreas, Japan, and even the western US, and manufactured products (including foodstuffs) tainted with industrial toxins have made their way to store shelves around the world. Yet the roots of many of China's environmental challenges are global: just as more developed countries have outsourced many of their manufacturing activities to China, so, too, have they outsourced the pollution of water, air, soil, and bodies resulting from those activities, along with the energy and other resource demands necessary to carry them out. This course explores the challenges and opportunities of sustainability in China - from ecological, socioeconomic, and geopolitical perspectives - through a close examination of the country's water and energy resources. (Magee, *offered annually*)

ENV 351 Sustainable Community Development Methods This course surveys practices and processes of sustainable community development planning, its application, methods and implementation. It will survey the myriad of approaches to sustainable development undertaken by a variety of disciplines, using disparate methods with differing degrees of success. 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 with local organizations, students will navigate through the process of developing a sustainable community development plan by applying the skills and knowledge developed throughout the course. Following this spring course, summer community development internship opportunities will solicit students from this course. (Lewis, *offered annually*).

ENV 352 Green Energy: Understanding Sustainable Energy Production and Use 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.

ENV 400 Group Senior Integrative Experience The group senior integrative experience (SIE) involves a multidisciplinary project or seminar. It enables a group of ES seniors to investigate an interdisciplinary topic of environmental interest with a focus on the local HWS and Geneva community. The topic is selected at the beginning of the semester and students work both independently and in groups toward the completion of an overall class goal. Completion of the group senior integrative experience requires preparation of a substantial individual paper demonstrating the student's project focus as well as the integration of their work with the others within the class, and a public (group or individual) presentation at a brown bag seminar. (Staff, *offered each semester*)

ENV 401 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 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/Avignon, France
Bath, England
Central Europe (Germany, Romania and Hungary)
Copenhagen, Denmark
Galway, Ireland
Geneva, Switzerland
London, England
Maastricht, Netherlands
Madrid, Spain
Norwich, England
Rome, Italy
Tuebingen, Germany

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 11 courses

EUST 101 and 102 (HIST 101 and 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.

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.

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 Greco Roman antiquity to the Renaissance, this course explores, both historically and critically, some of the core ideas which characterize these European cultures.

EUST 102 Foundations of European Studies II: Early Modern to Postmodern Europe The course explores the structural transformations Europe has undergone since the sixteenth century while assessing critical European engagement with those transformations. Some of the topics covered are: the rise and transformation of the European state system; the Reformation; the development of capitalism and a class society; the origins of democratic liberalism; scientific and technological revolution; the Enlightenment; imperialism and colonization; the development of the modern subject; and Europe in the age of globalization.

Fisher Center

Jodi Dean, Political Science, Director
Cadence Whittier, Dance, Director

The Fisher Center for the Study of Women and Men provides interdisciplinary courses to bring students together to pursue in-depth study of gender issues through the Center's yearly theme. Courses are coordinated with the series' evening lectures and morning roundtables in order to offer students and others the opportunity for sustained conversation around central concerns for contemporary culture. Yearly themes have included globalization, health care, arts and activism, religion and politics, and imprisonment. The 2013-2014 theme was *Our Bodies, Ourselves?* and the 2014-2015 theme is *Campus War Machine: Sex and Debt*.

COURSE DESCRIPTIONS

FSCT 200-level **Fisher Center Thematic Courses** Each semester this interdisciplinary course is offered, students and faculty gather to read and reflect on topics associated with the current Fisher Center theme under the direction of the Fisher Center Fellow. Readings are selected from amongst those written by visiting speakers, as well as critical reflection on those writings from alternative perspectives. The course requires attendance at the Fisher Center lecture series as well as visiting scholar seminars. Courses are cross-listed with other departments or programs as approved on an annual basis. (Fall, *offered annually*)

FSCT 300-level **Fisher Center Topics** This interdisciplinary course pursues the Fisher Center yearly theme through the expertise of the Fisher Center Fellow. The course focuses on an aspect of the theme in-depth, offering a thorough understanding of the topics through extensive reading and writing. The course requires attendance at the Fisher Center lecture series as well as visiting scholar seminars. Courses are cross-listed with other departments or programs as approved on an annual basis. (Spring, *offered annually*)

French and Francophone Studies

Department Faculty

Kanaté Dahouda, Associate Professor, Chair

Catherine Gallouët, Professor

Marie-Hélène Koffi-Tessio, Assistant Professor

Courtney Wells, Assistant Professor

French is one of the most important European languages. It is spoken on five continents, and is one of the two official languages of the European Union, the second language of the United Nations, an official language of many African countries, and one of the national languages of Canada. French is also enjoying a renaissance in Francophone areas of the United States. The French and Francophone Studies Department offers an integrated curriculum with courses in language, culture, and literature that reflect the rich diversity of the French and Francophone culture throughout the world.

Most departmental courses are taught in French (FRE), and some courses in English (FRNE). Students in the French and Francophone Studies Department are strongly advised to study abroad in the programs sponsored by the Department: Rennes or Aix-en-Provence in France (every semester), Québec, Canada (every semester), or 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, 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 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.

All courses taken in the French and Francophone Studies department count for our majors and minors. French and Francophone Studies courses taken abroad all count in the department program and up to two 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 226 or above count toward the major. No more than one French/Francophone literature or culture course taken in English may count toward the major. Courses must include: Two FRE 240-level courses (or equivalent); two FRE 250-level courses before the senior year; two FRE 300-level courses, one in the senior year; and three additional French or Francophone language, culture, or literature courses selected in consultation with the adviser. 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. 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 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 226 French in Review I: Parler et comprendre

FRE 227 French in Review II: Lire et écrire

Culture and Literature

Level IV: Introduction to Culture and Literature

FRE 230 Senegal: An Orientation

FRE	241	Prises de Vues: Introduction to Contemporary France
FRE	242	Introduction to Québec Studies
FRE	243	Introduction to Francophone Cultures
FRE	244	Le Midi de la France
FRE	251	Introduction to Literature I: Mystics, Friends, and Lovers
FRE	252	Introduction to Literature II: Que sais-je?
FRE	253	Introduction to Literature III: Paris-Outre-mer

Level V: Advanced Culture and Literature

FRE	351	Francophone African Fiction
FRE	352	North African Literature: Narrative of Dissent and the Search for Identity
FRE	355	Francophone Caribbean Literatures
FRE	364	Voix Lyriques: From Baudelaire to Surrealism
FRE	380	Images de Femmes
FRE	382	French Theater
FRE	383	Topics in Middle Ages and Renaissance
FRE	384	Topics in 17th and 18th Centuries
FRE	385	Topics in 19th to 21st Centuries

COURSES IN ENGLISH

FRNE	111	Them and Us: Diversity in Modern France
FRNE	155	Exile and Identity in Francophone Caribbean Fiction
FRNE	211	Black African Literature: The Quest for Identity
FRNE	215	Existentialist Journeys
FRNE	218	Memory, Culture and Identity in French Caribbean Literatures
FRNE	219	Beyond Colonialism: North African Cinema and Literatures
FRNE	255	Modern French Theater
FRNE	341	Boulevard Saint-Germain: Beauvoir, Sartre, and Camus
FRNE	395	Race, Society and Culture in the Ancien Régime

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 courses offering 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. Consultation with 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	180	The Black Atlantic: Cultures across an Ocean
ANTH	115	Language and Culture
ANTH	296	African Cultures
ARTH	218	Age of Chivalry
ARTH	334	Manet and the Modernist Project
ARTH	232	Rococo Art and Architecture
ARTH	240	European Painting in the 19th Century
ARTH	255	French Roots of Modernism
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
ENG	228	Medieval Comparative Literature
ENG	302	Post-structuralist Literary Theory
ENG	317	Heart of Darkness
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	325	Medicine and Public Health in Modern Europe
HIST	250	Medieval Popular Culture

HIST	253	Renaissance and Reformation
HIST	301	The Enlightenment
LTAM	222	Caribbean Literature and Politics
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	257	What's Love Got to Do with It?
REL	313	Religious Language
REL	318	Postcolonial Theologies
REL	236	Gender and Islam Westernization
REL	271	The History and Impact of the Holocaust
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 ENGLISH (FRNE)

FRNE 111 Them and Us: Diversity in Modern France This course is an introduction to the problematic of the Other in contemporary France. The principles on which this civil society is organized are analyzed, particularly those based on the 1789 Declaration of the rights of men. The course seeks to analyze what becomes of these principles today in the face of growing resentment against immigration and a crisis of national identity. The course begins with a short introduction to the 1789 revolution, which established the basic principles of the modern French state. Reflections on the French colonial experience in Algeria and its legacy in contemporary France serve as an introduction to the immigration question today. Typical readings: Ben Jelloun, Cardinal, Cohen, Charref, Memmi, Sebbar. (Gallouët, Koffi-Tessio, *offered occasionally*)

FRNE 155 Exile and Identity in Francophone Caribbean Fiction This course serves as introduction to the study of the French Caribbean literatures, from tradition to modernity. It explores the interface between exile and identity, and examines how gender, memory, and race, class and ethnicity, language and violence inform the works of French Caribbean writers. It will also discuss literary and historical relations of French Caribbean authors with Black writers of the Harlem Renaissance movement. Typical readings: Césaire, Zobel, Depestre, Glissant, Condé, Danticat, Kesteloot, Freire, Fabre, Jules-Rosette, Wright, Baldwin. (Dahouda, *offered occasionally*).

FRNE 211 Black African Literature: The Quest for Identity An introduction to both oral and written forms of expressions from Black Africa. This course considers how writers and bards seek to create an identity for their societies and themselves in face of pressures not only from foreign cultures, but also from within their own societies. Typical readings: Sundiata, Wolof oral poetry, Camara Laye, Ousmane Sembène, Chinua Achebe, Ngugi, Emechetta, Gordimer. (Koffi-Tessio, *offered occasionally*)

FRNE 215 Existentialist Journeys Modern Francophone African films and fictions, inspired by existentialist literature of political commitment, portray individuals in quest for identity, but the endpoint of their journeys remains elusive and problematic as they wrestle with the alienating effects of colonialism and post-colonialism. Do Francophone African writers and filmmakers renew European forms of the novel and film? What remains for Existentialist writers to learn from such journeys? Are existentialist portrayals of Africans truly free of the very racist and Eurocentric stereotypes that the existentialists themselves decry? (Staff, *offered occasionally*)

FRNE 218 Memory, Culture and Identity in French Caribbean Literatures This course offers students windows into Francophone Caribbean culture and society as a literary construction. We analyze the dynamic of identity and memory through a study of Caribbean literary movements, from the colonial period to the post-colonial time. Topics include violence and exile and identity; the search for Africa and metaphors of origin; gender, race, memory, and the practice of Diaspora. Typical readings: Césaire, Damas, Fanon, Condé, Ollivier, Zobel, Danticat. (Dahouda, *offered occasionally*)

FRNE 219 Beyond Colonialism: North African Cinema and Literature Between North and South, Mediterranean and continental Africa, with a rich 2,000-year history, Francophone North Africa (Algeria, Morocco, and Tunisia), faces many challenges: national, tribal, linguistic, gender and personal identities, the various faces of Islam, tradition and modernity. Students are introduced to the North African Maghreb, its cultural landscape, its history, and its people, through various cultural productions. These will include contemporary North African cinema, with particular emphasis on Tunisian films by women, fiction by Algerian and Moroccan authors such as Djébar, Bey, Kadra, Chraïbi, Ben Jelloun, among others. Prerequisite: open to all, but recommended for sophomores and beyond. This course is cross-listed with Africana Studies, Media and Society, Middle Eastern Studies, and Peace Studies; it should be of interest to students of Comparative Literature, History, International Relations, and Political Science. (Gallouët, *offered alternate years*)

FRNE 255 Modern French Theater This course introduces students to Modern French Theatre and to the new dramatic forms that appear in the course of the 20th century. The focus is on the revolution that takes place in the performing and visual arts and gives birth to Modern French Theatre. Students learn to analyze the dramatic text and the performance onstage and investigate the relationships between culture, society and theatre. Typical readings: Ionesco, Beckett, Genet, Anouilh, Sartre. (Staff, *offered occasionally*)

FRNE 341 Boulevard Saint-Germain: Beauvoir, Sartre and Camus The Western imagination of the 20th century has evolved in response to, and in spite of, the major traumas of two world wars and their aftermath. This course examines how the particular conceptions of the universe, deriving from the stark realities of a war-torn continent, were formulated in the writing of de Beauvoir, Sartre and Camus, the three voices that resonated with the deepest chords of a wounded nation, continent, world. (Staff, *offered occasionally*)

FRNE 285 The Troubadours: Songs of Love, War , and Redemption in Medieval Southern France 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 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.

FRNE 395 Race, Society and Culture of the Ancien Régime The goal of the course is to become familiarized with various cultural productions of 18th century pre-revolutionary France, to acquire understanding how the representation of race evolved in a cultural context reflecting society's political and economical agendas, and to appreciate the impact of race representation on society. Special attention is given to the construction of race in visual representations from travel narratives, illustrations, and paintings, as well as textual representations in fiction and in the writings of the Philosophes. This course is cross-listed with Africana Studies, Media and Society and Peace Studies; it should be of interest to students of Art, Comparative Literature, History, International Relations, and Political Science. Prerequisite: open to all, but recommended for sophomores and beyond. (Gallouët, *offered alternate years*)

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 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. Prerequisites: FRE 101 or equivalent, or permission of 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, includes mandatory recitations every week. Prerequisite: FRE 130 or placement or the equivalent. (*Offered every semester*)

FRE 227 French in Review II: Lire et écrire *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 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 Senegalese 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, *offered alternate falls*)

FRE 241 Prises de vues: Introduction to Contemporary France This course seeks to analyze contemporary French culture through its representation in films and the media. Major trends examined include youth, education, immigration, women in society, and the political system. Students pursue a research topic of their choice and submit a portfolio at the end of the semester. The course includes a required film screening every Tuesday night. 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. Typical readings: Edminston, *La France contemporaine*, and weekly films such as Kassowitz's *La Haine*, Chatiliez's *La*

vie est un long fleuve tranquille, Jeunet's *Le fabuleux destin d'Amélie Poulain*, Cantet's *Entre les murs* and Kechiche's *La graine et le mulet*. (Gallouët, offered alternate years)

FRE 242 Introduction to Québec Studies This course seeks to examine various aspects of the French Canadian culture of the Province of Quebec in its social, literary, and ideological expressions, as well as in its political and historical contexts. It offers students an understanding of contemporary issues, such as colonialism, post-modernity, the Quiet Revolution, language and politics, feminist movements, the dynamics of identity, immigration, and the new nationalism. Students will also consider Quebec's relations with France and the USA in the context of globalization. While exploring a new socio-cultural space, students will improve their French language skills through readings, discussions, film reviews, and papers on relevant topics. Prerequisite: FRE 227 or permission of the instructor or concurrently with FRE 227 Typical readings: Lacombe, Roy, Miron, Gagnon, Ollivier, Vallières, Nepveu, Bouchard. (Dahouda, offered alternate years)

FRE 243 Introduction to Francophone Cultures This course seeks to introduce the variations of French and the variety of cultures in the Francophone to the world. Students are introduced to the concept of francophonie, its ideological and political meaning as well as its cultural and literary expressions. Students discover the unity and the diversity of French speaking countries. They explore contemporary issues in these countries, and discuss the relations of the Francophone world with France and the U.S. in the context of globalization. The goal of this course is not simply to acquaint students with issues and realities around the Francophone world, but to provide them with a broader cultural and intercultural perspective. Students improve their French through readings, discussions, weekly film reviews, and papers on relevant topics. Prerequisite: FRE 227 or permission of the instructor or concurrently with FRE 227. Typical readings: selections from journal articles, newspapers, books and web materials dealing with current events related themes examined in class. (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. Typical readings: History of Provence, Troubadours, Mistral, Giono, Pagnol, Films: *La Gloire de mon pere*, *Jean de Florette*, (Wells, offered alternate years)

FRE 251 Introduction to Literature I: Mystics, Friends and Lovers The conventions governing erotic love and passion in Europe were first formulated by the troubadours in Southern France. This course traces the evolution of passionate love from the Middle Ages to the Present, and analyzes its connections with mystical love. We will also study other traditions of love such as marital love and friendship. Prerequisite: Any two 240 level courses, or permission of the instructor, or any 240 level with another 240 level taken concurrently. Typical readings: the Troubadours, Chrétien de Troyes, *Pléiade* poets, Racine, Madame de Lafayette, les poètes maudits, Amin Maalouf (Wells, offered alternate years)

FRE 252 Introduction to Literature II: 'Que sais je?' This course is an introduction to literary discourse and a study of essays by significant authors who have shaped French thought from the Renaissance to the present. The question 'Que sais je?' is an epistemological question, that is, a question about knowledge. What we know, or think we know, shapes our vision of the world, and who we are. The subject determines the object of knowledge. We pay particular attention to the subject, the "je" of the question. We consider the subject's position before the unknown, and the other. Our journey, beginning with Montaigne's question about identity will lead naturally to analysis of contemporary Western attitude toward others. Prerequisite: Any two 240 level courses, or permission of the instructor, or any 240 level with another 240 level taken concurrently. Typical readings: selections from Montaigne, Descartes, Voltaire, Rousseau, Camus, de Beauvoir, Kristeva, Maalouf (Gallouët, offered alternate years)

FRE 253 Introduction to Literature 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 or permission of the instructor, or any 240 level with another 240 level taken concurrently. Typical readings: selections from Camus, Césaire, Djébar, Pham Duy Khiem, Montaigne, Montesquieu, Duras, Senghor, Kourouma, (Koffi-Tessio, offered alternate years)

FRE 351 Francophone African Fictions A study of the origins of Francophone African fiction in both French European and African traditions. It includes fragmentation of traditional models of identity in both men and women and the call for both master and slave to embrace a new freedom. Prerequisite: FRE 253 and one of FRE 251 or FRE 252, or permission of the instructor, or concurrently with another 250 level. Typical readings: Soundjata, Diop, Kourouma, Laye, Sembene, Bâ. (Koffi-Tessio, *offered regularly*)

FRE 352 North African Literature: Narratives of Dissent and the Search for Identity This course introduces narrative fiction from North Africa written in French. Students study the rise of Francophone narratives against colonialism and analyze their development into the national literatures of Morocco, Tunisia, and Algeria. Paying particular attention to issues of gender, language, and religion, students analyze how these narratives of dissent evolve into fiction constructing individual and national identities. Prerequisite: FRE 253 and one of FRE 251 or FRE 252, or permission of the instructor, or concurrently with another 250 level. Typical readings: Fanon, Jelloun, Chraïbi, Djébar, Mimouni, Yacine, Bey, Khadra. (Gallouët, *offered regularly*)

FRE 355 Francophone Caribbean Identities This course deals with ways in which Francophone Caribbean writers represent their society in a context of deep alienations, and how they try to reinvent themselves and their community through the diversity of their unique culture and humanity. Students improve their cultural and language skills by discussing these major topics: memory, diaspora, and the quest for identity; race, gender and assimilation; language, aesthetics, and ideology. Prerequisite: FRE 253 and one of FRE 251 or FRE 252, or permission of the instructor, or concurrently with another 250 level. Typical readings: Césaire, Fanon, Dépestre, Zobel, Condé, Danticat; Glissant, Schwartz-Bart, Chamoiseau. (Dahouda, *offered regularly*)

FRE 364 Voix Lyriques In this course, students participate in the metamorphoses of the world through in depth analysis of poems. Prerequisites: FRE 251 and FRE 252, or permission of the instructor, or concurrently with another 250 level. Typical readings: Baudelaire, Rimbaud, Mallarmé, Valéry, Breton, Eluard, Appolinaire. (Staff, *offered occasionally*)

FRE 380 Images de Femmes Mother or lover, sorceress or goddess, redeemer or temptress—she often is a path toward the divine and often brings total destruction. This course studies recurrent literary images of the feminine and explores the mythical and mystical dimensions of these images. Prerequisites: FRE 251 and FRE 252, or permission of the instructor, or concurrently with a 250 level. Typical readings: La Cité des dames, Les Illustres françaises, Marivaux, Romantic poets, George Sand, Baudelaire (Staff, *offered occasionally*)

FRE 382 Advanced Topics in French Literature: French Theater In this course, students read and analyze plays from Molière to the present time. A play must be spoken, heard, and visualized—so an important part of the course is devoted to the creative interpretation of selected scenes that are presented on stage toward the end of the term. Prerequisites: FRE 251 and FRE 252, or permission of the instructor, or concurrently with a 250 level. Typical readings: Molière, Marivaux, Hugo, Sartre, Beckett, Racine. (Staff, *offered occasionally*)

FRE 383 Topics in Middle Ages and Renaissance Topics include Medieval epic and romance, Medieval and Renaissance lyric poetry, Montaigne, Rabelais, the Pléïade 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 Century 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 Ancien Régime; The French Enlightenment and Diderot's Encyclopédie, Marivaux. 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 495 Honors

Geoscience

Department Faculty

Nan Crystal Arens, Associate Professor
Tara M. Curtin, Associate Professor
David B. Finkelstein, Assistant Professor
John D. Halfman, Professor
David C. Kendrick, Associate Professor
Neil F. Laird, Associate Professor, Department Chair
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 across areas of geology, hydrology, and atmospheric science. In addition to taking formal courses, most geoscience students undertake undergraduate research. 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 disciplinary majors, a B.A. and B.S., and a disciplinary 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, 5 courses

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

Introductory Courses

GEO	140	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 140 Intro to Environmental Geology Understanding the risks associated with natural hazards such as earthquakes, volcanoes, landslides, droughts and floods, and conversely sustainably managing important resources such as energy, minerals, wetlands, coastal areas and fresh water supplies demands an understanding of fundamental geologic principles, materials and processes. (Curtin or Halfman)

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

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

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

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)

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 I arise on Earth? Where else in the Universe might life be found? How do we know about the early history of life on Earth? And how do we search for life elsewhere? We will evaluate current theories on how life began and evolved on Earth and how the presence of life changed the Earth. We will review current understanding on the range of habitable planets in our solar system and around other stars. And we will discuss what life might look like on these other planets and what techniques we could use to detect it. This course is designed to fulfill a student's goal of experiencing scientific inquiry and understanding the nature of scientific knowledge. It does not count toward the major in Geoscience or Physics. (Arens, Hebb, Kendrick)

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 may take one mandatory weekend field trip. Prerequisite: MATH 100 or a score of 20 or better on the math placement test. This course is a prerequisite for many geoscience courses. (Arens, Kendrick or McKinney, *offered each semester*)

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, Finkelstein, 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 210 Environmental Hydrology “All the rivers run into the ocean; yet the sea is not full; unto the place from whence the rivers come, thither they return again” (Ecclesiastes 1:7-8). Hydrology is the study of water at or near the surface of the Earth. Modern society’s demand for water from surface and groundwater sources to feed industrial, agricultural, municipal, recreational and other uses typically outstrips the supply, which has become increasingly scarce due to the environmental degradation of existing water resources by the disposal of wastes. Thus no other discipline in the geological sciences has experienced such an explosion of interest and growth in recent years. This course investigates the physical properties of water, the hydrologic cycle, surface and groundwater processes, water quality issues, and other environmental concerns focusing on the quantitative aspects of hydrology. Project-based laboratories are mostly done in the field and analyzing/modeling data in the lab. Prerequisites: CHEM 280, GEO 184 and GEO 186, or permission of instructor. (Halfman, *Spring, offered occasionally*)

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 landscapes we see around us. Through both descriptive and quantitative analysis, we will assess the scales and rates at which surface processes occur. Exploring the connection between modern processes and modern deposits is essential to deciphering the geologic record. We will explore the link between process, landform and deposit. We will evaluate fluvial, glacial, slope, eolian, weathering, and karst processes and the landforms that they produce and the deposits that are left behind. An understanding of surficial processes is critical to understanding the interaction of humans and their environment. Note: Weekend field trips are required. Prerequisites: GEO 184 and GEO 186. (Curtin, *Fall, offered even 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, *Spring, 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 are required weekend field trips. Prerequisites: GEO 184 and GEO 186, CHEM 280 or by permission of the instructor. (Finkelstein, *Fall, offered alternate years*)

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

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 odd 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 336 Macroevolution Macroevolution, or evolution above the species level, addresses the large-scale patterns and transformations recorded in life's history over geologic time. What controls the origin of major groups of organisms (like mammals or flowering plants)? Why are there so many beetles? Do mass extinctions encourage diversification? Were dinosaurs losers or just unlucky? Can Natural Selection alone explain the diversity of organisms? Do organisms get "better" over time? Why are there whales? These are all macroevolutionary questions. Using a variety of methods, including extensive practice in different techniques of phylogenetic reconstruction, we will investigate how to answer questions about those patterns. We will put our investigations into the context of the history of macroevolutionary thought. (Kendrick, *offered occasionally*)

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 magmatic and metamorphic environments, the application of experimental studies to the interpretation of igneous and metamorphic rocks, and the origin of magmas. Laboratory work emphasizes the systematic description of rocks in hand specimen and thin section, and the interpretation of origin from mineralogy and texture. Laboratory and one extended field trip are required. Prerequisite: GEO 240. CHEM 280 is also recommended. (McKinney, *Fall, offered alternate years*)

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. Prerequisites: 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 alternate 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, *Fall, offered alternate years*)

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

GEO 450 Independent Study

GEO 495 Honors

German Area Studies

Program Faculty

Eric Klaus, German, Coordinator
Mihaela Pretrescu, German
Eugen Baer, Philosophy
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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: 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 three semesters of German language beyond GERM 102, GERM 301, and two further courses in German literature and culture. One of these culture courses may be a GERE course (German culture taught in English), while the other culture course must be upper-level German course. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the 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. Moreover, students are required to take GERM 301, Introduction to German Area Studies I. Beyond these courses, students are expected to take three electives. These electives should reflect the three areas of inquiry, namely cultural legacies, historical heritages, and intellectual traditions. Students can take a GERE course to satisfy the cultural legacy requirement. When choosing electives, students must select at least one course from each area. The electives should be chosen from the cross-listed courses. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

CROSS LISTED COURSES

Cultural Legacies

ARTH	226	Northern Renaissance Art
ARTH	250	20th-Century European Art: Reality Remade
ENG	287	Film Histories I (1895–1935)
ENG	368	Film and Ideology
ENG	376	New Waves
MDSC	224	Age of Propaganda I
MDSC	225	Age of Propaganda II
MUS	130	Beethoven: The Man and His Music
MUS	160	The Symphony
MUS	203	History of Western Art: Baroque and Classical (1600–1800)
MUS	204	History of Western Art: Romantic and Modern (1800–1950)
REL	401	Literary and Theological Responses to the Holocaust

Historical Heritages

HIST	237	Europe Since the War
HIST	238	The World Wars in Global Perspective
HIST	269	Modern Germany 1764–1996
HIST	272	Nazi Germany
HIST	276	The Age of Dictators
HIST	325	Medicine and Public Health in Modern Europe
POL	243	Europe after Communism
POL	245	Politics of New Europe
REL	270	Modern Jewish History
REL	271	History and Impact of the Holocaust

Intellectual Traditions

HIST	253	Renaissance and Reformation
HIST	256	Technology and Society in Europe
HIST	301	The Enlightenment
PHIL	373	Kant
POL	265	Modern Political Philosophy

COURSES TAUGHT IN GERMAN (GERM)

GERM 101 Beginning German I German instruction endeavors to foster intercultural 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 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 340 Introduction to German Literature and Culture I Germany, a country that forms the crossroads of Europe, has always been forced to define itself by the influences that have come outside, from other surrounding cultures. A study of the social, religious, and economic influences, as seen in the literature and other historical documents of Germany, this course introduces students to the rich and varied background of the nation from the period of the *Völkerwanderungen* to the Middle Ages to the Reformation to the beginning of *Aufklärung*. Prerequisite: GERM 301 or permission of instructor. (*Offered every three years*)

GERM 341 Introduction to German Literature and Culture II Beginning with the *Aufklärung*, this survey course treats epochs and major developments in the area of German literature and culture from the 18th century to the present. Individual representative texts (including plays, paintings, and films) are studied and discussed in terms of their aesthetic significance and their relation to the historical, cultural, and social contexts. The course develops critical and analytical skills through an intensive introduction to the study of German literature, culture, and political history. Prerequisite: GERM 301 or permission of instructor. (*Offered every three years*)

GERM 370, 371 Special Topics The topic of these courses will be determined by the instructor. Possible topics include *Immigrantenliteratur*, Kafka, Romanticism, and the Image of America in German Culture. Prerequisite: German 301 or permission of instructor. May be repeated for credit. (*Offered annually*)

GERM 450 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 203 Narratives of Displacement The 20th century has been described as the age of refugees. Now, in the 21st century, displacement remains as pressing a concern as ever. This course examines how the fates of refugees are represented in German language media (literature and film as well as popular media) of the 20th and 21st centuries. We will explore how authors render into language the experiences of treacherous, transnational escape routes, refugee camps in no-man’s lands, and the precarious legal status in host countries. In these narratives, Germany appears once as the murderous homeland before and during WWII and then, in more recent times, as the hoped-for refuge from persecution, war, and environmental catastrophes. Along the way, we will pay special attention to the ways in which narratives of displacement re-inscribe the refugee as an individual whose trajectory is not just a matter of profound loss but also an expression of political desires. We will explore the role literary and filmic representations might play in creating a sense of community of people living in various forms of exile. Furthermore, we will examine how race, ethnicity, gender, sexual orientation, and class impact experience of exile.

GERE 205 Imagining the Self: the Bildungsroman This course focuses on German novels from the 18th through the 20th centuries and takes as its guiding concept the paradox of the Self: the Self is a stabilizing yet fluid construct. The Self, or a “stable” identity, is vital to feel secure in a volatile modern world; yet to secure a stable identity over time, one must constantly integrate the volatility of the world into the Self—the individual is forced to re-write and re-imagine his/her identity over time to remain a (seemingly) stable entity. Besides this paradox, the class will explore the mutually-constitutive dialogue between identity and culture, between the individual and society, and between aesthetics and intellectual currents from the Enlightenment through postmodernism. Along with critical literature on the Bildungsroman, we will read novels by Goethe, Novalis, Thomas Mann and Patrick Süskind. (Klaus, *Spring, offered every three years*)

GERE 206 Madness in Modernity The first decades of the 20th century constituted a period of great uncertainty that was felt across Europe. At this time, artists experimented with novel ways of articulating the uneasiness and angst that they themselves experienced and that they witnessed in their surroundings. The course focuses on the German-speaking countries of Europe and investigates the ways in which the art of that period registers potentially devastating shifts in the social, cultural, and epistemological tenets that define modern life. Students also integrate texts, paintings, and film into their inquiry. (Klaus, *Spring, offered every three years*)

GERE 208 Guilt and Punishment in German Culture Whether the crime is theft, incest, or murder, transgression and the resulting guilt and punishment have factored prominently in German-language novellas over the last two centuries. What are these crimes and what repercussions arise from them? What do these transgressions reveal about German-speaking Europe? Does this particular genre lend itself to tales of sin and despair? These and other questions guide this tour of these truly remarkable texts. (Klaus, *Spring, offered every three years*)

GERE 209 Decoding Fairy Tales: Histories, Origins, Structures Fairy tales are important cultural documents for German-speaking Europe. Over hundreds of years, fairy tales have been very influential, not only in literature but also in the shaping of culture. By learning about fairy tales, both classical and modern, we can recognize their historical and cultural backgrounds, as well as theoretical texts to decode these significant texts.

GERE 212 Exploring 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: The Literature of partition and Reunification 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

Advisers (Health Professions Steering Committee)

Jamie Bodenlos, Psychology

Gregory Frost-Arnold, Philosophy

Jessica Hayes-Conroy, Women's Studies

Derek Linton, History

Justin Miller, Chemistry and HP Committee Chair

Renee Monson, Anthropology and Sociology

Scott MacPhail, Health Professions Counselor

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

At HWS, health professions advising is individualized. In addition to the information provided on the Health Professions webpage, the Health Professions Advising Office, located in the Salisbury Center for Career Services and Professional Development, maintains a wealth of additional resources. 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 at Buffalo School of Medicine and SUNY Upstate Medical University both allow qualified students to apply and be accepted to medical school at the end of the sophomore year.

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 also minor in a subject of interest. Minors in foreign languages, Public Policy, Women's or Men's Studies, International Relations, Child Advocacy, or a host of others could serve pre-health students well.

Prerequisite courses

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

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.

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 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 occasionally)
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 occasionally)
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)
PSY	203	Introduction to Child Psychology & Human Development (<i>EDUC 202 Human Growth & 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)
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	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 occasionally)
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 occasionally)
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	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)
PSY	245	Cross-Cultural Psychology (offered annually)
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	305	Food, Feminism and Health (offered occasionally)
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	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)

F. Global Health

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)

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	341/441	Making Babies (offered alternate years)
BIDS	214	The Politics of Reproduction (offered occasionally)
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	305	Food, Feminism and Health (offered occasionally)
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

Susanne E. McNally, Professor, Chair (2014-15)
Mathew Kadane, Associate Professor, Chair (2015-16)
Mathew Crow, Assistant Professor
Maureen Flynn, Professor
Laura Free, Associate Professor
William Harris, Instructor
Clifton Hood, Professor
Derek Linton, Professor
Colby Ristow, Associate Professor
Elizabeth Thornberry, Assistant Professor
Lisa Yoshikawa, Assistant Professor

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

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

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

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

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

COURSE CONCENTRATIONS

Introductory Courses

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	105	Introduction to the American Experience
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

African and Middle Eastern History

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

Asian History

HIST 190 History in East Asia
HIST 202 Japan Since 1868
HIST 292 Japan Before 1868
HIST 298 Exploring Modern China
HIST 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 250 Medieval Popular Culture
HIST 253 Renaissance and Reformation
HIST 256 Technology and Society in Europe
HIST 260 Modernity in 19th Century Russia
HIST 261 20th Century Russia
HIST 263 The Russian Land from 1000-2000
HIST 264 Modern European City
HIST 272 Nazi Germany
HIST 276 The Age of Dictators
HIST 286 Plants and Empire
HIST 301 The Enlightenment
HIST 313 Darwin and the Darwinian Revolution
HIST 318 Seminar: Making of the Individualist Self
HIST 321 The Evolution of Human Emotion
HIST 325 Seminar: Medicine and Public Health in Modern Europe
HIST 371 Life Cycles in History
HIST 394 Russia and Central Asia
HIST 395 Asia & European Expansion
HIST 396 History and the Fate of Socialism: Russia and China
HIST 473 Seminar: Britain in the Age of Industry and Empire
HIST 476 Seminar: Western Civilization and Its Discontents

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 & 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 & 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	312	The U.S. Since 1939
HIST	317	Women's Rights Movements in the U.S.
HIST	322	Slavery in Americas
HIST	323	Enterprise & Society
HIST	341	Beyond Sprawl
HIST	352	Seminar: Wealth, Power & Prestige: The Upper Class in American History
HIST	397	Seminar: Environmental History
HIST	462	Seminar: Civil Rights
HIST	463	Seminar: Topics in American History
HIST	467	Seminar: American Pragmatism
HIST	471	Seminar: Civil War in American Memory

Latin American History

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

Advanced Courses

HIST	308	The Historian's Craft
HIST	450	Independent Study
HIST	495	Honors
HIST	499	History Internship

Seminars

HIST	300	Race & Violence in American History
HIST	304	The Early American Republic: 1789-1840
HIST	306	Civil War & 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	321	The Evolution of Human Emotion
HIST	323	Enterprise & Society

HIST	324	Qing and Tokugawa
HIST	325	Seminar: Medicine and Public Health in Modern Europe
HIST	327	Seminar: Human Rights: Cold War & US Intervention in Central America
HIST	330	The Mexican Revolution
HIST	331	Law in Africa
HIST	332	Slavery in Africa
HIST	341	Beyond Sprawl
HIST	352	Seminar: Wealth, Power & Prestige: The Upper Class in American History
HIST	371	Life Cycles in 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	467	Seminar: American Pragmatism
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 challenges and opportunities. The "Dark Ages" were a time of recovery and synthesis, with Germanic and Pagan customs mixing with Roman and Christian culture to form a unique blend of religion, family life, politics, and economy. Through literature, this course discusses the origins of the Western ascetic spirit and the beginning of romantic love and the cult of chivalry. Through visual sources, it explores the construction and defense of castles and manors and traces the embryonic development of agriculture and technology. (Flynn, *offered alternate years*)

HIST 102 The Making of the Modern World This course examines a global system linked by commodities, ideas, and microbes and sustained by relations of military and political power between the 15th and 18th centuries. The mining and plantation economies of the Americas and the development of direct trading relations between Europe and Asia are treated as interactive processes involving European explorers and merchants, the labor and crafts of African slaves, the fur trapping of Amerindian tribes, and the policy making of the Chinese Empire. Religious confrontation, the improvement of cartography, and nautical instruments are examined. (Linton and Yoshikawa, *not currently offered*)

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 105 Introduction to the American Experience This course introduces students to American history in two ways. First, it surveys the development of America from initial European-Indian contact to the Civil War. With an emphasis on political and social history, we will explore critical events in American history such as the settlement of the British colonies in North America; the emergence of distinctive regional social and economic systems in the 17th and 18th centuries; the rise of slavery and the shaping of American perceptions of race; the American Revolution; the evolution of American political ideas and institutions during the late 18th and early 19th centuries; the advent of a national market economy; and the Civil War. Second, this course is an introduction to the discipline of history. It seeks to involve students in the practice of history by investigating how historians acquire, test, and revise their understandings of the American past. (*Offered each semester*)

HIST 107 Trekking Through Asia Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and two of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply

put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of the world. Join us on the journey! (Yoshikawa and Cerulli)

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

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 US 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 US 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, and 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 US Constitution; can US 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 the 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 at 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 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 190 History in East Asia This course is directed toward two goals: 1) to introduce the student to East Asian civilization, both centrally to the wellspring culture of China, and tangentially to a ripe derivative culture at the moment of deepest contact and influence – Japan in the T'ang period (Seventh to Tenth Centuries); and 2) to teach the different ways that history (as the past and as an academic discipline) functioned in traditional civilization. The student will not only become acquainted with the culture of China and Japan but also gain a better understanding of the discipline of history, of what it is and what it can be. For the Chinese, for example, history can be an organizing axis both for high-level intellectual activities and for the day-to-day conduct of ethics, politics, and society. (Yoshikawa, *not currently offered*)

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. (Thornberry)

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 America This course examines the transplantation of Europeans to the colonies, and the development of ideas and institutions in the New World. It takes a close look at local communities in the colonies, and the interplay of religion, politics, economics, and family life. It also deals with the factors that led to the Revolution. (Offered occasionally)

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 women 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 226 Colonial Latin America This course is a survey of the forces and events that shaped Spanish America, from precontact societies in the Americas and Europe, to the American independence movements of the nineteenth-century. Chronologically, this course will focus on five periods: pre-Columbian societies in the Americas and Europe; the violent conquest of the "New World" by Spanish *conquistadores*; the immediate aftermath of conquest and the consolidation of Spanish authority (c. 1530-1600); the establishment of stability and Spanish colonial rule (c. 1600-1800); and the fall of the Spanish Empire (c. 1730s-1810). The two key geographical areas of examination will be Central Mexico, and the Central Andes. Conceptually, this course will focus on the interrelated concepts of conquest and colonialism, paying close attention to the delicate balance of coercion and persuasion in the construction of the Spanish colonial regime. (*Ristow, offered annually*)

HIST 227 African American History I: The Early Era This course traces the history of Africans and their descendants in America from the 17th century through the Civil War. Topics include the slave trade from Africa to the English colonies in North America; establishment of the slave system and slave laws in the 17th century; the evolution of slavery and slave culture in the 18th century; transformations in African American life during the Revolutionary age; the experience of free blacks in the North and South; black society in the Old South; black abolitionism; the Civil War; and Emancipation. (*Harris, offered annually*)

HIST 228 African American History II: The Modern Era This course examines the varied experiences of African Americans from Reconstruction to the present, focusing on class and gender differences within African American society as well as on the fight for social and political equality in America. Major topics include Reconstruction in the South; African American intellectuals; the Great Migration; the Civil Rights movement; black power; and contemporary problems. (*Harris, offered annually*)

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. (*Marks, offered annually*)

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 to Present 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 The Civil War & Reconstruction, 1840-1877 In America's mid-nineteenth century, rising tensions over slavery's expansion, diverging ideas about federalism, and polarizing sectional identities erupted into violence, leading to four years of protracted, brutal war. The outcome was nothing less than revolutionary: the nation's political structures, economic systems, and social hierarchies were transformed. Paying careful attention to Americans' lived experiences, in this course we will seek to understand how and why the Civil War began, what changes it wrought, whether or not its fundamental conflicts were solved by Reconstruction, and finally, why it continues to have such a profound impact on America's vision of itself even today. (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 supra national associations—the Common Market (EEC), NATO, and the Warsaw Pact. Special emphasis is placed on European relations with the U.S. and the former U.S.S.R. Students explore consequences of the end of the Cold War, including attempts to construct democracies and market economies in Eastern Europe, political turmoil, and the resurgence of nationalism in Western Europe. (Linton, *offered alternate years*)

HIST 238 The World Wars in Global Perspective The American century; the formation of Communist states; genocides, including the Armenian massacres and the destruction of European Jewry; the ongoing crisis in the Middle East; and the relative decline of Europe and decolonization were all closely linked to the two world wars. This course explores these two cataclysmic wars—their origins, conduct, and consequences. In addition to such traditional approaches as military, political, and diplomatic history, students use literary, artistic, and cinematic representations to view these wars through personal experiences. (Linton, *Fall*)

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 243 US Legal and Constitutional History 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 US Constitution, the codification of slavery, the Marshall Court, expansion policy, the American Civil War, Reconstruction and segregation, and the ramifications of the industrial revolution in America for the power of the state. Major themes include the legacy of colonial and imperial governance for subsequent American history, the changing politics of constitutional interpretation, and the shifting grounds of legitimacy for the exercise of power on the national level. (Crow)

HIST 244 US Legal and Constitutional History Since 1865 This course will examine the history of American constitutionalism and constitutional politics from Jim Crow segregation and the pinnacle of the Gilded Age through to progressivism, legal realism and pragmatism as modes of constitutional interpretation, the New Deal and the Supreme Court, the Civil rights Movement, modern struggles over abortion, affirmative action, the Equal Rights Amendment, and gay rights, originalism and the impact of the rise of modern conservatism, the imperial presidency, and the constitutional implications of the threat of terrorism and the condition of perpetual war. Major themes will include the status of the Constitution in national political life, the dramatic increase in the size and power of the state, and the relationship between political conflict, social change, and economic development on the one hand and constitutionalism on the other. (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 253 Renaissance and Reformation This course explores the major intellectual, artistic, political, and religious events making up the “Renaissance” and the “Reformation”—two of the most energetic and creative moments in western history. Students read the works of several principal architects of these movements, along with contemporary historians’ attempts to explain the convergence of individual genius and collective cooperation that took place between 1300 and 1600. The period shattered medieval understanding of the nature of reality, the shape of the cosmos, and the relation between man and god. It was in this period that modern notions of individualism, freedom of conscience and national sovereignty began to shape the modern world. (Flynn, *offered alternate years*)

HIST 256 Technology and Society in Europe The coming of modern machinery has fundamentally altered the nature of work, and has thoroughly transformed communications, warfare, international relations, leisure time, and the arts. This course examines the impact of machinery on social relations and human relations to nature. It explores the promotion and institutionalization of technical innovation in the last two centuries in Europe. Finally, it views the conflicting intellectual and social responses to technological change, ranging from fantasies of technocratic utopias to machine smashing and dark visions of humanity displaced and dominated by mechanized systems. (Linton, *Fall, offered alternate years*)

HIST 260 Modernity in Russia This course attempts a balanced survey of the century leading to the Russian Revolution. Russia is both a participant in European civilization and one of the first countries to respond intentionally to the challenge of Western European modernity. In 19th century Russia, policy makers, social critics, and artists explored brilliantly many problems and dilemmas that still preoccupy thoughtful world citizens: the problem of economic development, the relation between individuals and groups, and the role of culture in human communities. (McNally, *offered alternate years*)

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*; Figs, *Natasha's Dance*; Lahuse, *How Life Writes the Book*; Libert, *The Environmental Heritage of Soviet Agriculture*. (McNally)

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—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 283 South Africa in Transition After a long period of colonialist domination, exploitation, racial humiliation, and destructive wars, southern Africa is emerging as a land of renewed hope for peace, stability and prosperity. This transition is explored in this course from the late 19th century to the rise of Nelson Mandela. By placing greater emphasis on South Africa, the course investigates such themes as the rise and demise of apartheid, wars of national liberation, economic development, demographic and environmental concerns, and democratization and the construction of pluralist societies. (Thornberry, *offered annually*)

HIST 284 Africa: From Colonialism to Neocolonialism Genocide in Rwanda, famine in Somalia, civil war in Liberia, executions in Nigeria, and more. What explains these images of a continent in change? Is there more to the African experience? These questions are examined in this survey of African history since World War II. Major topics of interest potentially include the contradictory effects of colonialism, cultural and intellectual origins of African nationalism, the limits and possibilities of political independence, the conflict between developmental needs and environmental concerns, the changing relations between state and society, and prospects for democratization. (Thornberry, *offered annually*)

HIST 285 The Middle East: Roots of Conflict The Middle East has been particularly prone to conflict and violence since the dissolution of the Ottoman Empire at the end of World War I and the subsequent rise of national states. This course examines the historical, social, and ideological roots of conflict and the prospects for a durable peace and sustained development in the region. It does so by devoting special attention to the complex and changing relations among Arabs and between Arabs and Israelis, and by exploring the Egyptian and Iranian revolutions, Lebanese sectarianism, Kurdish quest for statehood, the politics of oil and water, secularism, and the challenges of religious fundamentalism. (Not currently offered)

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 298 Exploring Modern China This course explores "modern China" and what it means to study it as history. Topics under examination include the fate of the "Chinese" imperial system as foreign elements penetrated the Sino-centric world order and "Chinese" efforts to establish a viable "modern" nation state following the Qing demise. Throughout the semester, we will pay particular attention to the notions of "modern" and "Chinese," and whether these two terms are useful in understanding the historical experiences of the people of what we know as "China" today. (Yoshikawa, *offered alternate years*)

HIST 300 Race & Violence in American History American society emerged, at least in part, through the labor of slavery, the "removal" of Native Americans from the western frontier, and from Chinese aid in building the Transcontinental Railroad. The nation's promise of freedom and equality came to fruition alongside a legacy of the Ku Klux Klan, Jim Crow, and the struggles of the Modern Civil Rights Movement. As such, a full understanding of the history of America requires an examination of the centrality of race and racial violence in the American experience. This course is not designed to make heroes, villains or victims out of those involved, but rather to raise questions concerning the role that various acts of racial violence played in shaping American culture and society. Did concepts of race lead to the brutality of slavery, or was racism a consequence of this abusive system? Did preconceived ideas of difference and "savagery" create conditions for western expansion? How did concepts of race determine who would be included or excluded from various segments of society, and in what ways was violence used to control those deemed the 'other'? These questions and more will be addressed through the use of a variety of texts and films throughout the semester. (Harris)

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 304 The Early National Republic: 1789-1840 This class examines the remarkable first six decades of American life after the creation of the Constitution. To explore this critical period, we will focus on how the idea of democracy was developed, expanded, maintained, and contested. To trace the evolution of American democracy, we will examine the creation of political parties, the development of social reform movements, the rise of religious revivalism, the development of capitalism, and the treatment of women, immigrants, African Americans, and Native Americans. Through this examination we will consider how an American political culture developed that defined some people as legitimate democratic participants and others as political and social "outsiders." (Free, *offered alternate years*)

HIST/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)

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

HIST 310 The Rise of Industrial America The main theme of this course is the multiple meanings for diverse Americans of the triumph of an urban/industrial society in the late 19th and early 20th centuries. The nature of industrial leadership, immigration and urbanization, and analyses of major political and social reform movements are among the topics to be covered. (Hood, *offered alternate years*)

HIST 311 20th-Century America: 1917-1941 This course is a continuation of HIST 310. World War I and its aftermath, economic and social changes in the 1920s, interaction between politics and urbanization, the Depression, Franklin D. Roosevelt, and the New Deal are among the topics to be covered. (Hood, *offered alternate years*)

HIST 312 The United States Since 1939 This course surveys American history from the start of World War II to the presidency of Jimmy Carter (1977-1981), covering foreign and domestic affairs. Subjects include origins of the Cold War, diplomacy in the nuclear age, McCarthyism, the Korean War, the affluent society, the civil rights and black power movements, the Vietnam War and its consequences, youth culture in the 1960s, the women's movement, the Watergate crisis, and the dilemmas of the postwar American economy. Special attention is paid to the state of politics and the problems of studying recent historical events. (Staff)

HIST 313 Darwin and the Darwinian Revolution This course first examines the life and work of Charles Darwin focusing on the genesis of his theory of evolution and then explores the ramifications of the Darwinian revolution both for the natural and human sciences and for broader religious, cultural, and political life. The course investigates what the Darwinian revolution tells about scientific revolutions and about the use and abuse of science in the modern world. The emphasis will be on Darwinian revolution in Europe, but attention will be paid to Darwin's fate in the Americas and Asia. (Linton, *offered alternate years*)

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

HIST 317 Women's Rights Movements in the U.S. This course examines the creation and development of women's rights movements in the United States in the 19th and 20th centuries – two centuries that witnessed the explosion of movements for women's emancipation. Students explore the social, legal, political and economic conditions of women at different historical moments along with the efforts of women (and men) to change those conditions. Women often differed about what the most important issues facing their sex were. Consequently, this course examines not only the issues that have united women, but also the issues that have divided them. (Free, *offered alternate years*)

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 History and Memory in the Asia-Pacific War This course attempts to survey the multiple memories and histories of the Asia-Pacific Wars among the people of East Asia and the United States. We will examine changes and continuities in these views in the framework of regional politics and economy since 1945, focusing on such controversial issues as the Nanjing massacre, “comfort women,” Pearl Harbor, war and racism, Hiroshima and Nagasaki, the Smithsonian Enola Gay exhibit, and history textbooks. In the broadest context, the course explores the history of imperialism and colonialism in Asia-Pacific since the late nineteenth century and the importance of “history” and “memory” in understanding its consequences. (Yoshikawa, *offered alternate years*)

HIST 321 The Evolution of Human Emotion This course explores how we have become the emotional creatures that we are. It traces the evolutionary and cultural turns that have formed us into sensitive beings with unprecedented capacities to laugh and smile, to shed tears of both sorrow and joy, to fall in love, to sense betrayal, and to experience mourning. Our wide and expressive range of feelings is examined through the lens of anthropology, history, child psychology, genetics and neurobiology. Through a sustained engagement of historical events with reflective literature and analytical reporting, we learn how deeply our sentimental lives have depended on long-term temporal interactions with our environment. Students take on the momentous project of employing their special power of conscious awareness, itself a product of sentient evolution, to read and articulate the subtleties of individual feelings. (Flynn, *offered alternate years*)

HIST 323 Enterprise & Society This course analyzes the changing place that business has had in American life and Americans’ imaginations. It is not a conventional business history class – we will not be exploring the institutional or macroeconomic history of business. Instead, our goal will be to come to grips with Americans’ understandings of and responses to profit-making enterprises. Accordingly, we will ask how, and why, entrepreneurialism has become a primary source of American identity; what the sources of support for and opposition to business have been over time; how, and why, conceptions of individual success have changed; and how Americans have reacted to different sectors of the economy, different kinds of businesses, and different types of capitalism. We’ll pay particularly close attention to the meanings that have been attached to Wall Street, the modern corporation, and advertising. Most of our materials will consist of historical monographs but we will also use novels and films. Prerequisites: HIST 105 or permission of the instructor for seniors and juniors; Permission of the instructor for first-years and sophomores. (Hood, *offered alternate years*)

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. (Yoshikawa, *offered alternate years*)

HIST 325 Medicine and Public Health in Modern Europe This course examines the “medicalization” of Europe—the conquest of infectious disease and consequently increasing life spans, the triumph of the medical profession legitimated by scientific credentials, the development and growth of medical institutions including the clinic, hospital, and research institute, and the transformation of health care into a central public policy issue. It explores the impact of medicalization on European culture and mentality by examining literary and artistic representations of disease and medicine. (Linton, *offered alternate years*)

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

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

HIST 330 The Mexican Revolution The first "great" revolution of the twentieth century, the Mexican Revolution of 1910 transformed Mexican political culture and shaped the modern Mexican State. In this course we will study the coming and process of the Mexican Revolution from its nineteenth-century roots, through a decade of violence, terror, and hunger (1910-1920). We will examine how the process of revolution expanded the rose from the ashes of civil war. (1920-1940). We will examine how the process of revolution expanded the Mexican State to include previously excluded groups in a new political sphere. Specifically, we will look at land reform, class politics, racial ideology, public education, patriarchy, religion, and popular art to get a sense of how Mexico changed with the Revolution. Finally, we will address the question that has haunted Mexican politics to the present day: did Mexico even have a revolution? (Ristow)

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. (Thornberry, *offered alternate years*)

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 of the rise and fall of the trans-Atlantic slave trade on the African continent. (Thornberry, *offered alternate years*)

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

HIST 352 Seminar: Wealth, Power & Prestige: The Upper Class in American History Exercising power that is entirely disproportionate to their small numbers, elites have shaped American society by making political and economic decisions and by influencing cultural values. This seminar explores the history, social composition, and power of elites in American history by asking questions such as: What groups should be considered elites? Who belongs to elites, who doesn't, and why? How have the makeup and authority of elites changed in U.S. history? How do elites use power and understand themselves and their roles? How do elites seek to legitimate themselves in a society that prizes democracy and that, since the mid-20th century, has increasingly valued egalitarianism? What is the importance of elites for social inequality, economic growth, and race, ethnicity, and gender? How are changing understandings of rank, class, wealth, and equality reflected in the cultural realm, especially in the "self-help" literature? How is opposition to elites expressed politically and culturally? (Hood, *offered alternate years*)

HIST 371 Life Cycles in History Historical transformations in child-birthing techniques, child-rearing patterns, and puberty rituals are juxtaposed with emerging notions of "childhood" and "adulthood" in order to elucidate cultural perceptions of the aging process. Marriage patterns and wedding rituals reveal ways in which sexuality and biological reproduction have been structured and controlled in various historical contexts. Multicultural approaches to dying investigate both the philosophy of death and social practices in the care (and neglect) of the dying. Our study of life's final phases will take us into local nursing homes and hospices where the dying have been relegated, for better or worse, in modern times. (Flynn, *Fall, offered alternate years*)

HIST 375 Seminar: Western Civilization and Its Discontent Eight of the Western world's most searing critiques of the "civilizing process" form the basis of discussions concerning the disturbances and the promises of modern existence. (Flynn, *Spring, offered alternate years*)

HIST 392 Seminar: Japanese History-Topics Intended for advanced students of Japanese history and society, the contents of this course change with the interests of the students and the instructor. Prerequisite: Previous course in Asian Studies or History, or permission of the instructor. (Yoshikawa, *offered alternate years*)

HIST 394 Russia and Central Asia This course traces the converging stories of two culturally distinct culture areas: Russia and Central Asia. Students start with geography, trace the rise of Orthodox and Moslem states and then examine their interactions through the Mongol Conquests, the expansion of the Russian/Soviet Empires and the implications for Russia and Central Asia of the Soviet collapse. (McNally, *offered alternate years*)

HIST 396 History and the Fate of Socialism: Russia and China This course studies Marxian Socialism as a product of history, as a lens through which to view past, present and future history and as a shaper of history. After introduction to the fundamentals (only) of Marx's thought, students examine how those ideas played out during the great 20th century revolutions in Russia and China. Finally, students spend a few weeks thinking about uses of socialism today in a possibly Post-Marxian world. (McNally, *offered alternate years*)

HIST 461 Seminar: War and Peace in the Middle East Many wars, small and big, have been fought in the Middle East since World War II. This seminar examines some of the major wars, paying attention to their causes and consequences both on the region and worldwide. (*Not currently offered*)

HIST 463 Topics in American History (*Offered occasionally*)

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

HIST 471 Seminar: Bugles, Belles, and Bloated Bodies: Civil War in American Memory Since the end of the Civil War, Americans have sought to better understand the brutal struggle that divided families, neighbors and regions. Through the veterans' parades and public statues of the late 1800s, the films and novels of the early 1900s, the intensely impassioned debates about the Confederate battle flag of the 1990s, and the battle reenactments today, Americans have "remembered" the Civil War in varied ways, thereby assigning meanings to the conflict. This class explores these diverse meanings, interrogates why this particular moment in American history continues to fascinate and enrage Americans, and examines the complicated relationship between American history, memory, and culture. (*Free, offered alternate years*)

HIST 473 Britain in the Age of Industry and Empire The British revolutions at the end of the seventeenth century led directly to the ascendancy of Parliament, the creation of a modern financial system, and a measure of religious toleration, at least in England. In the longer term, the two centuries after 1688 saw industrialization irrevocably transform the physical, social and cultural landscape of the British Isles; political unions transform the Isles into Great Britain and then the United Kingdom; and the expansion of the empire transform the metropole and much of the rest of the world. The purpose of this course is to understand how these momentous changes happened, where their reach could be felt, what they meant to contemporaries, and what they ushered in and left behind. (Kadane)

Holocaust Studies

Program Faculty

Michael Dobkowski, Religious Studies, Coordinator
Scott Brophy, Philosophy
Derek Linton, History

The Holocaust, 1933-1945, was a human disaster of unprecedented proportions. Mass murder by “lawful” decree reached extraordinary proportions when a faceless and mindless bureaucracy combined with passionate hatred to lay waste European Jewish culture and millions of its practitioners. As a result, concepts of civilization were undermined, cherished ideas such as rationalism and progress as the basis for societal conduct were challenged, and the power of the churches and their teachings were called into question. Intellect and goodwill accounted for little in the Nazi era.

The Holocaust Studies minor provides an opportunity to study the Holocaust and its impact on society. This enterprise must go beyond history and religion, because the Holocaust cannot be understood without knowledge of the dynamics of prejudice, of propaganda, of political and social organization, of social and psychological deviance, or of the history of Judaism and the Jewish people. Holocaust study is by its very nature interdisciplinary.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Two courses from Core Group 1, one course from either Core Group 1 or 2, and three other courses from either of the Core Groups or the electives. At least two of the courses must be from the social sciences and at least two from the humanities; no more than three of the courses may be from any one department.

COURSES

Core Group 1

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

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

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

International Relations

Program Faculty

Christopher Annear, Anthropology
Kevin Dunn, Political Science
Jack Harris, Sociology
Matthew Kadane, History
Feisal Khan, Economics
Judith McKinney, Economics
Scott McKinney, Economics, Coordinator
David Ost, Political Science
Colby Ristow, History
Richard Salter, Religious Studies
Jason Rodriguez, Anthropology
Jennifer Tessoroff, Economics
Stacey Philbrick Yadav, Political Science
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 where a language course is listed under area studies or one of the concentrations, it can both satisfy the area studies or concentration requirement and count toward language competency.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 11 courses

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; two other core courses; two courses in a thematic track, at least one taken from the list of keystone courses; and at least one course in a region outside of the United States (this can include courses taken in the thematic track). 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.

POL 180 Introduction to International Relations
POL 140 Introduction to Comparative Politics

ECON 160 Principles of Economics
ECON 240 International Trade
HIST - any 100 or 200 level course
ANTH 110 Introduction to Cultural Anthropology or any REL 100 or 200 level course dealing with global religions

METHODS COURSES: ANTH 273, SOC 211, SOC 212, ECON 202, POL 261, POL 263, or POL 380.

THEMATIC TRACKS

Students will take three courses in one of the thematic tracks. At least one must be drawn from the keystone courses listed below, while the other two are chosen in consultation with the adviser. The three courses must come from more than one discipline, and at least two of the courses in the thematic track should be at the 200-level or higher. Students also have the option of developing a self-designed theme in close consultation with their adviser and the approval of the Committee.

Global Security and Diplomacy

Keystone Courses:

HIST 237 Europe Since the War
HIST 238 The World Wars in Global Perspective
PHIL 155 Morality and War
POL 283 Terrorism
POL 290 American Foreign Policy

Political Economy and Development

Keystone Courses:

ANTH 212 NGOs and Development
ECON 233 Comparative Economics
ECON 344 Economic Development
POL 248 Politics of Development
POL 254 Globalization

Politics, Culture and Identity

Keystone Courses:

ANTH 205 Race, Class and Ethnicity
ENG 246 Globalism and Literature
REL 470 Nationalism
SOC 221 Race and Ethnic Relations

Transnational Issues and Cooperation

Keystone Courses:

ECON 311 Economics of Immigration
ENV 120 Human Geography
ENV 200 Environmental Science
PHIL 159 Global Justice
POL 249 Protests and Movements in Comparative Perspective
POL 254 Globalization

CAPSTONE COURSE

Any of the approved seminars (list updated each year based on curriculum offerings) or an Honors project. The Capstone Course must be taken after completion of the methods core course and should reflect the student's thematic and/or regional concentration, when possible.

LANGUAGE REQUIREMENT

The demonstration of competency in a foreign language equivalent to four semesters of language study.

REGIONAL FOCUS

Students are required to take at least three courses in one region outside of the United States. These courses may—but need not—include courses taken in a Thematic Track and as a Capstone Course. 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) Eastern 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 we explain grammar and Japanese culture in English, and three days a week you'll be taught by a very experienced native-speaking drill instructor. We teach you about the language, and make sure you get plenty of practice actually using Japanese as well. We want our students to be confident and comfortable when they use Japanese.

The Colleges do not offer a major or minor in Japanese, but interdisciplinary majors or minors in Asian Studies can include a large Japanese language component. For such a major, four language credits are required, and up to seven credits may be applied. For an Asian Studies minor, two credits are required, and up to four credits are possible. Asian Studies has a wide array of courses that deal with Japan, a much better selection than most other liberal arts colleges. For details, please see the Asian Studies section.

The Japanese Program sponsors the student anime (Japanese animation) club, and students are encouraged to become involved.

For students who take a lot of Japanese, we have a program in Japan for the fall semester of their senior year. This is a language-intensive program, and it dovetails very nicely with the program at HWS.

After graduation, most students either work in Japan, work for a Japanese company in the U.S., or go to graduate school to do more research on Japan. The Japanese Program gives them the tools they need to succeed in these areas.

Please note that the Japanese sequence begins with JPN 101 in the spring semester, followed by JPN 102 the next fall. If you have already studied a lot of Japanese, and believe you should start somewhere other than with JPN 101, please contact Professor Holland as early as possible for a placement interview.

COURSE DESCRIPTIONS

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

Latin American Studies

Program Faculty

Scott McKinney, Economics, Coordinator
Brien Ashdown, Psychology
May Farnsworth, Spanish and Hispanic Studies
Marilyn Jiménez, Africana Studies
Juan Liébana, Spanish and Hispanic Studies
Brenda Maiale, Anthropology
Beth Newell, Biology
Edgar Paiewonsky-Conde, Spanish and Hispanic Studies
Colby Ristow, History
Fernando Rodriguez-Mansilla, Spanish and Hispanic Studies
Richard Salter, Religious Studies
Caroline Travalia, Spanish and Hispanic Studies

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.

CROSSLISTED COURSES

Humanities

REL	205	Tongues of Fire
REL	238	Liberating Theology
REL	241	Rastaman and Christ
SPAN	308	Culture and Identity in Latin America
SPAN	316	Voces de Mujeres
SPAN	317	Arte y Revolución
SPAN	321	Cuentos de América Latina
SPAN	345	Latin American Literary Frontiers
SPNE	308	Latin American Cinema
SPNE	311	The Latino Experience
SPNE	322	Theater and Social Change in Latin America
SPNE	330	Latina Writing in the United States

Advanced Humanities

SPAN	355	Contemporary Theater: Innovations in Hispanic Drama
SPAN	365	Literature and Music of the Hispanic Caribbean

SPAN	392	Latin American Women's Writings
SPAN	420	Contemporary Latin American Novel
SPNE	345	The Paradoxes of Fiction
SPNE	355	Garcia Marquéz: 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	Politics of Latin American Development
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

ANTH	273	Ethnographic Research and Methods
ECON	202	Statistics
POL	263	Philosophy of Political Science
PSY	210	Statistics & Design
SOC	211	Research Methods
SOC	212	Data Analysis
SPAN	231	The Art of Translation

Other

LTAM	210	Latin American Perspectives
LTAM	450	Senior Independent Study

COURSE DESCRIPTIONS

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 450 **Senior Independent Study** The capstone course for the major. Students choose a topic having to do with Latin America or Latinos in the United States and, working with the faculty adviser, research the topic and write a substantial final paper that is shared with the faculty and students of the program.

Law and Society

Program Faculty

Steven Lee, Philosophy, Coordinator
Eric Barnes, Philosophy
Scott Brophy, Philosophy
Matthew Crow, History
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. All courses toward the minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Three core courses, at least one in each category, and three electives. Of the six courses in the minor, at least two must be from the social sciences 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

Humanities Electives

HIST	215	American Urban History
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
HIST	336	History of American Thought to 1865
HIST	337	History of American Thought since 1865
PHIL	232	Liberty and Community
PHIL	234	What Should I Do? Possible Answers
PHIL	235	Morality and Self-Interest

Social Sciences Electives

ANTH	247	Urban Anthropology
ECON	198	Business Law
ECON	212	Environmental Economics
ECON	319	Forensic Economics
POL	215	Minority Group Politics
POL	225	American Presidency
POL	229	State and Local Government
POL	236	Urban Politics and Public Policy
POL	375	Feminist Legal Theory
PPOL	328	Environmental Policy
SOC	222	Social Change
SOC	228	Social Conflict
SOC	258	Social Problems
SOC	262	Criminology
SOC	325	Moral Sociology and the Good Society

Lesbian, Gay, Bisexual and Transgender Studies

Program Faculty

Leah Himmelhoch, Classics, Co-Coordinator
James-Henry Holland II, Asian Studies, Co-Coordinator
Michael Armstrong, Classics
Betty Bayer, Women's Studies
Sigrid Carle, Biology
Christine de Denus, Chemistry
Juan Liébana, Modern Languages
DeWayne Lucas, Political Science
Eric Patterson, English
Craig Rimmerman, Public Policy

Students in LGBT Studies explore the cultural and historical construction of sex, sexuality and gender in cross-cultural contexts. The program examines the lives of sexual and gender minorities throughout history, as well as the relation of gender and sexuality to the social body more generally. Among its primary concerns are the study of the embodiment, cultures, political formations, and creative expressions of queer and transgender people. It also fosters critical analysis of the formation of sexual and gender identities, and the role of sexuality and gender across human time and space. LGBT Studies is therefore not only for, by, or about LGBT people, but seeks to provide an analysis of sex and gender as they function in relation to human history and its cultural diversity.

LGBT Studies draws on methodologies from a range of fields in the humanities and social sciences, including history, anthropology, sociology, public policy, rhetoric, literary studies, religious studies, cultural studies and art history. Our students choose from a variety of introductory and advanced courses that theorize practices and concepts of sex, sexuality and gender within an intersectional framework.

The program offers both a major and a minor, each of which may be either disciplinary or interdisciplinary, depending upon a student's selection of courses. No more than two course equivalents may be counted toward the major. Core courses deal directly and extensively with LGBT issues. Elective courses are not necessarily focused on LGBT issues, yet include these issues as a recurrent theme, constituting a considerable portion of the readings and discussions. Perspectives courses may not deal with LGBT issues directly, but provide important theoretical and/or methodological tools for their analysis. Additional courses may also count toward the major or minor with the approval of faculty adviser and program coordinator(s).

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

Two core courses; two perspective courses; five additional courses selected either from the core group or the electives; and a capstone course, which can only be undertaken after completing at least eight courses toward the major. The capstone course should involve close work with a faculty adviser to create an internship, independent study, or Honors project that serves to integrate material from throughout the major. The courses in a major program must include at least one course from each division and at least three courses in one division.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 10 courses

All of the requirements for the disciplinary major, but, included within the 10 courses, there must be work from at least two departments and at least three courses in each of two or more divisions (humanities, social sciences, natural sciences, and fine and performing arts).

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Two core courses; one perspective course; and two additional courses selected from either the core group or the electives.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

All of the requirements for the disciplinary minor, but the five courses of the minor must include courses in at least two departments and at least two courses in each of two divisions (humanities, social sciences, natural sciences, and fine and performing arts).

CROSSLISTED COURSES

Core Courses

LGBT	101	Introduction to LGBT Studies
AMST	310	Sexual Minorities in America
ENG	281	Literature of Sexual Minorities
ENG	381	Sexuality and American Literature
PPOL	219	Sexual Minority Movements and Public Policy

Elective Courses

LGBT	201	Transgender Identities & Politics
LGBT	204	Bodies of Difference
LGBT	301	Queer Geographies and Migrations
AFS	240	African/Asian/Caribbean Women's Texts
ARTH	230	The Age of Michelangelo
EDUC	331	Rethinking Families
ENG	110	Things Fall Apart

ENG	304	Feminist Literary Theory
FSCT	302	Art Work: Gender, Performance and Capitalism
SPNE	404	Lorca and Almodovar
WMST	204	The Politics of Health

Perspectives Courses

ANTH	110	Intro to Cultural Anthropology
MDSC	100	Intro to Media and Society
WMST	100	Intro to Women's Studies
WMST	247	The Psychology of Women

COURSE DESCRIPTIONS

LGBT 101 Introduction to Lesbian, Gay, Bisexual, Trans and Queer 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 LGBT 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 201 Transgender Identities & Politics This course expands the field of LGBT Studies by examining transgender history, identity formation, and politics. Additionally, it promotes student understanding of the cultural and historical construction of sex/gender from a specifically transgender perspective. The course asks students to analyze transgender identities through the framework of feminist, queer, anti-racist, and social justice perspectives, theorizing how transgender experiences intersect with ideas about sexuality, race, class, law, and kinship. In doing so, it challenges dominant assumptions about gender and sexual identities internal to both U.S. culture as well as feminist and LGB discourses. Course materials include books, films, and scholarly essays from a variety of disciplines, including history, anthropology, critical theory, philosophy, literature, legal studies, and film studies.

LGBT 202 Sex Histories 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 critical analysis 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 204 Bodies of Difference This course brings queer studies and disability studies together to analyze modern scientific and institutional languages about the queer body, examining how the archive of queer self-documentation interacts with and confronts “official” forms of knowledge. The course engages critically with the development of modern science by tracing its cultural and political effects on queer and disabled bodies as these subjects historically reported them. It promotes an understanding of the limitations and oppressive institutional effects of scientific thought from the perspective of those labeled “crippled,” “deformed,” “perverted,” “criminal,” and “insane” by an emerging complex of discourses: medicine, psychiatry, the law, demographics, and capitalist economics. We will consider the political and historiographic qualities of memoir, poetry, painting, self-portraiture, performance art, ethnography and film as we analyze how diverse queer subjects have historically struggled to create and understand what life inside a “queer body” might mean.

LGBT 208 Queers in Space: LGBT Cultural Geography How do the spaces we live in- our houses, neighborhoods, cities, and national boundaries-impact the way we think about our sexual identities, orientations, and subcultures? This course will examine lesbian, gay, bisexual, transgender, and queer cultures and identities through the fundamental concepts of cultural geography, urban planning, and architecture. We will be thinking about space on multiple scales, starting with examining “the closet” as a metaphor for those who identify as LGBT but do not disclose their identities. We will then move to our houses and buildings: How do our houses reflect cultural assumptions about sexuality, family structures, and kinship? How do the spaces we occupy- the buildings, parks, & roads that make up our everyday life- shape, and are shaped by, our cultural assumptions about “normal” bodies? How does race, class, sexuality, and dis/ability define what a “normal” body is? We’ll examine the concept of “queer space”: What makes a space “safe” for queer people? How do our identities get territorialized, and who might be excluded from that space? How does LGBT culture center on urban spaces, and why? What kinds of LGBT communities emerge in rural spaces? Finally, we will think spatially on a global scale: How does sexual identity get defined differently when we think of it transnationally? 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 301 Queer Geographies and Migrations This course explores the relations of historical queer identity-formation to cultural memory and aesthetic practice by addressing a series of interrelated questions: Are all LGBT people “queer”? Who do those categories enable and who do these terms exclude? What are the various historical relationships of sexual/gendered practices and politics to identity? How have LGBT/queer contact and culture been imagined and communicated over time/distance? How do desires and identities emerge through the stories of individual lives and through the stories of cultures? What role has aesthetic representation played in the creation and communication of the queer political imagination across time and space?

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 racial feminists and trans scholars, activists, and artists around femininity and “authentic” womanhood beginning in the late 1970’s. From there, we move into the “border wars” between queer and trans scholars that unfolded around the question of masculinity in the late 1990’s. 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.

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 (CGE) are Arabic, Hindi, Vietnamese and Brazilian-Portuguese. These languages are taught using a variety of methods: traditional classroom settings, intensive language study abroad which offers an opportunity for students to enhance the study of these languages, and through the Self-Instructional Language Program (SILP).

In SILP courses, an outside examiner prepares the syllabus and also prepares and conducts a mid-term examination (written and oral) and a final examination (written and oral). In addition, a tutor meets weekly (3 hrs/week) with the students. It is the responsibility of the tutor to drill the students, create quizzes, record attendance and participation and make sure the assignments are completed in a timely manner according to the syllabus. Tutors are normally students who are native speakers, or someone with an advanced knowledge of the language, but they are not a professional language teacher. Students taking a SILP class should keep this in mind. They must be also aware of their own self-instructional efforts and commit to the study time required to be successful. The final grade for these courses depend on the combination of the results from the mid-term and the final examinations, homework, quizzes, participation, and attendance.

All LCTL courses may be taken for a grade or credit/credit-D/no credit.

The director of the LCTL's works closely with the Center for Global Education and its partners in the US and abroad, in order to impart consistency and fluency to the languages offered. Beginning Fall 2014, Less Commonly Taught Languages will be 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 is met (four or more students). 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 2014-2016 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 LTCL program, the Colleges offer regularly scheduled courses, majors and minors 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 on the Chinese page of the catalogue.
- **Japanese** (introductory through advanced). More information on the Japanese page of the catalogue.
- **Russian** (introductory through advanced). Major and minor through the Russian Area Studies Department page of the catalogue.

Below is the tentative schedule for the 2014-2015 and 2015-2016 academic years:

FALL 2014

Arabic – ARAB 101 **Beginning Arabic I**

Arabic – ARAB 201 **Intermediate Arabic I** (prerequisite ARAB 101, ARAB 102).

Hindi – HIND 101 **Beginning Hindi I** (offered abroad in India).

Vietnamese – VIET 101 **Beginning Vietnamese I** (offered abroad in Vietnam).

SPRING 2015

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; only offered if minimum enrollment met).
Vietnamese – VIET 102 **Beginning Vietnamese II** (prerequisite VIET 101; only offered if minimum enrollment met).
Portuguese-Brazilian - PORT 101 **Beginning Brazilian-Portuguese I**.

FALL 2015

Arabic – ARAB 101 **Beginning Arabic I**
Arabic – ARAB 201 **Intermediate Arabic I** (prerequisite ARAB 101, ARAB 102, and ARAB 201).
Hindi – HIND 101 **Beginning Hindi I** (offered abroad in India)
Hindi – HIND 201 **Intermediate Hindi I** (prerequisite HIND 101 and HIND 102; only offered if minimum enrollment met).
Vietnamese – VIET 101 **Beginning Vietnamese I** (offered abroad in Vietnam).
Vietnamese – VIET 201 **Intermediate Vietnamese I** (prerequisite VIET 101 and VIET 102; only offered if minimum enrollment met).
Portuguese-Brazilian – PORT 102 **Beginning Brazilian-Portuguese II** (prerequisite PORT 101).

SPRING 2016

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; only offered if minimum enrollment met).
Hindi – HIND 201 **Intermediate Hindi I** (prerequisite HIND 101 and HIND 102; only offered if minimum enrollment met).
Vietnamese – VIET 102 **Beginning Vietnamese II** (prerequisite VIET 101; only offered if minimum enrollment met).
Vietnamese – VIET 202 **Intermediate Vietnamese II** (prerequisite VIET 101, VIET 102 and VIET 201; only offered if minimum enrollment met).
Portuguese-Brazilian – PORT 201 **Intermediate Brazilian-Portuguese I** (prerequisite PORT 101 and PORT 102).

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)
Hindi – HIND 201 **Intermediate Hindi I** (prerequisite HIND 101 and HIND 102, offered if minimum enrollment met).
Vietnamese – VIET 101 **Beginning Vietnamese I** (offered abroad in Vietnam)
Vietnamese – VIET 201 **Intermediate Vietnamese II** (prerequisite VIET 101, VIET 102, offered if minimum enrollment met).
Portuguese-Brazilian – PORT 202 **Intermediate Brazilian-Portuguese II** (prerequisite PORT 101, PORT 102 and PORT 201).

Mathematics

In the Department of Mathematics and Computer Science

Department Faculty

Stina Bridgeman, Associate Professor, Chair

David Belding, Associate Professor

Carol Critchlow, Associate Professor

David Eck, Professor

Jonathan Forde, Associate Professor

Erika King, Associate Professor

Yan Hao, Assistant Professor

John Lasseter, Assistant Professor

Kevin Mitchell, Professor

John Vaughn, Associate Professor

Mathematics has always been one of the core subjects of a liberal arts education because it promotes rigorous thinking and problem-solving ability. Many students who major in mathematics go on to graduate school or to work in related professions. For other students, mathematics is popular as a second major or as a minor in combination with another major from any of the Colleges' academic divisions.

To meet the challenges, opportunities, and responsibilities encountered after graduation, mathematics majors are encouraged to obtain a broad but firm foundation in the discipline. Majors acquire skill in the use of mathematical methods for dealing with problems from a variety of disciplines, and complement these tools with some training in computer science.

The Department of Mathematics and Computer Science offers two disciplinary majors in mathematics (B.A. and B.S.) and a disciplinary minor in mathematics. In addition to the specific courses listed below, other courses may be approved by the department for credit toward a major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; the department strongly recommends courses be taken on a graded, rather than a credit/ no credit, basis.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

MATH 135, MATH 204, and MATH 232; CPSC 124; either MATH 331 or MATH 375; two additional Mathematics courses at the 200-level or above; two additional Mathematics courses at the 300-level or above; and two additional courses chosen from Mathematics (MATH 131 and above) and Computer Science (CPSC 220 and above).

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 15 courses

MATH 135, MATH 204, MATH 232, MATH 331, and MATH 375; CPSC 124; three additional Mathematics courses at the 200-level or above; two additional Mathematics courses at the 300-level or above; one additional Computer Science course (CPSC 220 and above); and three additional courses in the Natural Science division that count towards the major in their respective departments.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

MATH 135 and four additional MATH courses (MATH 130 and above).

COURSE DESCRIPTIONS

MATH 100 Precalculus: Elementary Functions Intended for students who plan to continue in the calculus sequence, this course involves the study of basic functions: polynomial, rational, exponential, logarithmic, and trigonometric. Topics include a review of the real number system, equations and inequalities, graphing techniques, and applications of functions. A problem-solving lab is an integral part of the course. Permission of instructor is required. This course does not count toward the major or minor in mathematics. (*Offered annually*)

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 130 Calculus I This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (*Offered each semester*)

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. 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. 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. Prerequisites: MATH 204 and MATH 237, or permission of the instructor. (*Offered alternate years*)

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. 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. Prerequisite: MATH 204, PHIL 240, 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 Introduction to Complex Analysis An introduction to the theory of functions of a complex variable. Topics include the geometry of the complex plane, analytic functions, series expansions, complex integration, and residue theory. When time allows, harmonic functions and boundary value problems are discussed. Prerequisite: MATH 331 or permission of the instructor. (*Offered every third year*)

MATH 450 Independent Study

MATH 495 Honors

Courses offered occasionally or as demand warrants:

MATH	332	Foundations of Analysis II
MATH	360	Foundations of Geometry
MATH	376	Abstract Algebra II
MATH	371	Topics in Mathematics
MATH	446	Real Analysis

Media and Society

Program Faculty

Marilyn Jiménez, Africana Studies, Program Director
Christine Chin, Art
Lester Friedman, Media and Society
Catherine Gallouët, French and Francophone Studies
Grant Holly, English
Charity Lofthouse, Music
Liz Lyon, English
Michelle Martin-Baron, Women's Studies
Patricia Mathews, Art
Nicola Minnott-Ahl, English
Lisa Patti, Media & Society
Linda Robertson, Media and Society
Leah Shafer, Media and Society
William Waller, Economics
Kristen Welsh, Russian Studies

"Media studies" refers to the examination of visual, aural, and textual information and entertainment that is reproduced and transmitted to mass audiences using a series of complex and changing technologies. HWS was among the first liberal arts colleges in the country to offer a major in Media Studies in 1966. From its inception, the Media and Society Program has fostered a sustained, sophisticated, and comprehensive analysis of the media's pervasive cultural influence from a variety of perspectives and guided by two fundamental goals:

- To engage students in the critical analysis of the influences of the mass media from both the socio-political and cultural/artistic perspectives.
- To stimulate students to express their creative imaginations through self-expression in writing and the visual arts. With these goals in mind, our classes emphasize how media and culture reflect, refract, manipulate, and interconnect with each other.

The central nature of the Media and Society Program embodies the core principles of a liberal arts education that merges history, theory, and production to media studies and practice. The core concepts of media literacy we foster include: analytical and critical skills, historical consciousness, aesthetic theory and practice, and contemporary applications. Recognizing Media Studies as an inherently interdisciplinary field, classes at Hobart and William Smith Colleges intersect with a wide range of courses from various departments in the humanities, social sciences and the arts. These broad campus offerings are thoroughly integrated with core Media and Society courses that focus attention on fundamental issues relevant to exploring the formal elements and ubiquitous power of the media. Students are expected to engage in self-expression by exploring their creative capacities in at least one of the visual and plastic arts. This requirement for "hands on" experience is met through courses in documentary filmmaking, scriptwriting, digital editing, video gaming, photography, and digital design.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses, plus language competency

The Media and Society Program offers an interdisciplinary major and minor. Media and Society majors explore three core areas before deciding on a concentration. All majors are required to take at least one production course in the creative arts. Majors are required to complete cognate courses in American history or social consciousness and social or political theory. The major culminates with a required Senior Seminar. All courses to be counted for the major must be taken for a letter grade. To remain in good standing as a MDSC major, all courses must be completed with a C- or better. The internship is an elective which may be counted as part of any concentration.

The complete list of requirements for the major is:

- MDSC 100 (Introduction to Media and Society);
- MDSC 400 (Senior Seminar);
- In addition to MDSC 100 and 400, students must take at least four other MDSC classes (or approved equivalents);

- One course in each of three core competencies (a course used to fulfill a core competency cannot be used to fulfill the concentration requirements);
- Five courses to comprise a concentration;
- Two cognate courses. A cognate course is one that supports the study in the major, but is not a course in the mass media or the arts. One cognate course must be in American history and social consciousness (listed below). The second cognate course must be a social or political theory course (listed below).

Media and Society majors are also required to complete one college-level course in a foreign language. Students who have studied a foreign language in secondary school may have met this requirement; students for whom English is a second language may have met this requirement; students with a certified statement from a counselor or physician that a learning disability prevents them from learning a foreign language may petition for a waiver. *Students should consult with their adviser about this requirement.*

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses (three of which must be MDSC classes or the equivalents)

MDSC 100; one course in the study of the cultural history of the fine arts or mass media; one course in critical analysis or media theory. Three additional courses drawn from approved electives, one of which must be in the creative arts if not already included. Minors are not required to develop a concentration in a specific area of Media and Society. All courses to be counted for the minor must be taken for a letter grade.

Approved Courses

The Media and Society Program draws upon courses offered in a number of different departments. Some of the courses listed below may be withdrawn by contributing departments for various reasons and new courses offered in departments may be accepted for the Media and Society major. Listed below are the types of courses acceptable to fulfill the requirements, but students should consult their advisers to discuss other suitable courses.

Core Competencies

Majors are required to take one course in each of four core areas. Minors are required to take three courses chosen from different core areas. The same course may be listed under more than one competency; but one course cannot be used to satisfy more than one of the core competencies numbered 1 to 3 below. A course used to fulfill a core competency cannot be used to fulfill the concentration requirements.

Core Competency 1: Techniques of Performance and Creativity

(majors choose one):

ARTS		Any studio art course
ASN	231	Tibetan Mandala Painting
DAN	200	Dance Composition I
DAN	300	Dance Composition II
DAN		900 series
ENG		Any creative writing course
ENG	398	Screenwriting
MDSC	200	Cultures of Advertising
MDSC	206	Script to Screen
MDSC	305	Film Editing I
MDSC	308	Film Editing II
MDSC	309	Media Industries & Alternatives
MDSC	311	Stars and Avatars
MDSC	314	Script to Screen II
MDSC	315	Introduction to Social Documentary
MDSC	330	Special Topics: Documentary Portrait Production
MDSC	415	Advanced Social Documentary
THTR	130	Acting I
THTR	160	Introduction to Stagecraft
THTR	330	Acting II
THTR	360	Introduction to Lighting Design
THTR	370	Playwriting Workshop
WRRH	205	Rhetorical Bytes

Core Competency 2: Critical Analysis or Media Theory*(majors choose one):*

AFS	200	Ghettoscapes
AFS	226	Black Popular Culture
AFS	300	Black Auteurs
AFS	309	Black Cinema
AFS	430	The Films of Spike Lee
ANTH	115	Language and Culture
ARTH	210	Woman As Image-Maker
ARTH	335	Femme Fatale and Film
ASN	342	Chinese Cinema
ENG	180	Film Analysis I
ENG	280	Film Analysis II
ENG	286	Art of the Screenplay
ENG	287	Jane Austen in Film
ENG	380	Film and Ideology
ENG	382	New Waves
ENG	383	Science Fiction
FRE	241	Prises de Vue
FRNE	219	Beyond Colonialism: Maghreb Cultures and Literatures
ITAL	204	Italian Cinema
MDSC	200	Cultures of Advertising
MDSC	203	History of Television
MDSC	204	Imagining the West
MDSC	205	America in the Seventies
MDSC	304	Media and Theory
MDSC	307	Medicine and Society
MDSC	303	History of the Social Documentary
MDSC	309	Media Industries & Alternatives
MDSC	311	Stars and Avatars
MDSC	313	Global Cinema
MDSC	320	Media Economics
MUS	190	History of Rock & Roll
MUS	205	Music at the Movies
PHIL	220	Semiotics
PHIL	230	Aesthetics
PHIL	260	Mind and Language
POL	320	Mass Media
POL	363	Cyber Politics/Cyber Culture
WRRH	205	Rhetorical Bytes
WRRH	250	Talk and Text: Introduction to Discourse Analysis

Core Competency 3: Cultural History of the Fine Arts or Mass Media*(majors choose one):*

AFS	200	Ghettoscapes
AFS	226	Black Popular Culture
AFS	430	The Films of Spike Lee
ARTH		Any art history course
DAN	210	Dance History I
DAN	212	Dance History II
DAN	214	Dance History III
ENG	209	Graphic Novels/Graphic Forms
ENG	267	Globalism and Literature
ENG	270	Globalism and Literature
ENG	281	Film Histories I
ENG	282	Film Histories II
ENG	283	Film Histories III

ENG	284	Documentary Film History
ENG	309	From Codex to Kindle
ENG	382	New Waves
EUST	101	Foundations of European Studies I
EUST	102	Foundations of European Studies II
FRNE	255	Modern French Theatre
FRNE	395	Race, Society & Culture in the Ancien Regime
GERE	201	Berlin: Sin City, Divided City
ITAL	204	Italian Cinema
MDSC	200	Cultures of Advertising
MDSC	203	History of Television
MDSC	205	America in the Seventies
MDSC	303	History of the Social Documentary
MDSC	307	Medicine and Society
MDSC	309	Media Industries & Alternatives
MDSC	311	Stars and Avatars
MDSC	313	Global Cinema
MDSC	315	Introduction to Social Documentary
MUS	135	Music in the Americas: 1750 – 2000
MUS	190	History of Rock & Roll
MUS	202	History of Western Art and Music: Medieval and Renaissance
MUS	203	History of Western Art and Music: Baroque and Classical
MUS	204	History of Western Art and Music: Romantic and Modern
MUS	205	Music at the Movies
MUS	207	Big Band to Bossa, Bop to Blues: A History of Jazz
MUS	209	Women in Music
RUSE	204	Russian Film
SPAN	365	Literature & Music of Hispanic Caribbean
THTR	220	Theatre History I
THTR	290	Theatre for Social Change
THTR	300	American Drama
THTR	308	American Experimental Theatres
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

AFS	200	Ghettoscapes
AFS	226	Black Popular Culture
AFS	309	Black Cinema
MDSC	205	America in the Seventies
MDSC	307	Medicine and Society
MDSC	303	History of the Social Documentary
MDSC	309	Media Industries
MDSC	315	Intro to Social Documentary
POL	320	Mass Media
POL	363	Cyber Politics/Cyber Culture

Concentration in Studies in Film, Television, and New Media

AFS	200	Ghettoscapes
AFS	226	Black Popular Culture
AFS	300	Black Auteurs

AFS	430	The Films of Spike Lee
AFS	309	Black Cinema
ARTH	210	Woman As Image-Maker
ARTH	312	Women Make Movies
ASN	342	Chinese Cinema
EDUC	208	Teaching, Learning & Popular Culture
ENG	180	Film Analysis I
ENG	280	Film Analysis II
ENG	281	Film Histories I
ENG	282	Film Histories II
ENG	283	Film Histories III
ENG	284	Documentary Film History
ENG	286	Art of the Screenplay
ENG	287	Jane Austen in Film
ENG	380	Film and Ideology
ENG	382	New Waves
ENG	383	Science Fiction
ENG	385	History of American Independent Film
FRE	241	Prises de Vue
ITAL	204	Italian Cinema
MDSC	200	Cultures of Advertising
MDSC	203	History of Television
MDSC	204	Imagining the West
MDSC	205	America in the Seventies
MDSC	303	History of the Social Documentary
MDSC	307	Medicine and Society
MDSC	309	Media Industries & Alternatives
MDSC	311	Stars and Avatars
MDSC	315	Intro to Social Documentary
MDSC	320	Media Economics
MSDC	330	Special Topics: American Film Genres
MDSC	330	Special Topics: American Jewish Cinema
MDSC	330	Special Topics: Vietnam Combat Films
MDSC	330	Special Topics: Global Musicals
POL	363	Cyber Politics/Cyber Culture
RUSE	137	Vampires: From Vlad to Buffy
RUSE	204	Russian Film
SPAN	225	Hispanic Media
SPAN	340	Spanish Cinema
WRRH	205	Rhetorical Bytes

Studies in Critical Method and Mass Media Theory

ARTH	110	Visual Culture
ENG	380	Film and Ideology
MDSC	200	Cultures of Advertising
MDSC	304	Media and Theory
MDSC	309	Media Industries & Alternatives
PHIL	220	Semiotics
PHIL	230	Aesthetics
PHIL	260	Mind and Language
POL	320	Media & Politics
POL	363	Digital Networks
WRRH	205	Rhetorical Bytes
WRRH	250	Talk and Text

Concentration in Studies in Cultural Production: Composition and Technology

ARTS		Any studio art course
DAN	200	Dance Composition I
DAN	300	Dance Composition II
DAN		900 series
ENG		Any creative writing course
ENG	398	Screenwriting
MDSC	200	Cultures of Advertising
MDSC	206	Script to Screen
MDSC	305	Film Editing
MDSC	308	Film Editing II
MDSC	309	Media Industries & Alternatives
MDSC	311	Stars and Avatars
MDSC	314	Script to Screen II
MDSC	315	Introduction to Social Documentary
MDSC	330	Special Topics: Documentary Portrait Production
MDSC	415	Advanced Social Documentary
THTR	130	Acting I
THTR	330	Acting II
THTR	370	Playwriting Workshop
WRRH	300	Journalism
WRRH	302	Op-Ed: Writing Political and Cultural Commentary

Cognate Courses**Social or Political Theory**

(majors choose one; none of these courses can be counted for the minor)

BIDS	200	Critical Social Theory
ECON	122	Economics of Caring
POL	160	Introduction to Political Theory
POL	175	Introduction to Feminist Theory
POL	265	Modern Political Theory
POL	266	Contemporary Political Theory
POL	267	Twentieth Century Political Theory
POL	279	Radical Thought from Karl Marx to George Bush
POL	363	Digital Networks
POL	366	Theories of American Democracy
REL	272	Sociology of the American Jew
SOC	100	Introduction to Sociology
SOC	221	Sociology of Minorities
SOC	222	Social Change
SOC	226	Sociology of Sex and Gender
SOC	228	Social Conflicts
SOC	249	Technology and Society
SOC	260	Sociology of Human Nature
SOC	257	Political Sociology
SOC	258	Social Problems
SOC	259	Theory of Social Movements
SOC	356	Power and Powerlessness
SOC	375	Social Policy
WMST	300	Feminist Theory

American History and Social Consciousness

(majors choose one; none of these courses can be counted for the minor)

AMST	100	History and Forms of American Culture
AMST	101	Myths and Paradoxes
ANTH	222	Native American Religions
ANTH	354/454	Food, Voice, Meaning

HIST	204	History of American Society
HIST	208	Women of American History
HIST	215	American Urban History
HIST	227	African American History I: The Early Era
HIST	228	African American History II: The Modern Era
HIST	240	History of Immigration and Ethnicity in America
HIST	246	American Environmental History
HIST	306	Civil War and Reconstruction: 1845-1877
HIST	310	Rise of Industrial America
HIST	311	20th -Century America: 1917-1941
HIST	312	The U.S. Since 1939
HIST	314	Aquarian Age: The 1960s
HIST	337	History of American Thought Since 1865
HIST	340	Faulkner and Southern Historical Consciousness
POL	110	Introduction to American Politics
POL	215	Minority Group Politics
POL	366	Theories of American Democracy
PPOL	101	Democracy and Public Policy
REL	109	Imagining American Religions
REL	237	Christianity and Culture
REL	249	Native American Religion and Histories
WMST	100	Introduction to Women's Studies
WMST	204	Politics of Health
WMST	215	Feminism and Psychoanalysis
WMST	220	The Body Politic
WMST	243	Gender, Sex, and Science
WMST	300	Feminist Theory

COURSE DESCRIPTIONS

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 150 The Visual Story This course is about the theory and practice of visual storytelling. The old adage 'show don't tell' is familiar to most of us, but putting into practice in an effective way requires a profound knowledge of dramatic or narrative structure, the visual elements of composition, camera movement, actor movement etc., sound design and finally editing. Moreover, the filmmaker must be aware of all of these elements at every moment of the creation of a film; editing, for example is implied in the script and made possible in the shooting. The editor, in turn, must be aware of the scene structure laid out in the script and compositional and other choices made during the shooting of the film. All of this is at the service of manipulating the audience--making them cry, laugh, jump out of their seats, feel sad, feel happy, or moving them to act to change their world. Using contemporary Hollywood films and short films of different genres, we will analyze the multiple creative choices involved in the visualization of the story and craft our own simple story or set of scenes.

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 a 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 204 Imagining the West: The Myth and The Media The image of the West in American culture is both real and imagined, historical and mythic. The so-called "frontier experience" has defined significant aspects of cultural life and continues to exert a hold on the imagination of Americans—and those beyond our shores. This class examines the West as an ideological construct formed by both facts and legends, but most importantly, communicated and sustained by the mass media. Indeed, television and film productions have made the West a vital part of American history and a continuing facet of our everyday lives, and that is the focus of the class. (Friedman, *Fall*)

MDSC 205 America in the '70s It is easy to make fun of the '70s with its big hair, bad music, and blighted fashions. Many historians see the first half of the decade as a pounding hangover from the radical '60s and the second half as a counterbalancing prelude to the conservative '80s, denying the '70s any identity of its own. But beneath the glittering disco globes, a fundamental shift in the culture, society and ideology that defined American life—one reflected and refracted in the era's mass media and popular arts—took place from 1970 to 1979. This class explores the '70s from the perspective of its cultural productions, paying particular attention to the critical intersections where the arts both influence and mediate the major historical events and intellectual currents of this decade. (Friedman, *offered annually*)

MDSC 224 Age of Propaganda I: 1914-1945

MDSC 225 Age of Propaganda II: 1945-2001 The advent of modern or mechanized warfare brought awareness that propaganda directed at the home front, the enemy, and neutrals was as essential to victory as effective deployment of resources, weapons, and soldiers. Propaganda techniques developed during World War I have had significant influence over the later emergence of public relations and advertising. This course examines the history and influence of war propaganda especially but not exclusively of the United States during the twentieth century, the Age of Propaganda. (Robertson, *Spring, each offered alternate years*)

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, *Spring, 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 either Final Cut Pro or Avid. In addition to actual editing exercises using unedited rushes or dailies, students study film sequences to learn various editing styles and techniques. Finally, students study the relationship of a novel, its screen adaptation and the film in order to understand the relationship of editing to narrative. (Jiménez, *offered annually*)

MDSC 308 Film Editing II This course is an introduction to more advanced editing techniques including special effects. Using industry-standard editing and compositing software (After Effects and Shake), students will learn basic compositing techniques, such as green screen, rotoscoping and matchmoving, within the context of the history and art of visual effects. Since its inception, film has been drawn to the possibility of altering reality through visual effects in the works of Gorges Melies; with the advent of digital compositing, special effects have gained added importance

in contemporary filmmaking. Moreover, visual effect as 'staged' reality go beyond film to encompass the function of illusionism in Western representation as shown by Norman Klein in "the Vatican to Vegas: A History of Special Affects." Prerequisites: MDSC 305. (Jimenez, *course offered alternate years*).

MDSC 309 Media Industries & 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 311 Stars and Avatars This course will bring together two emerging fields in media studies—star studies and gaming studies—in order to explore the production and reception of virtual stardom. We will analyze the presence of various stars in contemporary digital gaming culture—the film, television, and sports stars whose voices and images appear in digital games; the corporations who design games; the characters who emerge from games as franchise stars; and the players who achieve stardom through digital recordings of their gameplay. Our investigations will focus on the nature of interactivity in video games; the relationships between gaming and other media industries in the era of media convergence; and the presentation of race, gender, and sexuality in games. The course will draw on theories of performance and fandom to analyze a roster of stars and avatars that may include Lara Croft, Michael Vick, Marlon Brando, Batman, The Beatles, and Electronic Arts. Students will have an opportunity to play a variety of games across multiple platforms. (Patti)

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 US, Italy, India, China, Mexico, Japan, Senegal, Iran, Peru, and Canada, among others. We will consider the impact of international film festivals, trade policies, immigration, transnational stardom, piracy, translation, and censorship on contemporary global cinema. (Patti)

MDSC 315 Introduction to Social Documentary This course is an introduction to the power of the visual social documentary as a force for social change. Students will study the history of social documentary photography and film and learn how to research, develop, shoot, edit, and critique social documentary videos using introductory level cameras and editing software. Considerable time must be spent working independently and collaboratively outside of regular class time. (Robertson, *Spring, offered alternate years*)

MDSC 330 Special Topics: Studies in Media & Production This course will address a range of topics in accordance with the current scholarly interests of the Media and Society faculty and visiting artists. Therefore, the topics do vary as they address timely issues of research in Media Studies and Production as well as emerging areas in the field. Typical topics could include: portrait documentary, animation beyond Disney, cinematic video games, the end of celluloid and transmedia narratives.

MDSC 400 Senior Seminar This course is required of all Media and Society majors. Normally, seniors will enroll in this course; however, juniors may also enroll with the recommendation of their advisers. This seminar, which is a capstone course for the major, will focus on a topic determined by the instructor. This is a research-intensive course. (Staff, *Spring, offered annually*)

MDSC 450 Independent Study

MDSC 495 Honors

Men's Studies

Coordinating Committee

Jack Harris, Sociology, Coordinator
Etin Anwar, Religious Studies
Rocco Capraro, History
Iva Deutchman, Political Science
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, and fine and performing arts).

CROSSLISTED COURSES

Theory Courses

ARTH	211	Women in 19th Century Art and Culture
ECON	310	Economics and Gender
ENG	304	Feminist Literary Theory
SOC	220	Sociology of Everyday Life
SOC	340	Feminist Sociological Theory
WMST	300	Feminist Theory

Sexual Minorities Courses

AMST	310	Sexual Minorities in America
ENG	212	Literature of Sexual Minorities
PPOL	219	Sexual Minority Movements and Public Policy
REL	283	Que(e)rying Religious Studies

Gender Courses

ANTH	220	Sex Roles: A Cross Cultural Perspective
ASN	220	Male and Female in East Asian Societies
CLAS	230	Gender and Sexuality in Antiquity
ENG	330	Male Heroism In The Middle Ages
PHIL	152	Issues: Philosophy and Feminism
POL	238	Sex and Power
PSY	223	Social Psychology
REL	236	Gender and Islam
REL	347	Gender and Globalization in the Muslim World
SOC	205	Men and Masculinity
SOC	225	Sociology of the Family
SOC	226	Sociology of Sex and Gender
WRRH	221	He Says, She Says: Language and Gender

Middle Eastern Studies

Coordinating Committee

Etin Anwar, Religious Studies
Michael Dobkowski, Religious Studies
Catherine Gallouët, French and Francophone Studies
Salahudin Kafrawi, Religious Studies
Liliana Leopardi, Art and Architecture
Feisal Khan, Economics
Michael Tinkler, Art and Architecture
Stacey Philbrick Yadav, Political Science, Coordinator

The Middle Eastern Studies minor offers students an interdisciplinary and historically grounded understanding of the societies, politics, economies, and cultures of the Middle East and North Africa. It can be fruitfully combined with a wide range of disciplinary majors to prepare students for work or graduate study, with the ability to think critically and constructively about the region's internal dynamics and relationship(s) to other regional and global communities. Courses counted toward the minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

The minor consists of three core courses and three electives. No more than three courses from one division may be counted toward the minor. Students may choose to take the fourth core course as one of their electives, and may count one of the available regional language courses (Arabic, Hebrew, or French) at or above the equivalent of the fourth semester. Courses taken abroad on non-HWS programs will be considered on a case-by-case basis. Other relevant courses offered less frequently may be counted toward the minor in consultation with the minor adviser. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

CORE COURSES

POL	258	Comparative Politics of the Middle East
POL	285	International Politics of the Middle East
REL	219	Introduction to the Islamic Religious Tradition
REL	274	Zionism, Israel and the Middle East Conflict

ELECTIVES

ARTH	249	Islamic Art and Architecture
ARTH	254	Islamic Art at the Crossroads
ASN	202	Ottoman World: Islam and the West
ECON	233	Comparative Economics
ENG	209	Contemporary Israeli Literature
FRNE	219	Beyond Colonialism: North African Cinema & Literature
JORD	400	Modernization and Social Change in Jordan
JORD	402	Independent Field Study in Jordan (division dependent on focus)
POL	289	Political Economy of Development in Egypt
POL	312	Political Reform in the Middle East
POL	401	Yemen: Politics on/of the Periphery
POL	401	Islamic Political Thought
REL	236	Gender and Islam
REL	242	Islamic Mysticism
REL	248	Islamic Ethics and Politics
REL	280	Negotiating Islam
REL	335	Jihad
REL	347	Gender and Globalization in the Muslim World
REL	370	Jewish Messianism

One independent study course may also be counted toward the minor with permission of the minor adviser.

COURSES

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 levels are taught under the MES 101 and MES 102 designations, and the intermediate levels are offered via HWS's Less Commonly Taught Languages program (see Less Commonly Taught Languages pages for registration details). For students entering the sequence above MES 101 and/or transferring credits from outside of HWS, the following is a guide to the material covered each semester.

ARAB 101 Introductory Arabic I (every fall): By the end of the first semester, students will be able to recognize and pronounce the letters of the Arabic alphabet; they will be able to read basic sentences in the present tense and to engage in very simple conversations involving descriptions of people, places, and activities.

ARAB 102 Introductory Arabic II (every spring): By the end of the second semester, students will be able to speak and to write about basic daily activities. They should be able to read simple authentic texts and to comprehend and produce accurately the basic sentence structures common to formal and spoken Modern Standard Arabic. Students should have a general knowledge of features of daily life and culture in the Middle East and North Africa.

ARAB 201 Intermediate Arabic I (every fall): By the end of the third semester, students should be able to talk about daily life and family and should be able to write and speak in the present, in the past and in the future. This level will introduce more advanced structures of the language common to media and literary forms of expression, and use authentic texts to explore some of the variation across Arabic-speaking cultures.

ARAB 222 Intermediate Arabic II (every spring): By the end of the fourth semester, students should be able to translate increasingly complex sentences from Arabic to English. They will also analyze and study a wider range of literary and cultural forms of expression through the use of short primary sources, and will have expanded their vocabulary beyond everyday life. A wide range of media and textual sources will also expand students' knowledge of the Arab world and its cultures.

Music

Department Faculty

Robert Cowles, Professor, Chair
Joseph M. Berta, Professor
Charity Lofthouse, Assistant Professor
Mark Olivieri, Assistant Professor
Katherine Walker, Instructor
Robert Barbuto, Applied Instructor (Jazz Piano), Director of Jazz Ensemble
Walden Bass, Applied Instructor (Cello)
Angela Calabrese, Applied Instructor (Voice)
Anthony Calabrese, Applied Instructor (Percussion), Director of Percussion Ensemble
Stacy Carolan, Applied Instructor (Brass)
Gregg Christiansen, Applied Instructor (Piano)
Steve Curry, Applied Instructor (Drums)
Benjamin Ellis, Applied Instructor (Guitar), Director of Classical Guitar Ensemble
Meg Cognetta Heaton, Applied Instructor (Piano)
Jennifer Henion, Applied Instructor (Voice)
MaryAnn Hamilton, Applied Instructor (Organ)
Alan Mandel, Applied Instructor (Jazz Saxophone)
Suzanne Murphy, Applied Instructor (Voice)
Jeananne Ralston, Applied Instructor (Piano)
Troy Slocum, Applied Instructor (Piano)
James Trowbridge, Director of Brass Ensemble
Wendra Trowbridge, Applied Instructor (Voice)
Greg Wachala, Applied Instructor (Guitar), Director of Jazz Guitar Ensemble
Andrew Zaplatynsky, Applied Instructor (Violin/Viola), Director of String Ensemble

The Department of Music seeks to develop the musical understanding of students who desire to broaden their cultural perspective through study of the arts, as well as to prepare students wishing to pursue a professional career in music. The department maintains the goal of demystifying the study of music by helping students to develop the necessary vocabulary to describe what is heard and empowering them to make critical judgments and argue interpretations of aural phenomena. No matter which course one takes in the Department of Music, the faculty promote the idea that listening to music cannot be a passive experience. Music, like the other fine and performing arts, involves the mind, aesthetic perception, emotions, and the body, in both listening and music-making activities.

Music courses are open to all students who have fulfilled the necessary prerequisites or gained permission of the appropriate individual instructors. The Department of Music offers a disciplinary major and both a disciplinary and interdisciplinary minor. To be counted toward the major or minor, all course work must be passed with a grade of C- or better. New York State music education certification is available to students majoring in music.

In courses for non-majors, students are presented a comprehensive survey of the material at hand sufficient to provide non-music students with a broad understanding and to enable students to continue successfully in their music coursework if they so choose. Music, by its very nature interdisciplinary, connects to many programs of study at the Colleges: Asian Studies, European Studies, Africana and Latino Studies, to name just a few. Music study can also serve as a microcosm for a given culture's macrocosmic view; the relationships between performers and audience, within the performing group, the style of presentation, etc., can communicate in a symbolic way a culture's underlying structure and values.

It is the Department of Music's wish that all interested HWS students be able to sing or play in an ensemble or take private lessons, whether that be as a continuation of earlier musical experiences or as a first-time endeavor. Admission to HWS's choral and instrumental ensembles is obtained by audition, and private instruction in applied music is available to all students for a per-semester fee for a total of 14 half-hour lessons. Private composition lessons are also available as an independent study.

Music majors and minors are expected to develop a deep and comprehensive understanding of music, with the aim of preparing students who are interested in continuing musical studies for graduate-level work. In-depth exploration is a natural hallmark of formal musical training; the music theory, 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 is developed and pursued in collaboration with a 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 instruction 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 applied instruction for two semesters.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

MUS 120; one from the group MUS 202, 203 and 204; MUS 220; one additional course from MUS 130 or above; 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); 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 instruction for two semesters).

TEACHER CERTIFICATION

Students seeking to obtain New York State teacher certification to teach in the public schools (pre-K–12) are required to fulfill all requirements of the regular music major (disciplinary) in the Department of Music, with the following additions:

- The required music major elective must be replaced by MUS 305 *Conducting*
- In addition to the standard ensemble and applied study requirements for the music major—i.e., at least one credit (two semesters) of ensemble participation and at least one credit (two semesters) of applied study on a primary instrument or voice—at least two credits (i.e., four semesters) must be earned through private applied instruction in any four (i.e., one semester each) of the following areas: brass, woodwinds, strings, voice, piano, guitar, and percussion. It should be noted that only two out of the four credits required in this area of ensemble participation and lessons may be counted towards the general baccalaureate requirement of 32 credits for graduation from the Colleges.

Students seeking to obtain New York State teacher certification should arrange early in the process to meet with Professor Mark Olivieri as well as a faculty member from the Department of Education to ensure that all education requirements are being addressed.

COURSE DESCRIPTIONS

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 Tonal Theory and Aural Skills I 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: The Man and His Music This course deals specifically with the music of Beethoven. Among the compositions carefully examined and listened to are his nine symphonies; his opera *Fidelio*; concertos such as *The Emperor*; piano sonatas such as *The Pathétique*, *Appassionata*, and *Moonlight*; selected string quartets; and his *Missa Solemnis*. Beethoven's place in history, his personality, his leading the way to individualism and subjective feeling in music, and his vision of human freedom and dignity are also explored. (*Offered alternate years*)

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 180 World Music and Percussion Survey This course will explore the realm of percussion from many perspectives incorporating both history and practice. Students will examine the historical development of percussion including rhythmic concepts and the variety of instruments as well as their use in various cultural traditions, not only in western classical music but in the music of indigenous peoples throughout the world. Students will also consider the way those traditions have influenced one another to shape the use of percussion in contemporary music. (*Offered periodically*)

MUS 190 History of Rock and Roll The course provides a survey of rock and roll from its roots through contemporary times. Beginning with a study of the development of rock from earlier sources, such as mainstream popular music, rhythm and blues, and country and western, the course proceeds by considering the artists and trends that serve to define rock music through the decades. The course places a strong emphasis on hearing the music that is discussed; students receive guidance in listening to basic musical features such as form, rhythm and meter, and instrumentation. Attention is also given to content of lyrics and to the role that rock music plays as a general, sociological phenomenon. (*Offered annually*)

MUS 194 Hip Hop: Global Phenomenon The hip-hop movement is one of the most influential cultural phenomena of the late 20th centuries. It is a complex social movement whose audiences are as diverse as the music. This course will trace the history and evolution of the movement-from its influences in the patter-like toasting of Jamaican DJ's over the albums they were spinning -to its humble beginnings in the Bronx River District in 1978 where the MC's role was still secondary to that of the DJ. Hip hop plays a complex role in contemporary society. It has moved from a subversive cultural movement to its current status as a commercial commodity, which has eroded many of the principles the movement initially stood for. A good portion of this course will be dedicated to examining the interdisciplinary nature of hip-hop, in which poetry, drama, music, art, and dance are inextricably linked. The course will also devote particular attention to hip-hop texts as critical social commentaries addressing larger issues, such as misogyny, homophobia, persona, parody, and authenticity, and the social problems that existed in urban life that gave rise to hip-hop texts have evolved over the years with a change in culture and urban conditions.

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 206 Opera as Drama “That opera is properly a musical form of drama, with its own individual dignity and force,” informs the content and structure of this course. The central issue of the relationship of words to music and form to meaning and their continuing reinterpretations is examined with respect to solutions offered by Monteverdi, Pergolesi, Gluck, Mozart, Verdi, Wagner, and Berg. Music moves the psyche on several levels simultaneously; it is more holistic than the linearity of verbal syntax can ever be. The ability to follow a score in a rudimentary manner is desirable. (*Offered periodically*)

MUS 207 Big Band to Bossa, Bop to Blues: a History of Jazz This course studies the development of contemporary styles and techniques in jazz and American popular music of the Western hemisphere since 1900. (*Offered annually*)

MUS 209 Women in Music This course surveys the careers and works of women composers and performers, primarily of European art music and American popular music, from Antiquity to the present day. Issues explored will include women’s achievements and contributions, women’s roles as composers, patrons and performers, portrayals of women in opera, feminist musical criticism, cultural values that have affected women’s participation in musical life, and the way in which women present themselves publicly as women and as artists. (*Offered periodically*)

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 214 Music Criticism in Theory and Practice This course draws from recent critical theory to uncover diverse ways of experiencing, interpreting, and articulating musical meaning. The course combines theoretical and practical components. As budding critical theorists, students will become literate in major contemporary “isms,”-including Structuralism, Post-Structuralism, Formalism, Queer Theory, Semiotics, Race Studies, and Postcolonial Theory- interrogating the beliefs, agendas, and biases that underlie these schools and their applications to music. As practicing music critics, students will generate and articulate individual responses to a variety of musical works-including those by Mozart, Beethoven, Berlioz, Chopin, Shostakovich, Gershwain, Coltrane, Madonna, Ice Cube, and Radiohead-- in dialogue with the critical methods studies over the course of the semester. Through these combined efforts , students will come to view a musical work as a many-sided entity supporting multiple interpretations; they will grapple with

the continuum between objective and subjective experience, and be able to locate interpretive moments on that continuum; and they will deepen their appreciation and understanding of music, while making visible and interrogating their own-as well as broader cultural-biases and tastes. (*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 Tonal Theory and Aural Skills II 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 Tonal and Chromatic Theory 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 Twentieth-Century Theory and Aural Skills 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 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

MUS 915 Jazz Improvisation This course provides an in-depth study of jazz improvisations techniques and theory in the context of standard jazz repertoire. Emphasis is on learning jazz repertoire, analyzing song forms, developing one's toolbox of jazz vocabulary, exploring improvisational concepts, playing in various jazz styles, and studying classic recordings from musicians throughout jazz history. This course is available in half- (.5 credits) or full-hour (1 credit) private lessons. Students should have experience on their primary instrument; no jazz experience is required.

MUS 928 Improvisation Ensemble The Improvisation Ensemble performs musical rhetorics that include improvisational elements such as jazz, rock-n-roll, ambient, and open-music. Students will develop their musicianship and theoretical musical knowledge through learning to improvise individually and as ensemble without musical notation.

PRIVATE INSTRUCTION COURSES

MUS	906	Cello (Bass)
MUS	907	Jazz Saxophone (Mandel)
MUS	908	Violin/Viola (Zaplatynsky)
MUS	910	Piano (Christiansen, Heaton, Ralston, or Slocum)
MUS	911	Voice (Angela Calabrese, Henion, Murphy, or W. Trowbridge)
MUS	913	Brass (Carolan)
MUS	914	Woodwinds (Berta)
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 (<http://www.hws.edu/academics/music/instruction.aspx>) for additional information related to taking private lessons.

ENSEMBLES

MUS	920	Jazz Ensemble (Barbuto)
MUS	922	Classical Guitar Ensemble (Ellis)
MUS	923	Jazz Guitar Ensemble (Wachala)
MUS	924	Percussion Ensemble (Anthony Calabrese)
MUS	926	Colleges Woodwind Ensemble (Olivieri)
MUS	930	Colleges Chorale* (Cowles)
MUS	935	Colleges Community Chorus (Staff)
MUS	940	Colleges Brass Ensemble (J. Trowbridge)
MUS	945	Colleges String Ensemble (Zaplatynsky)

*Members of the Colleges Chorale may be considered for membership additionally in the Colleges *Cantori*, a chamber vocal ensemble. *Cantori* is a not-for-credit ensemble.

Note: Students who take private lessons receive one-half course credit per semester. Likewise, students who participate in the Colleges Chorale, Colleges Community Chorus, Classical Guitar, Jazz Guitar, Percussion, String, Woodwind, Brass, or Jazz Ensembles receive one-half course credit per semester.

Peace Studies

Program Faculty

Steven Lee, Philosophy, Coordinator
Lesley Adams, Chaplain
Betty Bayer, Women's Studies
Sheila Bennett, Sociology and Asian Languages and Literature
Michael Dobkowski, Religious Studies
Shalahudin Kafrawi, Religious Studies
Alejandra Molina, Spanish and Hispanic Studies
Carol Oberbrunner, Philosophy
Richard Salter, Religious Studies
Charles Temple, Education
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, and societies. The program combines philosophical inquiry, historical knowledge, critical analysis of contemporary social conditions, experiential learning, and a deep commitment to educating and empowering students for citizenship in a world of greater peace, equity, and social justice. Our objective for the minor in Peace Studies is to prepare students to speak and act in their lives out of deep commitment to creating conditions of social equity and respect for others.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

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: PCST 201 Teaching Peace or WMST 372 Peace.
- Two core courses: one from Group A and one from Group B. Group A courses provide a theoretical foundation for the study of peace, justice, and conflict. Group B courses provide close observation and experiential learning relevant to the peacemaker role and/or meaningfully incorporate a substantial community service requirement. In the case of the latter, the program faculty adviser must approve the content of the community service component as appropriate to the minor.
- Two electives from Group 1 or 2: Courses in Group 1 provide a substantive foundation in the study of peace and justice; courses in Group 2 provide a substantive foundation in the study of peace and conflict.
- Two one-half unit supervised community service practica or one supervised full credit internship (PCST 399). Ordinarily a full credit practicum represents a minimum of 150 hours (75 hours for one-half credit) of community service, internship placement, or other experiential learning, approved by the student's program adviser and documented by a weekly reflective journal and a final report.
- Senior Independent Project (PCST 450): Enacting Peace: A self-initiated project that enacts in some way a peacemaker role under the supervision of a Peace Studies program faculty adviser. Projects may include creative works and performance and include summer projects judged of equivalent sustained commitment by the 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	108	Religion and Alienation in 20th Century Culture
REL	228	Religion and Resistance
REL	238	Liberating Theology
SOC	259	Fight For Your Right! 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	276	Imagining the Middle East
ENG	111	The Experience of War in Literature
ENG	316	Hearts of Darkness
FRNE	219-01	North African Cinema and literature
FRNE	395-01	Race, Society and Culture of the Ancien Régime
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	271	The History and Impact of the Holocaust
REL	274	Zionism, the State of Israel, and the Middle East Conflict
REL	401	Literary and Theological Responses to the Holocaust
SOC	356	Power and Powerlessness
SPAN	317	Arte y Revolución
SPNE	355	Gabriel Garcia Marquez (in English)

COURSE DESCRIPTIONS

PCST 201 **Teaching Peace** Students consider some definitions of peace that include not just “the absence of war,” as the English word implies, but also “wholeness, welfare, and safety,” as the Hebrew shalom and the Arabic salaam do; and justice, too, as in H.L. Mencken’s famous suggestion, “If you want peace, work for justice.” Then students consider the work of activists in peace work, through their writings, in interviews, and to the extent possible, by working alongside of them. Peace workers practice negotiation, arbitration, and conflict transformation, but as Professor David Ost reminds us, they also recognize the legitimacy of anger. And as Charles McCormach, president of the Save the Children Foundation observes, they do some of their best work upstream from conflict, helping those who would otherwise contribute to violence to find productive ways to live in their communities. This is a service-learning course: in addition to participating in class discussions, students undertake service jobs related to peace building in the Geneva community. (*Fall, offered alternate years*)

Philosophy

Department Faculty

Scott Brophy, Professor, Chair

Eugen Baer, Professor

Eric Barnes, Associate Professor

Greg Frost-Arnold, Associate Professor

Karen Frost-Arnold, Assistant Professor

Rodmon King, Assistant Professor

Steven Lee, Professor

Carol Oberbrunner, Assistant Professor

Courses in the Philosophy Department are designed to provide students with a background in the history of philosophy and to assist them in developing competence in the analysis and evaluation of philosophical problems and arguments that arise in making choices about their own lives and in participating in the decisions on the future of our society. Philosophy is concerned with the most fundamental questions that human beings can ask. What is the ultimate nature of the world? When are our beliefs justified? What can we know? Which actions are right and which are wrong? What is the best form of government? What is the good life? Is mind reducible to body? In addition, philosophy seeks to understand the bases of other areas of study, for example in philosophy of science, philosophy of language, philosophy of law, and philosophy of art.

The philosophy department welcomes both those who have an interest in continuing in philosophy and those who wish to use their philosophical training as a basis for other life pursuits. The study of philosophy has both intrinsic and instrumental value. The intrinsic value is the sense of satisfaction and self-discovery that comes from dealing in a careful and systematic way with basic questions. The instrumental value lies in the skill that the study of philosophy provides in critical thinking, a skill that helps a person to better communicate and to adapt more effectively to changing circumstances.

All courses toward a philosophy major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

At least six courses must be unique to the major.

No more than three 100-level courses may be counted toward the major.

The following three courses:

PHIL 370 Ancient Philosophy

PHIL 372 Early Modern Philosophy

PHIL 460 Senior Seminar

At least two area courses: (at least one of which must be at the 300-level)

One of the following courses about knowledge/reality:

220, 237, 238, 260, 342, 345, 350, 373, 374, 380, 390

One of the following courses about values/normative theory:

230, 232, 234, 235, 236, 250, 310, 315

Any five additional philosophy courses, at least two of which must be at the 200-level or higher.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

One of the following courses about knowledge/reality:

220, 237, 238, 260, 342, 345, 350, 373, 374, 380, 390

One of the following courses about values/normative theory:

230, 232, 234, 235, 236, 250, 310, 315

One of the following historical courses:
370, 372, 373, 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 cases, working to solve them can also provide fascinating insights about our world. Philosophical puzzles and paradoxes are like that. This course will cover a variety of challenging puzzles about the nature of reality, morality, language and what we can know about the world. Some of these puzzles have been solved, but many are not yet solved, and we can learn much from both of these. Even if you don't solve a particular puzzle completely, working toward the answer can help you with future problems by giving you a set of tools that you can use again and again to get other answers. Puzzles and paradoxes make you a better thinker. And, for some, they are lots of fun too. (Staff, *offered alternate years*)

PHIL 120 Critical Thinking and Argument Analysis This course is designed to improve a person's ability to think critically. While any course in philosophy does this, this course explicitly examines the principles of good reasoning. Emphasis is placed on the evaluation, the understanding, and the formulation of arguments. Instruction is given in the detection and correction of fallacies of reasoning and in the writing of argumentative essays. (G. Frost-Arnold, *offered alternate years*)

PHIL 140 Introduction to Value Theory Values are embodied in our interpretations, in personal and collective perspectival stances we take on issues of everyday life. They become manifest in actions and words, when we state our opinion on, say, U.S. foreign policy, the role of parenting, the role of women in religion, the value of higher education, etc. Values are generally acted out, most of them unconsciously. But some of them can be raised into our awareness and can be talked and written about. Although this process of consciousness raising is not without its problems, this is precisely what this course tries to undertake. This course is an occasion for students to examine their personal beliefs surrounding the meaning or lack of meaning they encounter in major issues around the globe, both past and contemporary. Students begin by studying and writing about values in the form of aphorisms, anecdotes, and short paragraphs. Then they aim at larger texts such as parables, fables, myths, manifestos, poems, and entire books. Students have as their main project to arrive at an overall narrative embodying some of their values. All writing in the course is oriented toward that final project. (Baer, *offered occasionally*)

PHIL 151 Philosophy and Contemporary Issues: Crime and Punishment This course explores the relationship between moral responsibility and criminal responsibility. It looks at some perennial problems in ethical theory, such as: What makes an act wrong? When is a person morally responsible for his or her actions? When is punishment an appropriate response to behavior that violates social norms? It also looks at some problems in legal theory and in public policy, such as: What sorts of acts ought to be criminal? When is a person legally responsible for his or her actions? Why should insanity be a defense to criminal charges? The following general question links all these problems: Which forms of behavior control are morally justifiable responses to which forms of social deviance? (Brophy, *offered annually*)

PHIL 152 Philosophy and Contemporary Issues: Philosophy and Feminism This course examines both the ways in which philosophical concepts and methodologies have influenced contemporary thinking about gender and the ways in which feminist viewpoints have challenged many traditional philosophical ideas. Among the topics discussed are marriage, sexuality, prostitution, human trafficking, affirmative action, and the connections between feminism and other liberation movements. (K. Frost-Arnold, *offered alternate years*)

PHIL 153 Philosophy and Contemporary Issues: Economic Justice This course explores the question of distributive justice within the United States. How should the fruits of social production be divided among the members of our society? Since our world is one of scarcity, people often will not get everything they want, and some may not get everything they need. What should determine who gets what? What role should the market play in the distribution of wealth? Does distributive justice require the redistribution of wealth? (Lee, *offered occasionally*)

PHIL 154 Philosophy and Contemporary Issues: Environmental Ethics This course explores the ethical and philosophical issues that arise when we consider the relation between humans and the natural environment—issues made urgent by our current environmental crisis. Among questions examined are: Is the value of nature intrinsic or only instrumental? Do humans have obligations toward nonhuman animals? Why are animal species worth preserving? Is it individual animals or ecosystems that should be of moral concern? What can feminism tell us about our treatment of nature? Are economic efficiency and cost/ benefit analysis adequate criteria for assessing our relation to the environment? (King, *offered annually*)

PHIL 155 Philosophy and Contemporary Issues: Morality and War This course explores the phenomenon of war from a moral point of view. Among the questions considered are: When, if ever, is it morally justified to fight a war? What, if any, are the moral limits on how one may fight a war? 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: A Multicultural Approach This course considers some specific ethical issues from global and multicultural perspectives. Topics include issues such as human rights, gender roles and morality, world hunger and poverty, euthanasia, and racial and ethnic discrimination. In addition to examining these issues using a variety of Western philosophical traditions, students consider approaches that come from Chinese, African, Indian, Native American, feminist, Buddhist, and other non-Western perspectives. (Oberbrunner, *offered 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 159 Philosophy and Contemporary Issues: Global Justice This course examines a set of ethical issues arising from the relations among nations and their peoples in the light of increasing global interdependence. What does global justice require of us? What is the moral significance of national borders? Are we justified in treating our compatriots as more important morally than those in other nations? What are the obligations of those of us in wealthy nations to the hundreds of millions on our planet in extreme poverty, especially when some of this poverty is the result of our own activities? Are our obligations to those in other lands negative only (not to harm), or are they also positive (to provide needed help)? In seeking to answer these questions, the course examines realist, statist, and cosmopolitan normative theories of international relations. (Lee, *offered occasionally*)

PHIL 162 Ethics of Civic Engagement How can I participate in my community in an ethical manner, and what can we, as a community, do to promote responsible civic engagement? Students will study traditional ethical theories and learn how to apply them to the many complex ethical dilemmas facing individuals who engage in volunteering, service, civic engagement and community activism. We will also address contemporary analyses of the ethical challenges posed by social inequalities of gender, race, sexuality, and class. Topics explored include: professionalism, confidentiality, respect for autonomy, conflict of interest, appreciation of difference, trust and honesty. Students will learn ethical and non-oppressive strategies for engaging with both local and international communities. This course is a service-learning course with a civic engagement component. (K. Frost-Arnold, *offered alternate years*)

PHIL 170 Philosophy of Human Nature All our social, legal, and political institutions depend on assumptions about human nature, as does each of us in everyday life. This course examines these assumptions. Are we purely material entities conditioned by our environment? Can we change human nature? Might we be the sole authors of our own

identity? Are we basically good? Should society take precedence over the individual? Did Freud understand humans correctly? Did Marx? Do feminists? Students begin with readings from the world's great wisdom traditions from India and China, then our culture's Judeo-Christian foundations, followed by influential thinkers from Western philosophy and science. (Oberbrunner, *offered occasionally*)

PHIL 190 Facts and Values This course examines a variety of issues relevant to an understanding of facts and values. What is the difference between a factual claim and a value claim? Does it make sense to think of facts as objective, and therefore the same for everyone, and values as subjective, and therefore relative to individuals, families, races, genders, classes, and cultures? What is the relationship between values and religion? How are values related to emotions? Is it possible, or even desirable, to put aside value preferences when we seek knowledge? In what ways can knowledge seeking inquiries be biased? (*Offered occasionally*)

PHIL 195 The Good Life What does it mean to be good? Is it worthwhile to lead a good life? Does being a good, moral person guarantee happiness? This course will focus on ancient Greek ethical theories, their approach to leading a good life, and their relevance to our present lives. We will start with selections from Homer, then examine the Sophistical challenge to the traditional Greek view, the rise of Socratic values, and Plato's own vision of a good life. The second half of the semester we will study Aristotle and the Hellenistic philosophers. We will use a contemporary novel and contemporary proponents of these Greek views to connect the theories with our present lives. (Staff, *offered occasionally*)

PHIL 208 The Scientific Revolution The present-day scientific view of the world has not always existed: it began in a particular time and place. This course studies the birth of the modern conception of the natural world in seventeenth century Europe, an event often called the "Scientific Revolution." We begin with an overview of ancient Greek ideas in philosophy, medicine, and cosmology. Then, the main portion of the course will focus on the profound intellectual transformations in Europe during the 17th century, when our knowledge of the natural world first became "modern." We will aim to understand the scientific revolutionaries on their own terms and for their own sake, but we will also study how their ideas relate to earlier and later periods. Finally, we look at the most influential theory of scientific revolutions, that of Thomas Kuhn, and compare it (and its successors) to the historical data. (G. Frost-Arnold, *offered occasionally*)

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, and class? What role do the arts have in non-Western cultures? Are there aesthetic experiences outside of the arts? The course concludes by examining specific art forms chosen according to student interests. (Oberbrunner, *offered annually*)

PHIL 232 Liberty and Community This is a basic course in political philosophy. The focus is on striking a balance in a political order between the freedom of the individual and the requirements of community. The central question is whether the state is merely instrumental to the fostering of individuality or is intrinsically valuable because of the community it represents. A related question is whether social relations are best understood as created by contract among persons or as in some sense constitutive of our personhood. What is at issue is the adequacy of liberalism. (Lee, *offered alternate years*)

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 Theories of Morality: Understanding Right & Wrong We'll examine the three dominant theoretical approaches to answering the fundamental practical question of what makes actions right and wrong. In the process, we'll also investigate questions like: What makes someone a good person? What makes something immoral? What is the relationship between rights and obligations? What makes the world a better place? (Barnes, *offered alternate years*)

PHIL 235 Morality and Self Interest How should we act? Morality and individual self-interest are often thought to give conflicting answers to this question. This course examines basic issues in moral theory by focusing on the question of whether acting in one's own interests is compatible with acting as morality requires, as it often appears to be. Do morality and self-interest diverge or converge? We study these issues through historical works by philosophers such as Plato, Aristotle, Hobbes, Hume, Kant, Mill, and Nietzsche. The course is a service-learning course with a community service component. (Lee, *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 it morally justified to punish a person? (Lee, *offered alternate years*)

PHIL 237 Philosophy of Religion After reviewing some world religions, this course examines philosophically a variety of fundamental questions about religion. Can we honor both the global diversity of religions and our common humanity? Can rational thought help us? The Western tradition, both classical and contemporary, includes a fascinating set of arguments to prove God's existence. Are they successful? Students address the Problem of Evil, a perennial question about why there is so much human suffering. Is religion patriarchal? What are some different ways of understanding the nature of divinity? Can we understand personal immortality? What is the relationship between religion and science? Students look at several perspectives on religious truth and ways of knowing it. (Oberbrunner, *offered occasionally*)

PHIL 238 Philosophy of Natural Science We take up several questions central to the philosophy of science: What distinguishes science from non-science? What is inductive reasoning? When is data evidence for a theory? What is a law of nature? How does a scientific community modify theories or reject one theory and replace it with another? What role, if any, do values play in the scientific enterprise? (G. Frost-Arnold, *offered alternate years*)

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 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 256 Health Care Policy A government's laws and policies exert a great deal of influence on individuals' health and on how they interact with their health care system. You might be allowed to choose your own doctor or your choices might be restricted. The system might permit doctors to help terminally ill people to end their own lives, or it may even empower others to make such a choice. Public policies might encourage or prohibit research to find ways to improve humans by altering their genes. The government could help everyone get health insurance or they could even take over the whole health care system. These kinds of public policy decisions would have major economic, political and person ramifications. The goal of this course is to investigate and understand these choices in health care policy, focusing on the ethical principles that are the foundation of any justification of such policies.

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? —e.g., is the meaning of a proper name (e.g. ‘Thomas Jefferson’) simply the entity bearing that name, or must its meaning be more complex? What is the relationship between mental content and linguistic expressions: that is, do features of the language we speak determine which thoughts we can have, or vice versa? (G. Frost-Arnold, *offered occasionally*)

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 310 Cooperation, Competition and Justice In the second half of the 20th century, game theory emerged as a powerful tool in economic theory. It helps us understand how people trust, threaten, and come to cooperative agreements. We will use mathematically simple game theory to understand how morality might be seen as an agreement by a diverse group of people and what such a morality might demand of us and our government. Central issues will include self-interest fairness, rationality, redistribution of wealth, rights, and morality. We will begin with some classic texts by Hobbes and Mill, then quickly move into how contemporary economic thinking (esp. game theory) has influenced recent developments in utilitarian and contractarian theory. Upper level students from philosophy, economics, political science and public policy are encouraged to take this course (Barnes, *offered occasionally*)

PHIL 315 Social Justice Justice is demanded by people and for people all around us. Many claim that they or others are being treated unjustly, but to recognize which of these demands we should acknowledge, we need to understand what justice is. Our focus 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 the seminar will be taken up 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: Mind, Matter, Free Will, Meaning This course will focus on questions such as the following: What is real? Is the material world the only reality? Are properties, like being round, or being rational, as real as things? Is mind, awareness, consciousness, a different sort of reality? Are people simply complex machines? Are human beings free to create their own futures? With respect to physical reality, we will consider issues such as causality, space, time, and substance. For persons, we will examine the relationship between mind and body, the idea of personal identity, and the nature of human free will and responsibility. Both classical and contemporary perspectives will be considered. (Oberbrunner, *offered annually*)

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 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

A joint-degree engineering program is offered with Columbia University and The Thayer School of Engineering at Dartmouth. Upon completion of three years at Hobart and William Smith Colleges and two years at an engineering school, a student will receive a B.S. or B.E. in engineering from the engineering school and either a B.A. or a B.S. from Hobart or William Smith. Majoring in physics here provides the best preparation for further work in most engineering fields. See “Joint Degree Programs” elsewhere in the *Catalogue* for details.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

PHYS 150, PHYS 160, PHYS 270, PHYS 285, PHYS 383, MATH 130 *Calculus I*, MATH 131 *Calculus II*, and five additional courses in physics at the 200- or 300-level. A course at the 200- or 300-level from another science division department may be substituted for a physics course with the approval of the department chair.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 16 courses

All of the requirements for the B.A. physics major, plus four additional courses in the sciences. Only those courses which count toward the major in the departments that offer them satisfy this requirement.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

PHYS 150, PHYS 160, PHYS 270, and three additional physics courses.

COURSE DESCRIPTIONS

PHYS 110 “**Beam Me Up, Einstein**”: **Physics Through *Star Trek*** Can you really learn physics watching *Star Trek*? This course says “yes.” Students consider such *Star Trek* staples as warp drive, cloaking devices, holodecks, and time travel and learn what the principles of physics tell us about these possibilities—and what these possibilities would mean for the principles of physics. Anyone who has ever enjoyed a science fiction book or movie will find that using *Star Trek* offers an excellent context for learning about a variety of topics in physics, including black holes, antimatter, lasers, and other exotic phenomena. (*Offered periodically*)

PHYS 112 Introduction to Astronomy This course offers a survey of the celestial universe, including planets, stars, galaxies, and assorted other celestial objects which are not yet well understood. The Big Bang cosmological model is thoroughly explored, as are the various observational techniques employed to collect astronomical data. (*Offered occasionally*)

PHYS 113 The Solar System and Extra-solar Planets This course is designed to help the student understand the nature and process of science by studying the subject of astronomy. Specifically, this course provides an introduction to the general physical and observational principles necessary to understand the celestial bodies. We will specifically discuss what is known about our Solar System, including the Sun, the rocky and gaseous planets and their moons, and the minor planets and asteroids. The course will culminate in an overview of the discovery and characterization of planets around other stars where we will begin to put our Solar System in the context of other recently discovered exo-solar systems. (*Offered annually*)

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 annually*)

PHYS 115 Astrobiology Astrobiology is the scientific study of the origin and evolution of life in the Universe. This course examines the origin of life on Earth and the possibility of life elsewhere in the Universe. We will explore the fundamental questions: What is life? How did it arise on Earth? How does the presence of life change the Earth? How do we know about the early history of life on Earth? What is the potential for life in our solar system? Where else in the Universe might life be found? How do we search for life elsewhere? What might life elsewhere look like? What do we know about the newly discovered habitable planets around other stars? (Arens, Hebb, Kendrick, *offered annually*)

PHYS 120 Physics of Dance The course is an exploration of the connection between the art of dance and the science of motion with both lecture/discussion sessions and movement laboratories. Topics include: velocity, acceleration, mass, force, energy, momentum, torque, equilibrium, rotation and angular momentum. "Dance it-Measure it" is the movement laboratory which combines personal experience of movement with scientific measurements and analysis. This is a science lab, not a dance technique course. (*Offered periodically*)

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 Introductory Physics I This is a calculus-based first course in mechanics and waves with laboratory. Prerequisite: MATH 130 *Calculus I* (may be taken concurrently). (*Offered annually*)

PHYS 160 Introductory Physics II This course offers a calculus-based first course in electromagnetism and optics with laboratory. Prerequisites: PHYS 150 and MATH 131 *Calculus II* (may be taken concurrently). (*Offered annually*)

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.

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 250 Green Energy: Understanding Sustainable Energy Production and Use 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.

PHYS 260 Waves and Optics Beginning with simple harmonic motion, the course covers coupled oscillators and mechanical waves. Then it explores the Fourier decomposition of oscillatory motion. Next we explore electromagnetic waves and phenomena of scattering, reflection, interference, and diffraction. We conclude with an exploration of modern optical techniques, such as waveguides, interferometers, and stable cavities.

PHYS 262 Applied Photonics This course surveys new optical technologies widely used to control light with an emphasis on generation, detection, and imaging. These include new techniques in microscopy relevant to biological applications and nanotechnology, applications of lasers in micromanipulation, optical trapping, quantum-dots, and fluorescence imaging of cells and single molecules. Prerequisites: PHYS 160 and MATH 131 *Calculus II* or permission of the instructor. (*Offered occasionally*)

PHYS 270 Modern Physics This course, which includes a laboratory component, provides a comprehensive introduction to 20th century physics. Topics are drawn from the following: special relativity, early quantum views of matter and light, the Schrödinger wave equation and its applications, atomic physics, masers and lasers, radioactivity and nuclear physics, the band theory of solids, and elementary particles. 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*) HYS 285 Math Methods

PHYS 287 Computational Methods in Physics 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 362 **Optics** A survey of optics that includes geometrical optics, the usual topics of physical optics such as interference and diffraction, and lasers. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. (*Offered alternate years*)

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. Typical examples include symmetries, superconductivity, superstrings and other attempts at unification, phase transitions, cosmology and the early universe, and non-linear systems and chaotic dynamics. Prerequisites: PHYS 270 and two 300-level physics courses or permission of the instructor. (*Offered alternate years*)

PHYS 381 **Topics in Laboratory Physics I** This laboratory course offers a series of experiments for students in 200- or 300-level physics courses. Whenever possible, the experiments assigned are related to the field of physics being studied in the corresponding 200- or 300-level courses. PHYS 381 and PHYS 382 together may be substituted for PHYS 383. (*0.5 credit; offered occasionally*)

PHYS 382 **Topics in Laboratory Physics II** This laboratory course offers a series of experiments for students in 200- or 300-level physics courses similar to PHYS 381 but at a higher level. PHYS 381 and PHYS 382 together may be substituted for PHYS 383. (*0.5 credit; offered occasionally*)

PHYS 383 **Advanced Physics 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 495 **Honors**

Political Science

Jodi Dean, Professor
Iva E. Deutchman, Professor
Kevin Dunn, Professor, Chair
DeWayne Lucas, Associate Professor
Joseph Mink, Assistant Professor
David Ost, Professor
Paul A. Passavant, Associate Professor
Justin Rose, Assistant Professor
Stacey Philbrick Yadav, Associate Professor
Vikash Yadav, Associate Professor

Political Science offers courses in four subfields: American Politics (AMER), Comparative World Politics (COMP), Political Philosophy and Theory (TH), and International Relations (IR). Each subfield has a 100-level introductory course. The 100-level courses can be taken in any order. The 200- and 300-level courses are of equivalent difficulty, although the 300-level courses tend to focus on more specialized topics. The 400-level courses are seminars and are limited to junior and senior political science majors. Political Science offers a disciplinary major and minor. All courses must be completed with a grade of C- or better in order to be credited toward the major.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

Two introductory courses from among POL 110, POL 140, POL 160, and POL 180; one course in each of the four subfields (the introductory courses count); a seminar in the junior and senior years; and a group of four courses, one of which may be outside the department, that define a theme or focus and are approved by the adviser. Except for seminars, no more than four courses in any one subfield count toward the major. 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, Political Theory), three of which must be at the 200-level or higher. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

COURSE CONCENTRATIONS

Note: Some courses serve more than one subfield. Seminars do not count toward subfields.

American Politics Subfield

POL	110	Introduction to American Politics
POL	204	Modern American Conservatism
POL	205	Religion and American Politics
POL	207	Governing through Crime
POL	210	Midterm Campaigns and Elections
POL	211	Visions of the City
POL	212	The Sixties
POL	215	Racial and Ethnic Politics
POL	221	Voting and Elections
POL	222	Political Parties
POL	224	American Congress
POL	225	American Presidency
POL	229	State and Local Government
POL	236	Urban Politics
POL	238	Sex and Power
POL	249	Protests, Movements, Revolutions
POL	270	African American Political Thought
POL	320	Mass Media
POL	332	American Constitutional Law
POL	333	Civil Rights
POL	334	Civil Liberties
POL	335	Law and Society
POL	366	Theories of American Democracy

Comparative Politics Subfield

POL	140	Introduction to Comparative Politics
POL	202	Politics of Afghanistan
POL	208	Gender and Politics in the Middle East and North Africa
POL	243	Europe after Communism
POL	245	Politics of the New Europe
POL	248	Politics of Development
POL	249	Protests, Movements, Unions
POL	254	Globalization
POL	255	Politics of Latin American Development
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	289	Political Economy of Development in Egypt
POL	297	Europe and America
POL	312	Political Reform in the Middle East
POL	348	Racism and Hatreds
POL	387	State and Markets

International Relations Subfield

POL	180	Introduction to International Relations
POL	202	Politics of Afghanistan
POL	248	Politics of Development
POL	254	Globalization
POL	280	Contemporary International Relations
POL	281	Politics of South Asia
POL	283	Terrorism
POL	285	International Politics of the Middle East
POL	289	Political Economy of Development in Egypt
POL	290	American Foreign Policy
POL	296	International Law
POL	297	Europe and America
POL	312	Political Reform in the Middle East
POL	380	Theories of International Relations
POL	387	States and Markets
POL	394	Identity and International Relations

Political Theory Subfield

POL	160	Introduction to Political Theory
POL	175	Introduction to Feminist Theory
POL	264	Legal Theory
POL	265	Modern Political Theory
POL	267	Twentieth Century Political Theory
POL	270	African American Political Thought
POL	279	Radical Thought from Karl Marx to George Bush
POL	310	Feminist Legal Theory
POL	363	Digital Networks
POL	366	Theories of American Democracy
POL	368	Contemporary Political Theory
POL	375	Feminist Legal Theory
POL	379	Radical Thought, Left and Right

Methods Courses

POL	261	Quantitative Research Methods in Political Science
POL	263	Problems and Methods in the Study of Politics

CROSSLISTED COURSES

PPOL	101	Democracy and Public Policy
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	328	Environmental Policy
PPOL	364	Social Policy and Community Activism

COURSE DESCRIPTIONS

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 to Comparative World Politics An ambitious introductory course aimed at teaching students basic theoretical and empirical concepts necessary for comparison across the world's political systems. Students will be introduced to the fundamental tenets of diverse political and economic systems and ideologies, explore the foundations of political order and disorder (including discussions of nationalism, state-building, globalization, revolution, and more), and consider the myriad ways in which relationships between state, society, and market are ordered. Theoretical discussions will be supplemented with empirical case studies from around the world. Combining theoretical insights with political, social, and economic history and current events will help students as they endeavor to understand just why it is that the world's political systems are organized the way they are. (Ost, Philbrick Yadav, *offered each semester; subfield: COMP*)

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 This course introduces students to key ideas in American feminist thought. Juxtaposing the concerns motivating first, second, and third wave feminists, the course highlights changes in the politics of bodies, gender, and identities. How is it, for example, that some second wave feminists sought to politicize housework while contemporary feminists are more likely to concern themselves with complex articulations of sexuality, pleasure, and autonomy? The course situates these changes within their social, economic, and historical contexts. Course materials include films, popular culture, memoirs, and novels as well as important texts in feminist theory. (Dean, *offered occasionally; subfield: TH*)

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 system, and a sampling of various approaches and theories of IR. Readings come from primary documents as well as a standard text. The course is grounded in an awareness of current events. Students examine how the lens used to view the world shapes understanding of the world, its problems, and possible solutions. (Dunn, Yadav, *offered every semester; subfield: IR*)

POL 200 Topics This course examines a contemporary issue, usually by developing a case specific focus.

POL 202 Politics of Afghanistan This course examines the history and politics of Afghanistan from the emergence of the modern state to the present. The course will illuminate the complex interrelationship between a range of contending and complementary social identities, institutions, ideologies, personalities, and social movements in the Afghan polity. Students will gain an understanding of the domestic, regional, and structural causes and consequences of Afghanistan's revolutions and conflicts since 1973. (Yadav, *offered alternate years; subfields: COMP, 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 Over the last thirty years, the United States has experienced an exponential rise in both the numbers of people incarcerated and the rate of incarceration. Some analysts are beginning to see comparisons between the U.S. and the Soviet gulag or apartheid South Africa in terms of the percent of the population imprisoned. Until the 1970s, criminal justice policy was seen as the domain of policy experts, while courts increasingly sought to protect the due process rights of those accused of crimes. At the end of this era, the administration of the death penalty was declared unconstitutional and considered to be anachronistic, if not "barbaric." Then something changed. Today, it is said, we are a society that governs through crime. (Passavant, *offered alternate years; subfield: AMER*)

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 210 Campaigns and Elections This course provides a critical examination of American midterm elections and the campaigns that lead up to them. By examining the current general literature on campaigns and elections within the US, students will grapple key questions such as: Do elections matter? How? How is the best way to run a campaign? Given redistricting, does party trump everything so that it really does not matter who is running? (Deutchman, *offered alternate years; subfield: AMER*)

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 The Sixties "The Sixties" is commonly memorialized as a period of radical social, political and cultural change in the United States. This course examines the origins of the various social movements—civil rights, black power, anti-war, women's liberation—which characterized the decade and assesses their impact on the late 20th century American political landscape. By engaging primary materials, sociological studies and autobiography, students are asked to offer critical analysis of the era's many leaders, organizations and ideas. Additionally, this course addresses the character of conservative responses to the egalitarian overtures of Sixties oppositional movements and public policy changes. (Staff, *offered occasionally; subfield: AMER*)

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.

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 occasionally; subfield: AMER*)

POL 221 Voting and Elections in America This course examines the relationship between voting patterns and electoral outcomes in the United States. It explores various theories to explain the voting habits of the American electorate as well as strategies and tactics used by candidates in order to win elections.. (Lucas, *offered occasionally; subfield: AMER*)

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 224 The American Congress This course examines Congress as a major institution within the American political system. It studies the constitutional, theoretical, and practical behavior of members of the legislative branch in relation to American public policy, other political institutions, and the American public at large. Particular attention is devoted to factors that influence congressional behavior and to examining the (in)ability of the legislative branch to effectively represent the nation. (Lucas, *offered annually; subfield: AMER*)

POL 225 The American Presidency This course examines presidential powers from both historical and contemporary perspectives. It places the presidency within the broader analytical context of the president's place in the constitutional order and American political development. Presidential power will be assessed not only in terms of whether the presidency has the necessary resources to pursue presidential objectives, but also in terms of the potential danger that presidential power poses to broader democratic commitments. (Mink, *offered annually; subfield: AMER*)

POL 229 State and Local Government This course is concerned with the structures, functions, and politics of state governments. It highlights the similarities and differences that characterize the 50 states. It examines the historical and constitutional roles of the states, the role of the states in the federal system, and variations among the states in regard to economic characteristics, citizen attitudes, voter participation, political parties, and public policy. (Staff, *offered occasionally; subfield: AMER*)

POL 236 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. (Mink, *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 Eastern Europe in Transition An old Chinese curse says, "May you live in interesting times!" East Europeans have, living through all the great (and awful) "isms" of the last century up to post-communist global capitalism today. Because of all these changes, studying Eastern Europe is the perfect laboratory for understanding political change in general. The course begins with the region's status as the peripheral part of Europe, and then explores independence, nationalism, and the appeal of communism. We explore why communism fell, focusing on the Solidarity experience in Poland, and then look at the revolutions of 1989, the dilemmas of democratization, the wars in Yugoslavia, economic privatization, the evolution of civil society, and entry into the European Union. Is Eastern Europe still different from the west? Will the new unity survive? We end with a consideration of the growing importance of the east to Europe as a whole. (Ost, *offered occasionally; subfield: COMP*)

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 248 Politics of Development This course examines contending historical and contemporary explanations for the phenomenon of entrenched global poverty and critically assesses proposed policy solutions to ending absolute poverty in our time. The course contrasts micro-level approaches, which seek to build an "inclusive capitalism" through the extension of property rights and the enhancement of individual capacity, with macro-level approaches that seek to restructure the international regime on debt relief and international development organizations. (Yadav, *offered alternate years; subfields: IR, COMP*)

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 The Politics of Latin American Development This course examines how politics in Latin American countries have been shaped by their differing historical role in supplying raw materials for First World consumption, tracing how the production of various crops (coffee, bananas, wheat) or goods (tin, beef) have led countries to develop different social structures and corresponding political systems. It also considers how recent efforts by social groups (women, indigenous people) to gain a greater voice in government have been both inspired and impeded by neoliberal reforms. (Staff, *offered occasionally; subfield: COMP*)

POL 257 Russia/China Resurgent This course explores the evolution and transformation of these two great powers over the last century. Students begin with trying to understand communism through a close look at Soviet practices for building the “new society.” Students follow Russia’s trajectory from superpower to beleaguered nation, then turn to parallel developments in China and the reverse evolution from struggling nation to potential world power today. Why has China evolved so differently than Russia? What do the differences mean for the people who live there? What do these experiences tell about the nature of communism? What do they tell about America with its historic fears of communism? (Ost, *offered alternative years; subfield: COMP*)

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 postcolonial Middle East. Paying particular attention to questions of state building and development, it explores the ways in which state legitimacy is variously supported and challenged by alternative sites of authority in society. Course topics will address a variety of secular and religious movements, the role of state and anti-state violence, and the impact of economic and cultural globalization, among others. (Philbrick Yadav, *offered annually, subfield: COMP*)

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 polities 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 261 Quantitative Research Methods in Political Science This course focuses on the application of empirical, quantitative methodology to political analysis. The goal is to acquaint students with the analytical and statistical tools used to understand the political process, to evaluate various theories of politics, and to assess the cause effect relationships within the political system. This course is designed to introduce undergraduate students to the basic principles of research design and analysis, and to provide them with the tools to do their own empirical research. (Lucas, *offered alternative years; subfield: Methods*)

POL 263 Problems and Methods in the Study of Politics What is politics? Is there a science of politics? Ought we to strive towards a science of politics? This course looks at how social scientists have come to understand the world of politics. How and why is it that the questions we ask shape the answers we find? We look at empirical theories, linguistic theories, philosophy of science, phenomenology, critical theory, and other approaches to the study of politics. The goal is to enable students to become more sophisticated and critical in their understanding of politics. (Philbrick Yadav, *offered alternative years; subfield: Methods*)

POL 264 Legal Theory This course addresses the relationship between liberalism and democracy, as well as the question of law’s relation to justice. The course engages in a critical inquiry into the values and weaknesses of law as a mechanism for seeking justice. Among the questions asked: is it possible or desirable for independent law to serve as a neutral ground for resolving conflict? What is the value of rights? Is liberal law inclusive and tolerant of diversity? Is democracy? Should we aspire to tolerance and diversity? What is democracy and does liberalism assist or hinder it? Should we assist or hinder democracy? Should we seek to escape the limits of law in order to do justice? (Passavant, *offered alternate years; subfield: TH*).

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 Twentieth Century Political Theory This course focuses on key problems in 20th century political theory. The 20th century was marked by extreme violence—two world wars, the use of atomic weapons, genocide on a mass scale—as well as grand experiments in participatory government, extensions of basic rights, and developments in technology and science. As the century ended, some theorists claimed that ideology had ended as well; they argued that one version of human flourishing, one based in economic markets, had clearly triumphed. Other theorists were deeply critical of the claim for the end of ideology, as well as of the association of markets and flourishing, not to mention of the suppositions that technologies were unambiguously beneficial and that rights were the best ways to secure freedom. Readings will vary by term but will be chosen from key texts from European and American political theorists and their critics; for example, Freud, Lenin, Gramsci, Simone de Beauvoir, Habermas, Hardt and Negri. (Dean, *offered annually; subfield: TH*)

POL 270 African American Political Thought This course examines the political, economic, and social statuses of African Americans in American society, as depicted in the speeches and writings of distinguished African American thinkers, scholars and artists, from slavery to the present. It explores some fundamental tensions in African American thought that are manifest in diverse and seemingly contradictory solutions, such as accommodation vs. protest, emigration vs. assimilation, and separatism vs. integration. (Rose, *offered occasionally; subfields: TH, AMER*)

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 alternate years; subfield: TH*)

POL 280 Contemporary International Relations This course examines contemporary issues within world politics, usually by developing a case specific focus. Such topics may include the Middle East conflict, political transitions in central Asia, or other current issues of the day. (Staff, *offered occasionally; subfield: IR*)

POL 281 Politics of South Asia This course provides an introduction to the major contemporary political issues and trends in the region of South Asia (i.e. Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka). The first half of the course examines topics of concern in the largest South Asian country, India. The second half of the course is organized thematically to address issues of nuclear and conventional security, state failure and civil war, terrorism, poverty and development, trade and investment, human security and gender discrimination, regional integration, and environmental concerns. (Yadav, *offered alternate years; subfield: COMP, IR*)

POL 283 Terrorism Conflict has been a central issue in the relations among states since the advent of the modern nationstate system. Well before Sept. 11, 2001, terrorism had become a central feature of how conflict has been expressed in the modern international system. This course examines the causes of terrorism, the ways in which individuals and social groups have chosen to wage terrorism, the goals they have established, and the ways in which political and military leaders have chosen to engage in counter-terrorist strategies. Using specific case studies, the course compares the motivations and implications of ethnonationalist terrorism, political terrorism, and religious terrorism, and the future of terrorism in a post-Sept. 11 world. (Dunn, *offered alternate years; subfield: IR*)

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 289 Political Economy of Development in Egypt This three-week faculty-led short course combines an analysis of basic concepts in the political economy of development with the detailed study of a range of development initiatives and challenges in contemporary Egypt. In particular, we will address issues of gender and development, the challenge of a persistent and growing divide between the needs and interests of urban and rural residents, the unique challenges of agricultural development in the politically-charged Nile Valley region, desert development, and other topics. Admission to the off-campus Egypt program is required. (Philbrick Yadav, *offered occasionally; subfield: COMP, IR*)

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 296 International Law This course focuses on public international law. Subject matter includes human rights, issues relating to the environment, the use of force, the relationship between international law and domestic law, international dispute resolution, and questions of sovereignty and self-determination. (Passavant, *offered occasionally; subfield: IR*)

POL 297 Europe and America Is this historic alliance coming to an end? With the recent rise of serious rifts, particularly due to the US in Iraq, this course takes a close look at the evolution of US-Europe relations and at similarities and differences in policies and sensibilities. We begin with a discussion of historical imagination, looking at attitudes of Americans and Europeans to each other from the time of the Revolution, and then explore what happens when America became a world power. We read about the “cultural cold war” and explore long-lasting divisions over styles of politics on issues such as consumerism, military power, and international law. We read key primary texts of the debate leading up to the invasion of Iraq, and look at the implications of the burgeoning European Union. Will the relationship survive? Should it? Many of our readings touch on France and America’s eternal mutual love/hate affair. (Ost, *offered alternate years; subfields: COMP, IR*)

POL 300 Advanced Topics This course examines a contemporary issue in depth, usually by developing a case specific focus.

POL 301 Politics of India This course examines the history, domestic politics, and international relations of the modern state of India. The course will focus on the democratic-federal institutions, political parties, social movements, ideologies and identities that shape the contemporary Indian polity as well as India’s foreign policy in its region and globally.

POL 302 Politics of Afghanistan This course examines the history and politics of Afghanistan from the emergence of the modern state to the present. The course will illuminate the complex interrelationship between a range of contending and complementary social identities, institutions, ideologies, personalities, and social movements in the Afghan polity. Students will gain an understanding of the domestic, regional, and structural causes and consequences of Afghanistan’s revolutions and conflicts since 1973. The course is oriented toward understanding the history, society,, and politics of Afghanistan for its own sake. This is not a course devoted to US foreign policy, counter-terrorism, counter-narcotics, or counter-insurgency strategy-although minor aspects of the course will touch on each of those issues.

POL 312 Political Reform in the Middle East This course explores the theoretical and practical questions raised by recent democracy-promotion initiatives in the Middle East. Organized around five case studies, we will explore the interrelationship between international and domestic politics and the ways in which international organizations and bilateral agreements are helping and hindering local promoters of political reform. In addition, this course will explore the history and development of local practices and institutions that serve as powerful sources of democratic (if not liberal) practice and relate them to current strategies of democracy promotion. (Philbrick Yadav, *offered alternate years; subfields: COMP, IR*)

POL 320 Mass Media We live in a world of mediated political realities. Like Plato’s prisoners in the cave, we see only shadows, not realities. Yet these shadows have become our reality through the power of the mass media. This, of course, raises a fundamental question about our ability to be self-governing when our understanding of politics is determined not by the events themselves, but by those who create and report them. (Deutchman, *offered annually; subfield: AMER*)

POL 332 American Constitutional Law This course is concerned with the nature and development of the U.S. constitutional structure. Emphasis is placed on judicial review, the powers of national and state governments, limits on those powers, and the separation of powers. It addresses such issues as the regulation of private property, the constitutional powers of Congress and the Presidency, and the law and politics of impeachment. (Passavant, *offered annually; subfield: AMER*)

POL 333 Civil Rights This course addresses the constitutional and statutory protection of civil rights in America. It studies the gradual recognition and enforcement of civil rights, recent retreats, and contemporary difficulties in the implementation of egalitarian principles which inform citizenship in a democracy. Substantive areas of focus include desegregation, voting rights, gender discrimination, affirmative action, and the problems involved with proving discrimination that violates the Constitution. (Passavant, *offered annually; subfield: AMER*)

POL 334 Civil Liberties This course analyzes key constitutional liberties like freedom of religion, the “wall of separation” between church and state, and freedoms of speech and press. It also addresses the USA PATRIOT Act’s implications for civil liberties. It studies how governments are obliged to act and the constitutional limits placed on the way governments may act. (Passavant, *offered annually; subfield: AMER*)

POL 335 Law and Society This course addresses the relationship of “law” and “society”—does law stand above society and adjudicate disputes in a neutral manner, or do law and society bleed into each other such that law is corrupted by social interests and therefore invariably “political” in the way that it is used to address disputes? Additionally, how does law frame our perception of such issues as ownership and value? How does law affect “who gets what”? What are the implications of these findings for America’s belief in liberalism and the value of liberalism’s individual rights? Substantive areas of focus may include the problems of objectivity in interpretation, whether legal rights matter, conflicts between rights to free speech and private property in the area of Intellectual Property law, the consequences for law and freedom posed by “gated communities,” or other topical issues. (Passavant, *offered alternate years; subfield: AMER*)

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. (Ost, *offered occasionally; 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. (Dean, *offered alternate years; subfield: TH*)

POL 366 Theories of American Democracy This survey of American democratic theory covers a variety of competing ideas about politics, political identities, and political institutions. The class examines not only such issues as the roles of states and markets, but also how to balance collective goods with individual freedoms, obligations to citizenship and charity, and how particular narratives and myths have structured an American national identity. Readings span American history from the Puritans to the “New Right,” from Benjamin Franklin to Malcolm X, and come in a variety of forms – e.g., manifestos, essays, speeches, memoirs, novels, Supreme Court decisions, and movies. (Mink, *offered alternate years; subfield: AMER, TH*)

POL 368 Contemporary Political Theory Concentrating on late 20th century and early 21st century texts, this course grapples with the ways politics and the political have been configured and reconfigured under contemporary conditions of globally networked technoculture and communicative capitalism. How does a given conceptualization of the sites of politics link up with the designation of a matter as political? Although the texts vary from year to year, an emphasis on critical and poststructuralist theory, as well as an attunement to cultural studies, can be expected. (Dean, *offered alternate years; subfield: TH*)

POL 375 Feminist Legal Theory This course examines the gender(s) of law. Students prepare court cases and feminist legal analyses to investigate the relationship between power and law as it establishes the boundaries separating public from private, straight from gay, qualified from unqualified, madonna from whore. Topics include workplace discrimination, sexual harassment, prostitution, pornography, abortion, rape, and child custody. (Dean, *offered alternate years; subfield: TH*)

POL 380 Theories of International Relations Theories of international relations are plentiful and debatable. This course examines a number of theory traditions in the study of international relations and involves the student in efforts to further develop the theory and/or to test some of its claims empirically. The theories selected vary from semester to semester, but come from such areas as structural realism, liberal internationalism, globalism, constructivism, and world systems. (Dunn, *offered annually; subfield: IR*)

POL 387 States and Markets This course investigates and problematizes the role of the state in promoting rapid economic growth and development. Specifically, students will focus on understanding and critiquing the fierce debate between developmental state theorists, neo-liberal economists, and the market-enhancing synthesizers. The course

will deal alternately with different specific cases and countries, including the Tiger Economies and the Big Emerging Asian Markets, comparative European economies, and the emerging Russian developmentalist state. (Yadav, Ost, *offered alternate years; subfield: IR, COMP*)

POL 394 Identity Politics in International Relations This course examines how concepts of identity form and matter in the international system. Students consider how national, ethnic, and other identities are shaped by international incentives and constraints such as trade interests, security, cultural flows, media, communication networks, and international norms like human rights or environmental protection. Examining a range of topics varying with the latest world events, students also develop a theoretical basis for understanding the significance of identity politics in world affairs. (Staff, *offered occasionally; subfield: IR*)

SEMINAR DESCRIPTIONS

POL 400 Junior Seminar Majors in political science must enroll in a seminar their junior year and a seminar their senior year. The seminars address a range of topics, often in accordance with the current scholarly interests of the political science faculty. Therefore, the topics do vary as they address timely issues of research in the field. What unites the seminars is their pedagogy. There is a focus on student participation, and the workload is substantial. Typically, students will read a book a week (or the equivalent in articles).

The main assignment 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, a 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 signs in a non-major.

POL 401 Junior-Senior Research Topics Seminar Majors in political science must enroll in a seminar their junior year and a seminar their senior year. The seminars address a range of topics, often in accordance with the current scholarly interests of the political science faculty. Therefore, the topics do vary as they address timely issues of research in the field. What unites the seminars is their pedagogy. There is a focus on student participation, and the workload is substantial. Typically, students will read a book a week (or the equivalent in articles). The main assignment is a “seminar length” research paper on a topic of the student’s choosing. The purpose of the seminar is to give students an opportunity to do some of their best work at Hobart and William Smith Colleges. It is intended to provide something of a “capstone experience” in the study of political science for our majors. For some, seminar research becomes a first step towards an Honors project. Additionally, the seminars give students a taste of what graduate school might be like as they are concluding their undergraduate careers—to give students a taste of, and preparation for, the next academic level. Seminars are generally limited to political science majors, unless there is available space and the professor signs in a non-major.

Seminar Topics Include:

• Varieties of Capitalism

There has been a lot of discussion lately about whether a “different kind of system” is possible. This seminar will explore differences in the political economy of capitalist systems already out there in the world today. Ideally suited for students who have done work in comparative politics/political economy, this seminar will explore the historical and institutional evolution of different capitalist systems, as well as compare and assess the ways they operate today. This is not an economics course, so the focus will be on the rules by which different capitalist systems are governed, with a particular focus on business-labor interaction, industrial relations, and comparative welfare states. While there will be a regional focus on European capitalisms, as well as on differences between America and Europe, the course will also explore varieties outside the capitalist “core.” What exactly do Asian capitalisms do differently? What are some new models in India and Latin America? Does social democracy have a chance in the Third World? Finally, while many observers have come to doubt the importance of labor movements in shaping the political system, we read one recent account that looks at the changing role of labor in global society over the last century. Readings include Hall & Soskice, *Varieties of Capitalism*; Thelen, *The Political Economy of Skills in Germany, Britain, the United States and Japan*; Hacker, *The Great Risk Shift*; Sandbrook et. al., *Social Democracy in the Global Periphery*; Pierson & Castles, *The Welfare State Reader*; Silver, *Workers Movements and Globalization Since 1870*. (Ost)

• Emergency!

This seminar deals with a major challenge faced by liberal democracies and republics: what to do in the case of an emergency? Should constitutions explicitly provide for states of emergency where the latter will be used to suspend the laws and rights that govern under normal conditions? This course will examine how constitutional theory and public law scholarship have treated the question of “states of exception” or “emergencies.” The course will also examine how the United States constitutional system and its political tradition have treated states of emergency. The course will examine not only political or military emergencies, but other emergencies—such as economic emergencies—as well. Finally, the

course will examine U.S. law and politics post-September 11 both in light of twentieth century institutional development and in light of the public law concept of “emergency.” Throughout, we will want to bear in mind certain questions, such as: Is a state of emergency a necessary provision for the security of the republic or liberal democracy? Is it possible to resort to states of emergency to meet temporary exigencies without producing a gradual slide towards tyrannical government? Do contemporary conditions require that emergency provisions become permanent? Is the concept of “emergency” descriptively useful for contemporary politics, or does “emergency” denote an alternative state or legal formation struggling to emerge against a previously established state or legal formation? Illustrative readings include John Locke, *Second Treatise*; Clinton Rossiter, *Constitutional Dictatorship*; Carl Schmitt, *Concept of the Political*; William Scheuerman, *Liberal Democracy and the Social Acceleration of Time*; Amy Zegart, *Flawed by Design: The Evolution of the CIA, JCS, and NSC*; Henry Giroux, *Stormy Weather: Hurricane Katrina and the Politics of Disposability*. (Passavant)

• **The Coming Insurrection? Italian Political Thought Today**

In the face of Italian political repression in the late 1970s, a movement for “autonomy” was born: autonomy from law, the state, and from the capitalist appropriation of labor’s value. Opposed to centralized command and division, the movement for autonomy tried to imagine inclusive cooperation and how to update Marxism to account for postmodern conditions. Today, there is a proliferation of political theory being produced by Italian intellectuals that has been recently translated into English. These works indicate how influential the autonomy movement has been on a generation of thinkers, Marxist and non-Marxist, in Italy. With the 1998 translation of Giorgio Agamben’s *Homo Sacer: Sovereign Power and Bare Life*, and the 2000 publication of the academic blockbuster by Michael Hardt and Antonio Negri, *Empire*, Italian political thought is having a major impact on both academic theory in the United States (and elsewhere), and political activism as well. This seminar will introduce students to the major concepts and theorists writing in what is quickly becoming a significant genre of contemporary theory. Illustrative readings may include Sylvère Lotringer and Christian Marazzi, eds. *Autonomia: Post-Political Writings*; Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life*; Michael Hardt and Antonio Negri, *Empire*; Paolo Virno, *A Grammar of the Multitude*; Roberto Esposito, *Bios: Biopolitics and Philosophy*; *The Invisible Committee, The Coming Insurrection*. (Passavant)

• **Ideological Media**

This seminar is focused on politics and the media, particularly questions of so-called media bias. Many analysts argue that the traditional functions of the media in a democratic society include informing us to give us the kind of information which will allow us to make well reasoned and logical political and social decisions. Without the media as an objective conveyer of information, we are trapped by politicians who will often slant a story to support their political position (don’t we all do this?). In a democratic society we depend upon the “objective” or “mainstream” media to supply us with facts. Many people on both the political left and the political right argue that the media are not objective and do not inform us well. Over the past 10 years, the political right in particular has been arguing that the so-called mainstream media are really left of center. From another perspective, some analysts (not all on the left) have pointed out that the owners of the media (both of them!) are quite conservative, as is the case with most extremely high-end profiteers (exceptions noted). Thus, the notion of a “left-wing” mainstream media simply makes no sense. Why would the very rich subsidize a media which was aiming to destroy the parent company? Finally, of course, other people raise very important questions about the extent to which an objective media can even exist (just the facts, ma’am, just the facts). First of all, the media consist of humans studying humans. Given that we as human beings are a product of our race, class, gender, sexuality, upbringing, genes, etc., etc., how can we put all of that aside when we analyze a political phenomenon? Some would say we cannot, and thus the media can never really be objective, because all the people doing the analysis bring to their job their race, their gender, their background, etc. and that influences what they see. It has to. (Deutchman)

• **Iconic Books of Modern American Conservatism**

This seminar focuses on the great or iconic books which have helped to define the modern American conservative movement (post World War II). As modern conservatism has hit electoral brick walls in the post-Bush II era, many self-described conservatives are asking: what do conservatives really believe? What does it mean to be a conservative? Are there core beliefs which every conservative shares or should share? Ronald Reagan was largely associated with what has been called Big Tent conservatism, where the conservative movement was seen as large enough to comfortably accommodate conservatives of different stripes. Has this type of conservatism disappeared? What will take its place? In order to understand the possible future(s) of conservatism, we begin by understanding its past. We look at a number of great books by great writers (Friedman, Hayek, Goldwater, etc.), which have traditionally helped to define conservatism. We do so in order to understand what it has meant to be a conservative as the movement developed, and to thus gain some insight into what it might mean in the future. (Deutchman)

• **Evangelical Christians and the Republican Party**

This seminar will examine the long and complicated relationship between Christian evangelicals and the modern Republican Party. It will focus on many of the issues which have galvanized evangelicals like abortion, gay rights, science versus creationism, etc. Regarding these issues (and others) evangelicals position themselves on the right side

of the political divide. Hence, this helps explain both their affinity with the Republican Party and their success in helping to move the party further and further to the right. However, the traditional relationship between evangelicals and the right wing of the Republican Party is now being challenged by a small, but important, emerging evangelical movement more concerned with issues of social equality than the hot button issues of abortion, etc. The seminar will focus on that emerging movement as well. (Deutchman)

- **Popular Music, Globalization and Political Critique**

What are the complex processes of cultural transmission and transculturation at play within the spread of popular music, particularly within the global-local intersection? How are popular musical forms related to the processes of globalization? Is there a possibility of political critique, or even resistance, to be found in popular musical forms and their related subcultures? What are limitations of popular music as a form of political critique and resistance? This seminar seeks to investigate these and other questions concerning Western popular musical forms and their concomitant subcultures. (Dunn)

- **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 seeks to help them explore what it means to do feminist work within international relations. (Dunn)

- **International Travel**

In most academic disciplines, travel has often been regarded as a trivial activity, not worthy of serious intellectual interest. This has been especially true for the study of international relations. Yet, travel is undoubtedly foundational to both the practice and theorizing of world politics. The act of travel is fundamentally about encountering difference and traversing borders and boundaries. The history of international relations is, arguably, about encounters with the Other, displacement, and movement. At the very least, it is important to recognize that international tourism has become one of the world's largest industries – transforming the places in which we live, from major cities to the seemingly remotest regions of the globe. Travel at its core brings together people of different backgrounds into close but also invariably transient relationships. This course is designed to explore the multiple and varied ways that travel is related to international relations. As such, the topics explored during this semester cover, but are not limited to, imperialism and (neo)colonialism, international political economy and development, refugees and migration, ideology and nationalism, and diplomacy and security. In so doing, this course attempts to illustrate the centrality of travel to the study of international relations in the 21st century. (Dunn)

- **Political Crises in Africa's Great Lakes Region**

The African Great Lakes region (made up of Uganda, Rwanda, Burundi, Tanzania, and the Democratic Republic of the Congo (formerly Zaire) is the proverbial "Heart of Darkness," the trope that has shaped Western perceptions about Central Africa for over a century. Western understandings of the African Great Lakes region, even in the 21st century, rely heavily upon earlier, colonial representations. This has led to an interesting paradox: while Westerners are generally uninformed about the region's history and politics, they feel they know it well because of the powerful images of it encountered everyday. As historian David Newbury notes, it "is a region not well known in the West, but one nonetheless enveloped in a century of powerful imagery—ranging from the 'Heart of Darkness' to the 'Noble Savage.'" The images that shape Western understandings of the region are numerous and come from such sources as Heart of Darkness, Tarzan, National Geographic, media reports on the Ebola virus, AIDS, famine or continuing "tribal" violence, and countless cinematic and fictional portrayals of the region and its inhabitants. In the past decade, the 1994 Rwandan Genocide and the regional war in the Congo have helped make the region an even more powerful trope for the problems of post-colonial Africa. Unfortunately, most of the region's political, social, and economic problems are framed in the West through the lens of primitivism, backwardness, and irrationality. This seminar examines the historical evolution of the political crises in the African Great Lakes region with the goal of providing students with a deeper, more nuanced understand of the dynamics involved than typically available to most Western observers. (Dunn)

- **Partisanship in the 21st Century**

Since the early 1980s, there has been a remarkable upsurge in the level of partisan polarization in American discourse. Party voting in both chambers of Congress, in national and state elections, and in policy and ideological preferences

has increasingly split the country along Democratic and Republican lines. Despite calls for more compromise and less division, the American public nevertheless continues to return these polarized forces to Washington every year. The goal of this course is to examine the factors that have fostered contemporary polarization in the electorate and among elected officials. This seminar looks at the role of a variety of socioeconomic groups within each political party and examines how those groups relate to and influence the country's partisan divides. (Lucas)

• **America Voted? Patterns and Assessments of Voting**

Since the founding of the United States, the nation has at least rhetorically placed considerable emphasis on the value and importance of citizen participation in the electoral process. Admittedly, in its initial decades, the United States restricted voting to property-owners. Nonetheless, over the last century the country systematically has removed many of the barriers to voting. Despite these efforts voter turnout rates for the U.S. remain staggeringly—and disappointingly—below our democratic counterparts. Likewise, while arguments have suggested that more educated, better off, and more politically aware citizens are more likely to participate, the nation has witnessed an increase in educational and economic well being associated with increased political participation—and a related decline in voter turnout. The goal of this seminar is to examine the significance and importance of voting to the American identity and the reasons that help to explain why Americans vote—and don't vote. The course examines systematic, institutional, ideological/opinion, and sociological factors that influence the decision to vote or not in the United States. (Lucas)

• **Islamic Political Thought**

The objective of this course is to introduce students to some of the major continuities and shifts in themes addressed by political theorists working within the Islamic tradition. The course will cover material from the medieval, early modern, and contemporary periods, principally through a reading of primary sources available in translation. Texts will include work by thinkers in the Arab Middle East, South and Southeast Asia, and Europe and North America, and we will examine debates in Islamic political thought under conditions of political autonomy, colonialism, and post-colonial global integration and disintegration. Substantive themes will include the development of a just political order, the struggle to reconcile reason and revelation (particularly in the perceived struggle between tradition and modernity), and topical debates over issues like human rights, equality, heresy and apostasy, war, and democracy. While this course is open to any junior or senior major in political science, a prior course in the Islamic religious tradition, Muslim history or politics, or political theory is strongly recommended before taking this course. Supplementary readings will be made available for students without prior preparatory coursework. (Philbrick Yadav)

• **Yemen: Politics of the Periphery**

At once on the periphery of the Arab Middle East and at the crossroads of Africa and the Indian subcontinent, Yemen serves as a crucible for evaluating some of the most basic concepts in comparative politics. This course will explore the shifting terrain of politics in Southern Arabia from the 19th to 21st centuries as a means of exploring issues of sovereignty, legitimacy, and variations in the relationship between state, society, and market. Throughout the course, we will identify the conditions that have produced both demand for and challenges to Yemeni unity, expressed by a series of dual regimes in North and South Yemen (from Imamate and British protectorate, to "tribal state" and Marxist republic) and their eventual unification under a democratic constitution. The course will conclude with an examination of post-unification challenges, ranging from the insurgency in the North and secessionist movement in the South, to impending water and refugee crises, and the implications of Yemen's role as the newest front in the Global War on Terror. Illustrative texts include: Sheila Carapico, *Civil Society in Yemen: A Political Economy of Activism in Southern Arabia*; Steven Caton, *Yemen Chronicle: An Anthropology of War and Mediation*; Paul Dresch, *Tribes, Government, and History in Yemen*; Sarah Philips, *Yemen's Democracy Experiment in Regional Perspective: Patronage and Pluralized Authoritarianism*; Jillian Schwedler, *Faith in Moderation: Islamist Parties in Jordan and Yemen*; Gabriele vom Bruck, *Islam, Memory, and Morality in Yemen*; Lisa Wedeen, *Peripheral Visions: Publics, Performance, and Politics in Yemen*. (Philbrick Yadav)

• **Taliban**

This junior-senior seminar examines the history and politics of the Taliban movement/government and the "Neo-Taliban" insurgency in Afghanistan and Pakistan. We will explore the Taliban's Deobandi intellectual roots and tribal structure, as well as the anti-traditional ethos of this group, which has articulated a radical vision of an alternate modernity. The Taliban movement and insurgency will be placed in the context of broader regional and global struggles for power and influence in South Asia and Central Asia. (Yadav)

• **Colloquium: Critical Approaches to Asia**

What do we mean when we refer to Asia? How has Asia been conceptualized? This colloquium, taught by two professors with expertise in Asian Studies, is designed to familiarize students with critical and theoretical readings in the humanities and social sciences that explore the formation of Asia as a subject and address distinctive cultures within East Asia, South Asia, and/or Southeast Asia. Topics may include some subset of the following: Asian nationalism, pan-Asianisms, Asian traditions and modernizations, currents in Asia, and East vs. West. Students are expected to research specific Asia-related topics or themes. Taught as part of ASN 401. (Yadav)

- **I Got a Feeling: Affect and Emotion in Politics**

The sense of the majority, the mood of the nation, the feeling of the party...the politics of everyday life often points to a complex array of senses that underlie political actions and judgments, yet often elude political understanding. This seminar focuses on recent attempts to explore and theorize affect and emotions in politics. Readings will likely include empirical accounts of emotion in social movements (Passionate Politics), the geopolitics of fear (The Geopolitics of Emotion), and the “animal spirits” set loose in financial bubbles and crises (*Animal Spirits*). The majority of readings, however, will be from contemporary political theorists such as Alain Badiou (*The Meaning of Sarkozy*), Jane Bennett (*Vibrant Matter*), Teresa Brennan (*The Transmission of Affect*), William Connolly (*Neuropolitics*), and Brian Massumi (*Parables of the Virtual*). (Dean)

- **The Idea of Communism**

In recent years, the idea of communism has returned as a central concern of critical theory. A number of contemporary theorists are endeavoring to reinvigorate the category, connecting it with a critique of capitalism as well as with changes in technology and property. This course will focus on the contemporary debate, while anchoring the debate in some of the classic work of the communist tradition. It will consider the relationship between the philosophical idea of communism and the political history of communism. It will ask which categories from previous centuries (class struggle, bourgeoisie, dictatorship of the proletariat) remain useful and which require revision, abandonment, and supplement. (Dean)

- **Modern American Progressivism**

In this seminar, we will interrogate progressive political thought in the United States from some of its shared origins with the pragmatic tradition in philosophy to the ways in which it influences political debates today. Although progressives at the end the nineteenth century often articulated concerns about political corruption and social decline that were similar to conservatives, progressives argued that political reform was necessary because government action was essential in meeting the social, economic, and political challenges of an increasing complex world. This faith in collective action through political institutions marked a significant break with the previous American tradition that emphasized individualism and limited government. Specifically in this course, we will examine how progressivism presented itself as a comprehensive reform effort addressing issues of race, gender, class, labor, education and religion. And, we examine the ways in which progressive thought developed and continues to inform contemporary understandings of liberalism. (Mink)

- **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 also 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)

POL 450 **Independent Study**

POL 495 **Honors**

Psychology

Department Faculty

Michelle Rizzella, Associate Professor, Chair
Brien Ashdown, Assistant Professor
Jamie S. Bodenlos, Assistant Professor
Emily Fisher, Assistant Professor
Daniel Graham, Assistant Professor
Jeffrey M. Greenspon, Professor
Julie Newman Kingery, Associate Professor

Psychology provides students with a broad introduction to the study of behavior and its underlying processes with emphasis on psychology as an experimental science. The Department of Psychology offers a disciplinary major and minor. 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 advisers 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 adviser to meet the Psychology 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 and 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.

Students are eligible to receive academic credit toward their psychology major for a maximum of two courses taken at institutions elsewhere. Students pursuing the psychology minor may transfer a maximum of one course toward their psychology minor. A grade of C- or higher must be earned for all transfer courses. 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 can count toward the HWS psychology major or minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 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 the department that provides another perspective on behavior. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 16 courses

All of the requirements for the B.A. in psychology, plus five additional courses in the natural sciences, approved by the adviser, assuming the course that provides a perspective on behavior from a discipline other than psychology is in the natural sciences. Otherwise, six additional natural science courses are needed. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

PSY 100 and PSY 210; one psychology laboratory course (either group); and three additional elective psychology courses, only one of which may be at the 400-level. One of the electives must be a prerequisite for either a group A or B laboratory course. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

200-LEVEL ELECTIVE COURSES

PSY 203 Introduction to Child Psychology
PSY 205 Adolescent Psychology
PSY 220 Introduction to Personality Psychology
PSY 221 Introduction to Psychopathology
PSY 227 Introduction to Social Psychology
PSY 230 Biopsychology
PSY 231 Cognitive Psychology
PSY 245 Introduction to Cross-Cultural Psychology
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 Cross-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 Cross-Cultural Psychology
PSY 352 Topics in Clinical Psychology
PSY 359 Topics in Behavioral Neuroscience
PSY 370 Topics in Developmental Psychology
PSY 373 Topics in Social Psychology
PSY 375 Topics in Cognitive Psychology

Crosslisted with Psychology Major:

WMST 357 Self in American Culture
WMST 372 Topics in Social Psychology

COURSE DESCRIPTIONS

PSY 100 Introduction to Psychology This course offers a comprehensive survey of the methodology and content of present day psychology. Emphasis is placed on the development of a critical evaluative approach to theories and empirical data. (*Fall and Spring, offered annually*)

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 (i.e., 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, *offered at least alternating years*)

PSY 205 Adolescent Psychology This course examines the developmental processes and social forces that contribute to adolescence as a distinct part of the life span. Emphasis is placed on major theories, research findings, and the biological, cognitive, and social changes that occur during adolescence. This course also focuses on contextual influences (i.e., the family, peers, schools, neighborhoods, the media) on development and issues such as intimacy, identity, sexuality, autonomy, and psychological problems (e.g., eating disorders, depression, antisocial behavior). Students can take either PSY 203 or PSY 205 (not both), and exceptions can be considered on a case-by-case basis. Prerequisite: PSY 100. (Kingery, *offered at least alternating years*)

PSY 210 Statistics and Research Methods A survey of basic procedures for the analysis of psychological data, topics in this course include basic univariate and bivariate descriptive statistics, hypothesis testing, and a variety of analyses to use with single group, between group, within group, and factorial designs. A study of experimental methods is also conducted with laboratory. Prerequisite: PSY 100. (Rizzella, Greenspon, *offered each semester*)

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. (Staff, *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 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 245 Introduction to Cross-Cultural Psychology Cross-cultural psychology is the systematic, comparative study of human behavior in different sociocultural contexts. This course examines theory and research that pertain to cross cultural similarities and differences in human experience and functioning. The cultural antecedents of behavior are emphasized. Course readings focus on the diversity of human experience in domains such as cognition and intelligence, emotion and motivation, socialization and development, social perception and interaction, and mental health and disorder. Prerequisite: PSY 100. (Ashdown, *offered annually*)

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 occasionally*)

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 they will develop their own experiments and demonstrations concerning important 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*)

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 the organized activity of different parts of the nervous system is important for determining behavior. Currently, the focus of research in this course involves investigating how music is organized in the nervous system and how this impacts other behaviors such as language and other cognitive abilities. Emphasis is placed on theoretical and methodological issues. Specifically, the history of questions to which theory and method have been applied, the logic implicit to answer certain kinds of questions, and the strengths and limitations of specific answers for providing insights into the nature of the brain-behavior relationship are examined. The development of conceptual and theoretical skills is emphasized. Prerequisites: PSY 100, PSY 210 and PSY 230 or PSY 299, or permission of instructor. (Greenspon, *offered annually*)

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*)

PSY 322 Research in Personality Psychology This course provides an introduction to a variety of methods employed in the service of three complementary objectives of personality research: 1) holistic understanding of the unique organization of processes within individuals, 2) explanation of individual differences and similarities, and 3) discovery of universal principles that characterize human personality functioning. Practical, ethical, and theoretical considerations for assessing and studying personality characteristics and processes are emphasized, as are interpretation and critical analysis of published research. Students design, carry out, and report original research. Prerequisites: PSY 100, PSY 210 and PSY 220. (Staff, *offered annually*)

PSY 327 Research in Social Psychology This course is designed to acquaint students with experimental research approaches in social psychology. Through examination of classic and contemporary studies and innovative as well as traditional methods in the discipline, the practical and ethical challenges of designing, conducting, and interpreting social psychological research are explored. Students design and carry out original research. Prerequisites: PSY 100, PSY 210 and PSY 227 or WMST 223. (Fisher, *offered annually*)

PSY 331 Research in Cognition The importance of the scientific method is emphasized in this course. Students read primary literature and discuss theoretical principles and experimental methodology in the field of cognitive psychology. Students conduct an experiment in a topic of their choice using reaction time and accuracy measures. Prerequisites: PSY 210 and PSY 231. (Rizzella, *offered annually*)

PSY 344 Topics in Personality This course explores classic and current theory and research pertaining to fundamental and often controversial issues in personality psychology. The course follows a seminar format that emphasizes critical analysis and articulation of ideas, both in discussion and in writing. Topics are announced in advance. Possible topics include personality and culture; personality development; self and identity; personality and interpersonal relationships, ethnic identity, personality and emotion. Prerequisites: PSY 100 and PSY 220, or permission of instructor. (Staff, *offered annually*)

PSY 346 Topics in Cross-Cultural Psychology This course provides an in-depth examination of a contemporary topic in cross-cultural psychology. Topics may include: culture and cognition; cultural contexts of emotional experience; culture and communication; culture, mental health, and psychopathology; social perception across cultures; cultural influences on social behavior; diversity and intercultural training; prejudice and discrimination; or ethnic identity. Course activities draw upon extensive readings in the primary literature of the selected topic. Prerequisites: PSY 100 and PSY 245. (Ashdown, *offered annually*)

PSY 347 Research in Cross-Cultural Psychology This course concentrates on the study of human behavior and experience as they occur in different cultural contexts and/or are influenced by cultural factors. Special attention is devoted to cross-cultural research methodology. Claims about the generality or universality of psychological laws and theories are evaluated. Students use knowledge gained in this course to design and carry out a research project. Prerequisites: PSY 100, PSY 210, and PSY 245. (Ashdown, *offered annually*)

PSY 350 Research in Clinical Psychology This course provides an introduction to the scientist-practitioner model of clinical psychology. Students examine a variety of theoretical models of psychotherapy and research regarding the effectiveness of therapeutic interventions. Contemporary treatment issues and ethics are also considered. Students are introduced to clinical research methods and design a research proposal in an area of clinical psychology. The laboratory component provides an opportunity for students to develop research skills by developing and carrying out a research study. Prerequisites: PSY 100, PSY 210 and PSY 221. (Bodenlos, *offered annually*)

PSY 352 Topics in Clinical Psychology This course provides an in-depth analysis into specific topics in health psychology and behavioral medicine. These topics are reviewed from a clinical perspective, including the review of evidence-based treatments and clinical case studies. Topics that may be explored in-depth in this course include stress and illness, stress reduction techniques, substance use disorders and treatment, obesity, physical activity, HIV/AIDS, cardiovascular disease, and emotional eating. Prerequisites: PSY 100 and PSY 221. (Bodenlos, *offered annually*)

PSY 359 Topics in Behavioral Neuroscience This course surveys literature and theory representative of an important contemporary conceptual issue in behavioral neuroscience. Each year, topics for the course are announced in advance. The course is designed to include a nonspecialized group of students having a varied distribution of psychology courses and interested in developing conceptual relationships among different subdivisions within psychology. Prerequisites: PSY 100 and at least one other psychology course. (Greenspon, *offered occasionally*)

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 495 Honors

Public Policy Studies

Program Faculty

Jo Beth Mertens, Economics, Coordinator (Fall 2014)

Eric Barnes, Philosophy, Coordinator (Spring 2015)

Scott Brophy, Philosophy

Matt Crow, History

Kendralin Freeman, Anthropology/Sociology

Christina Houseworth, Economics

Khuram Hussain, Education

Kristy Kenyon, Biology

Beth Kinne, Environmental Studies

Steven Lee, Philosophy

Renee Monson, Sociology

H. Wesley Perkins, Sociology

Craig A. Rimmerman, Public Policy

*****Effective for students matriculating in the fall of 2014 and later, the Public Policy Studies major is under review and is not being offered at this time. The Public Policy Studies MINOR is still available. Please consult the department website and online catalogue for updated information.*****

The Public Policy program connects classroom learning to efforts through public policy to solve problems in the larger society, teaching analytic skills within an interdisciplinary, liberal arts context. Its goal is that graduates think and act critically in public affairs. Students explore the methodological, analytical, empirical, and ethical issues of policy formulation and implementation. Public Policy is designed to prepare students for careers in government, human services, social work, urban affairs, city planning, law, community organizing, business, communications, or academia. The Public Policy program offers an interdisciplinary major and minor. Students majoring or minoring in public policy must develop a concentration. Some examples of concentrations are:

- Children and Families
- Education
- Environmental Policy
- Development Policy
- Foreign Policy
- Health Care
- Law
- National Policy Process
- Sexuality
- Technology
- Welfare

All courses applied toward a public policy major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

One course in each of the three Public Policy core groups (Humanities, Social Sciences, Natural Sciences); two credits in skills courses, at least one credit of which must be in statistics; at least four 200-level or above courses forming a concentration in an area chosen by the student (see examples below); and a capstone course that requires writing a policy brief. No more than four courses may be taken from any one department or program (PPOL 499 excepted). The capstone course should be completed in the senior year, but it may be completed in the junior year if circumstances require this. Each semester, there are a variety of courses offered in which students may elect to write a policy brief (often in addition to the regular course work) and which thus can count as the student's capstone course. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Two Public Policy core courses from two different divisions (Humanities, Social Sciences, Natural Sciences); one credit in skills courses; and three courses forming a concentration in an area chosen by the student (see examples below). No more than three courses may be taken from any one department or program (PPOL 499 excepted). All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the minor.

EXAMPLES OF POLICY BRIEF COURSES

ANTH	323/423	Ethnographies of Capitalism
BIDS	295	Alcohol Use & Abuse
ECON	203	Between Labor and Management: Unions
EDUC	307	Civil Rights Education
EDUC	370	Social Foundations of Multiculturalism
ENV	320	Natural Resource Law
PHIL	232	Liberty and Community
PHIL	236	Philosophy of Law
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	328	Environmental Policy
PPOL	364	Social Policy and Community Activism
PPOL	425	Seminar in National Decision-Making
SOC	225	Sociology of Family
SOC	375	Social Policy

CORE COURSES

Humanities

HIST	243	US Legal and Constitutional History to 1865
HIST	244	US Legal and Constitutional History 1865 to the Present
HIST	284	Africa From Colonialism to NeoColonialism
HIST	311	20th-Century America
HIST	312	The United States Since 1939
PHIL	151	Issues: Crime and Punishment
PHIL	152	Issues: Philosophy and Feminism
PHIL	154	Issues: Environmental Ethics
PHIL	155	Issues: Morality of War
PHIL	158	Issues: Debating Public Policy
PHIL	159	Issues: Global Justice
PHIL	162	Ethics of Civic Engagement
PHIL	256	Health Care Policy

Only one of PHIL 156 and 256 may count for the concentration.

Social Sciences

ANTH	110	Introduction to Cultural Anthropology
ECON	122	Economics of Caring
ECON	160	Principles of Economics
POL	110	Introduction to American Politics
PPOL	101	Democracy and Public Policy
SOC	100	Introduction to Sociology

Natural Sciences

BIOL	167	Intro Topics
CHEM	110	Introductory General Chemistry
ENV	200	Environmental Science
GEO	140	Intro to Environmental Geology
GEO	141	Science of Climate Change
GEO	142	Earth Systems Science
GEO	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
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 major or minor. A student may petition for permission to count a course not listed here by submitting the following materials to the Public Policy Studies coordinator: a written rationale spelling out how that course, in combination with the other courses in the student's concentration, substantively addresses public policy issues in that concentration; the course syllabus; and any relevant course assignments. The coordinator will circulate the student's petition to the Public Policy Studies faculty who teach courses in that concentration for their decision.

Children and Families

AFS	200	Ghettoscapes
ANTH	230	Beyond Monogamy
ANTH	298	Modern Japan
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 <i>or</i>
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/ENV	351	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 to the Environmental Policy
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, Beth Kinne, 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/ENV	351	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: Christina Houseworth, Jo Beth Mertens

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
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 Advisers: Steven Lee, Jo Beth Mertens

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	Issues: Biomedical Ethics
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

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	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	375	Feminist Legal Theory
POL	401	Jr-Sr Research Topic Seminar: Islamic Political Thought
PPOL	219	Sexual Minority Movements and Public Policy
PPOL	328	Environmental Policy
SOC	224	Social Deviance
SOC	263	Juvenile Delinquency
SOC	375	Social Policy

Concentration Faculty Advisers: Eric Barnes, Scott Brophy, Matt Crow, Beth Kinne, 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
POL	236	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: Matt Crow, 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
PPOL	328	Environmental Policy
SOC	249	Technology and Society
SOC	251	Sociology of the City

Concentration Faculty Advisers: Kristy Kenyon, Scott Brophy, Matt Crow

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, 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 499 Internship in Public Policy Studies The public policy internship is designed to provide students with an opportunity to connect their classroom study of public policy to the real world of policy making. In doing so, students draw upon the analytical, methodological, and substantive training that they have received in the public policy process. To receive course credit for an internship, students must make arrangements with a public policy faculty sponsor before beginning the work. A practicum requires, in addition to registering for PPOL 499, an internship of at least 150 hours taken under the direction of a public policy faculty sponsor, the submission of internship journal entries on a weekly basis, and the writing of an extensive research paper on a public policy issue related to the internship. (Staff, *offered annually*)

Religious Studies

Department Faculty

Richard Salter, Associate Professor, Chair
Etin Anwar, Associate Professor
Anthony Cerulli, Assistant Professor
Michael Dobkowski, Professor
Susan E. Henking, Professor
Salahudin Kafrawi, Associate Professor
John Krummel, 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 wishing to enter an upper level course without having taken an introductory course should consult the instructor. All courses toward a religious studies major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

One introductory religious studies course; two courses each from two concentrations—one in each concentration should be at the 200-level and the other at the 300-level or higher (one of these concentrations must be in a specific religious tradition); REL 461 *Senior Seminar*; three additional religious studies courses, at least two of which are outside the student’s areas of concentration; and two approved cognate courses from other departments or two other courses in the department. Cognate courses may be chosen from an accepted list or by petition to the adviser.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

One introductory religious studies course; a 200-level course and a 300-level or higher course in one of the religious studies concentrations; REL 461 *Senior Seminar*; and one additional religious studies course.

COURSE CONCENTRATIONS

Introductory Courses

REL	103	Journeys and Stories
REL	108	Religion and Alienation
REL	109	Imagining American Religion(s)

Judaic Studies Courses

REL	270	Modern Jewish History
REL	271	The Holocaust
REL	272	The Sociology of the American Jew
REL	273	Foundations of Jewish Thought
REL	274	Zionism, Israel and the Middle East Conflict
REL	276	History of East European Jewry
REL	278	Jewish Life and Thought in Modern Times
REL	279	Torah and Testament
REL	370	Jewish Mysticism and Hasidism
REL	401	Literary and Theological Responses to the Holocaust

Christian Traditions Courses

REL	228	Religion and Resistance
REL	232	Rethinking Jesus
REL	237	Christianity and Culture
REL	238	Liberating Theology
REL	240	What Is Christianity?
REL	241	Rastaman and Christ
REL	244	Christianity in East Asia
REL	279	Torah and Testament
REL	305	Tongues of Fire: Pentecostalism Worldwide
REL	345	Tradition Transformers: Systematic Theology
REL	470	Nationalism

Islamic Studies Courses

REL	219	Introduction to Islamic Tradition
REL	228	Religion and Resistance
REL	236	Gender and Islam
REL	242	Islamic Mysticism: The Inward Dance
REL	248	Islamic Ethics and Politics
REL	265	The West and the Qur'an
REL	280	Negotiating Islam
REL	284	Contesting Gods in Multicultural America
REL	321	Muslim Women in Literature
REL	335	Jihad
REL	347	Gender and Globalization in the Muslim World

History of Religions Courses

REL	210	Hinduism
REL	211	Buddhism
REL	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 & Philosophy from a Global Perspective
REL	304	Buddhist Philosophy

Religion, Gender and Sexuality Courses

REL	236	Gender and Islam
REL	281	Unspoken Worlds
REL	283	Que(e)rying Religious Studies
REL	321	Muslim Women in Literature
REL	347	Gender and Globalization in the Muslim World
REL	354	God, Gender and the Unconscious
REL	382	Toward Inclusive Theology

Psychological and Social Scientific Approaches Courses

REL	263	Religion and Social Theory
REL	267	Psychologies of Religion
REL	269	Therapy, Myth and Ritual

REL	354	God, Gender and the Unconscious
REL	360	Seminar: Reading Theory in Religious Studies
REL	365	Loss of Certainty
REL	381	Reading Feminism in Religious Studies

Multiple Concentrations (The following list of courses are used to fulfill requirements in consultation with an adviser. The list is not exhaustive.)

REL	226	Religion and Nature
REL	228	Religion and Resistance
REL	249	Native American Religion & Histories
REL	250	Race and Religion
REL	470	Nationalism

CROSSLISTED COURSE

ASN 101 **Intellectual and Religious Foundations of Asian Civilization**

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? (Staff, *offered occasionally*)

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 human's 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 human's 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 in 20th-Century Culture** What is religion and how is it part of human experience? What shapes have religious ideas and institutions taken in confrontation with the contemporary world? How has the phenomenon of alienation contributed to the development of religion and religious responses? How have specific groups that have suffered alienation—Jews, Blacks, American Indians, Rastafarians and women—coped with their situations through the appropriation and modification of religious tradition? This course explores these issues as well as religious, social, and existential interpretations of alienation set out by 20th-century thinkers in the West. (Dobkowski, *offered alternate years*)

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, Henking, *offered annually*)

REL 210 **Hinduism** In this course, students learn about many of the ritual, devotional, and philosophical traditions that make up the religion known as Hinduism. We begin our enquiry in the ancient world with a survey of the Indus Valley Civilization, and then explore important holy sites, religious movements, and religious reformers in classical, medieval, and modern Hinduism. Although this course is primarily concerned with Hinduism in South Asia, the ways in which Hinduism has taken root in North America (including upstate New York) are also considered through field visits to a local Hindu temple. Our investigation of Hinduism combines historical, literary, and anthropological methodologies, and weekly meetings involve close readings of important Hindu literature (e.g., Rg Veda, Upanisads, Bhagavadgita, and Ramayana) and contemporary fiction, films, and minor fieldwork. No prior knowledge of Hinduism is required. (Cerulli, *offered alternate years*)

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 socio-historical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (Cerulli, *offered alternate years*)

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 spectacles, including psychology, philosophy, literature/fiction (including both short stories and poetry), and religion. We will look at the various attitudes and postures towards death, how different people from different backgrounds, cultures, and fields have coped with this fact, the different interpretations of the meaningfulness of life people extract from it, and possible speculations and interpretations people have provided as to why we must die and where if anywhere it may possibly lead. (Krummel, *offered annually*)

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 an historical study of the rise of Islam from seventh century Arabia to the current global context. It examines basic beliefs, major figures, sacred scriptures, and rituals of this religious tradition. The course emphasis is on modern developments in Islam, including the Muslim presence in Southeast Asia. (Anwar, *offered annually*)

REL 226 Religion and Nature This course examines various religious traditions to see what they can contribute to a contemporary understanding of humanity's healthy, sustainable relationship with the natural world. The ecological crises of our time have forced us to question the prevailing global modes of production and consumption. Some have faulted the tradition of Western enlightenment and the scientific-technological mindset it has created, while others have focused on monotheistic traditions (Judaism, Christianity, and Islam) and their alleged anthropocentric desacralization of nature as the roots of our present ills. In order to gain a critical insight into these debates, students read some of the religious works on ecology and environmental ethics along with ecofeminist literature that situates the debates within the context of global capitalism and patriarchal oppression of women. (Staff, *offered alternate years*)

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 232 Rethinking Jesus Who is Jesus? The question is not as simple to answer as it might seem. This course explores central ways the founding figure of Christianity has been conceived and rethought, especially in the last 100 years. Though students start with an inquiry into “the historical Jesus,” they move on to rethink Jesus from theological, cultural, and literary perspectives. (Salter, *offered alternate years*)

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. (Salter, *offered alternate years*)

REL 239 Nihilism East and West This course examines the global manifestations of nihilism in the past two centuries, and responses to them, in philosophy, literature, religion, and art. Nihilism is the sense that there is no inherent value, purpose, or meaning in life or the world. Many intellectuals and artists during the nineteenth and twentieth centuries, not only in the West but in non-Western industrial nations such as Japan, found themselves facing a looming nothingness, the nihility of nihilism, despite modern scientific and technological progress. How does one respond when faced with the utter meaninglessness of existence? Is there any answer to nihilism? How does one recover sense when nothing seems to make sense? We explore this topic while looking at the various depictions of, and responses to, nihilism through a variety of media, including philosophical essays, novels, and films. The primary focus of our reading will be on Dostoevsky's darkest novel, *Demons (Possessed)*; Mishima Yukio's final tetralogical work, *Sea of Fertility*; and Nietzsche's writings on nihilism. To this we shall add other writings on, or relating to, nihilism (including but not limited by Turgenev, Camus, Beckett, Celine, Heidegger, Nishitani, Abe, etc.). In addition we will see a selection of films by international directors (Allen, Fellini, Bergman, Kurosawa, etc.) that depict nihilism. (Krummel, *offered alternate years*)

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 241 Rastaman and Christ: Encounters in Diaspora What happens when religions collide? This course explores this question in the specific context of the "New World," where religions from various traditions collided under the rubrics of colonial conquest, slavery and, more recently, rapid social changes like migration, communications advances, and tourism. This course primarily explores the collision of West African religions with Christianity. Thus, students focus on understanding the emergence of religions like Rastafari, Vodou, Santeria, Shango, and other New World religions. (Salter, *offered alternate years*)

REL 242 Islamic Mysticism: The Inward Dance One of the most enigmatic and enamoring aspects of Islam is Islamic mysticism or Sufism. What is Sufism and how has it come to be such a pervasive presence in Islamic civilization? The Sufi's goal is often defined as the unveiling of the Divine light leading to union or annihilation. Sufi theoreticians have often used simple imagery, symbolism, and storytelling for expression. This course addresses the classical Sufi thought through theoretical expressions and texts, current orders, and its presence in the West. Comparative references to other mystical traditions such as Christian mystical thought, Hasidism, and Yoga are also made. (Anwar, *offered annually*)

REL 243 Suffering and Salvation Human existence entails suffering. Why must we suffer? How can we escape suffering? And if suffering is inevitable, what is its meaning? Is it always fair or deserved? The major religions of the world were established and developed partially in response to such questions about the human predicament. Each religion provides a variety of responses to this inevitable fact of human life. What is the picture of the meaning of life implied in such a response? In this course we shall investigate the major religious traditions from across the globe, East and West Judaism, Christianity, Islam, Hinduism, Buddhism, and the Chinese religions - and look at their various attempts to answer that question of suffering and respond to it, including their prescription for salvation. At the same time, the course aims to raise awareness concerning responsible ways of comparing religions, using "soteriology" (the study of salvation) as a comparative category. The course also raises the crucial question of whether it is possible to remain faithful to one's own religious path while maintaining self-critique and openness to the claims of other traditions, a question that is of crucial importance with the increasing globalization of the world. (Krummel, *Fall, offered annually*)

REL 244 Christianity in East Asia Christianity has typically been considered a Western religion, yet it has a long and detailed history throughout East Asia. East Asia is one of the areas in the world experiencing the greatest growth of Christianity. This course will explore, compare and contrast various histories and traditions of Christianity in China, Korea, Japan, the Philippines and Vietnam. Among other things, we will consider questions such as, What is the future of Christianity in East Asia? How does the growth of Christianity relate to other political and social changes in this part of the world? Is Christianity culturally compatible with these national cultures? How has Christianity been inculturated in these countries? (Salter, Zhou, *offered occasionally*)

REL 246 Iran Before Islam This course explores the history and historical representation of religions in Iran before the arrival and subsequent establishment of Islam as the principal religion of the country circa mid-seventeenth century C.E. Through readings in both primary and secondary sources, students in “Iran Before Islam” will study the dynastic eras of pre-Islamic and their associated religious traditions. Of distinct import to the history of religions in Iran, beginning at least with the Achaemenian Empire (sixth-fourth centuries B.C.E.), are Zoroastrianism, the prophet Zarathustra, and his “hymns” the Gathas, in the Zoroastrian scripture, the Avesta. Other religious traditions will also receive ample historical and textual exploration in their specific Iranian (and, more generally, central Asian) contexts, including Mithraism, Manichaeism, Christianity, and Buddhism. (Cerulli, *offered occasionally*)

REL 248 Islamic Ethics and Politics The course explores the ethics and politics of Islam and its theoretical and practical implication in the historical and contemporary contexts. Among the questions addressed in the course are whether Islam’s perennial message is ethical or political and/or a combination of both? What form of Islam would it be if Islam is ethics without politics or, vice versa, is it politics without ethics? What are the major components of ethics and politics in Islam? How does one live a moral and political life in the contemporary world? Is Islam compatible with modernity? What forms of ethical and political manifestations of Islam would that entail? The course will begin with the explorations of the foundations of ethics and politics in the Qur’an and the hadith. It will then survey the legal, mystical, theological and philosophical debates and theories of what constitutes the ethical and political thought and behavior in the Islamic intellectual traditions. Special attention will be given to such Islamism, civil society and human rights, feminism and democracy. (Anwar, *offered alternate years*)

REL 249 Native American Religion & Histories The Finger Lakes region, like most parts of the US, possesses a rich heritage of Native American cultures. In this course we will survey the religious traditions and histories of several Native American tribes, beginning with the local story of the Seneca Nation. We will first survey the historical development of these tribes and place it into the context of U.S. history. We will then address some of the common features of indigenous religions, keeping in mind the question, "what is 'religion' to cultures that do not distinguish religious from non-religious aspects?" In light of the interrelationship between humanity, the sacred, and ecology in Native American cosmology, we will also analyze how indigenous worldviews inevitably clashed with those of Euro-Americans, focusing on two specific instances: the "removal" of Cherokees during the 1830's and the contemporary conflict with the U.S. government over the ceremonial use of peyote. (Staff, *offered alternate years*)

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. (Staff, *offered alternate years*)

REL 254 Conceptions of God, Goddess, Absolute In an age when formal language has become more technical, the question of God is often given over to those who do not want to be bothered with the complexity of the question. In an attempt to “overhear” some of the issues that are left out of specialized knowledge, this course examines Greek plays with special attention to the ways in which these texts raise the question of God. It also familiarizes students with representative ways of formulating the question of God in classical and contemporary thought. Students dramatize one contemporary play to show the transformation of images and issues. (Krummel, *offered alternate years*)

REL 257 What’s Love Got to Do With It? Love perplexes us because it is complex, powerful, and shows up in so many different forms. We wonder why love is sometimes accompanied by exhilaration, other times by resignation, and other times by grief. We might wonder what are the sources of love, perhaps our biology, our attachments to people, our rituals, and/or the nature of reality itself. We also have to ask whether love can coexist with abuse, violence, and oppression. This course explores love and its place in human experience using approaches from psychology, philosophy, ethics, and theology. We will think with ancient and contemporary authors who use a variety of methods to grapple with these and other questions in order to broaden and deepen our understandings of love. (Staff, *offered occasionally*)

REL 260 Religion & Philosophy from a Global Perspective What is religion? What is philosophy? Do their paths ever cross? Where do they meet? This course explores philosophically what it means to be religious. Can one be religious and at the same time also be rational and critical? It is possible to examine philosophically the origins of the religious consciousness or way of being? And what do we mean by “religion” anyway? How can we make sense out of the plurality of, and disagreements amongst, religions? The course engages in a cross-cultural exploration of the meaning of religion. It does so by looking at texts of philosophy, religious thought, and theory, expressing both religious and nonreligious perspectives and from variety of traditions. (Krummel, *offered alternate years*)

REL 263 Religion and Social Theory Is society God? Is religion the opiate of the people? What does religion do? This course examines a variety of classic (Freud, Marx, Weber, Durkheim, Malinowski) and contemporary (Berger, Luckmann, Douglas, Geertz) theories of religion that emphasize social and cultural aspects of religion, including the origins and functions of symbol, myth and ritual. (Henking, *offered alternate years*)

REL 264 South Asian Religions In this course we explore five of the religious traditions of South Asia (an area that includes India, Sri Lanka, Pakistan, Bangladesh, Nepal, Bhutan, and the Maldives). Through readings, slides, and films we will learn about and discuss Hinduism, Christianity, Jainism, Islam, and Zoroastrianism in their specific South Asian contexts. This course is not a sweeping, general survey of these five South Asian religions. Although we will discuss some of the more salient aspects of each tradition's history, texts, and people, we will not be primarily concerned with history and doctrinal particularities. Instead, we will be keenly attentive to a particular methodology in the field of religious studies – the anthropology of religion – and a particular theoretical framework for studying South Asian religions – postcolonial theory. To this end, we will restrict our enquiries to particular anthropological micro-studies of each tradition in the context of South Asia's colonial and postcolonial history. (Cerulli, *offered alternate years*)

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 267 Psychologies of Religion This course examines the variety of modern psychological perspectives that have been used to understand religion, including depth psychologies, social psychology, and empirical and behavioral approaches. In doing so, it explores psychological theories that attempt to answer such questions as, Why are people religious? Where do religious experiences and images come from? What does it mean to be religious? (Henking, *offered alternate years*)

REL 269 Therapy, Myth, and Ritual How are religion and psychology connected? Does psychology operate as a religion today? Are psychotherapists the new clergy? Has modern Western religion become psychologized? This course explores such issues by examining the historical connections of religion and psychology in the West and the interaction of religion and psychology in modern Western culture. (Henking, *offered alternate years*)

REL 270 Modern Jewish History This course examines Jewish intellectual, political, and socioeconomic history from the period of the French Revolution until the mid-20th century. The specific focus of the course is on the manner in which Jews accommodated themselves and related to changes in their status which were caused by external and internal events. A major area of concern are the movements—intellectual, political, and religious, such as Reform Judaism, the Haskalah, Zionism, Jewish radicalism, Hasidism—which arose within the Jewish communities in question as reactions to Emancipation and Enlightenment. (Dobkowski, *offered alternate years*)

REL 271 The History and Impact of the Holocaust This course analyzes the background and history of the Holocaust; its impact on the Jewish community in Europe and worldwide; theological reactions as reflected in the works of Buber, Fackenheim, and Rubenstein; the question of resistance; the problem of survival; the Elie Wiesel syndrome; and collective guilt leading to the creation of the State of Israel. It also examines the nature of the human, society, religion, and politics post Auschwitz. (Dobkowski, *offered annually*)

REL 272 The Sociology of the American Jew This course examines the sociological, religious, and historical complexion of the American Jewish community. It attempts to deal with such issues as immigration, religious trends, anti-Semitism, assimilation, adjustment, identity, and survival, and it attempts to understand the nature of the American Jewish community. It analyzes this experience by utilizing sociological and historical insights, as well as by looking at immigrant literature in its cultural and historical context. (Dobkowski, *offered alternate years*)

REL 273 The Foundations of Jewish Thought This course traces the foundations of Jewish religious and philosophical thought from the Bible, Rabbinic literature, Talmudic Judaism, the Kabbalah, medieval philosophy, and mysticism to contemporary Jewish thought. It is an attempt to understand the "essence" of Judaism and to trace how it has developed over time and been influenced by other traditions. It also examines the impact of Judaism on Islamic and Western European thought. (Dobkowski, *offered alternate years*)

REL 274 Zionism, the State of Israel, and the Middle East Conflict This course provides an examination of the roots of Zionism—a complicated religious, ideological, and political movement. Such external factors as the Holocaust and the acute problems of the surviving refugees, the conflict between Jews and Arabs in Palestine, the breakdown of the British Mandate and the mutual rivalries of the Western powers in the Middle East, and the East West conflict in the global scene, are some of the historical forces which accelerated the creation of the Jewish state that are examined. But attention is also given to the internal intellectual and spiritual forces in Jewish life, which were at least as important and which constitute the ultimately decisive factor. (Dobkowski, *offered occasionally*)

REL 276 History of East European Jewry, 1648-1945 This course examines the social, political, cultural, and religious history of the Jews in Eastern Europe. Since Eastern Europe was home to a majority of world Jewry until the Holocaust, it is important to analyze what was distinctive about the East European Jewish experience and what impact it had on contemporary Jewish life. Topics covered include Hasidism, the Haskalah, Yiddish literature and language, Polish Jewish politics, anti-Semitism, the world of the Yeshiva, Zionism and Socialism, and the Russian Revolution and the creation of Soviet Jewry. (Dobkowski, *offered every three years*)

REL 278 Jewish Life and Thought in Modern Times This course examines Jewish life, thought, and cultural development from 1760 to the present. Among the topics discussed are the rise of Hasidism and reaction to it, the Enlightenment and modern varieties of Judaism, Zionist thought, and revolution and Jewish emancipation. The course also focuses on major Jewish thinkers and actors who have had a profound impact on shaping, defining, and transforming Jewish thought and praxis. This includes thinkers like the Baal Shem Tov, Martin Buber, Abraham Joshua Heschel, Mordecai Kaplan, and Blu Greenberg. (Dobkowski, *offered alternate years*)

REL 279 Torah and Testament How do we read sacred texts? How can they say anything to us today? This course introduces students to central texts of the Jewish and Christian traditions and key methods of reading/interpreting those texts. Through close readings of selected representative texts, we cover themes that may range from origins and cosmologies to liberation, freedom, law and morality. (Dobkowski, Salter, *offered alternate years*)

REL 280 Negotiating Islam This course offers a survey on the development of Islamic thought since its inception in sixteenth-century Arabia to our contemporary world. It explores how Islam's becoming as expressed in its belief system, intellectual tradition, and praxis and how cultural particularities dialectically shape Islam's becoming as expressed in its universal principals and values. Among the issues discussed are the principle of common good and their relative implementations. The course addresses what seems contradictory, such as the Qur'an as God's Word and as a text, reason, and revolution, justice and polygamy, peace and jihad, freedom and predestination, human rights and duties, global Islam and nationalism, communal and individual well-being, fundamentalist and progressive Islam, revolution and assimilation, independent reasoning and heretic innovation, and Islam and the Other. (Kafrawi, *offered alternate years*)

REL 281 Unspoken Worlds: Women, Religion, and Culture When theorists describe the lives of religious people and the meaning of religion, they often speak of *homo religious*, religious man. What happens when we move beyond a focus upon men to examine the religious lives of women? This course focuses exclusively upon women, located within and enacting a variety of cultures and religions. In doing so, it considers women's agency and oppression, the significance of female (or feminine) religious imagery, and the interweaving of women's religious lives with such imagery. (Henking, *offered alternate years*)

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

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. (Henking, *offered alternate years*)

REL 284 Contesting Gods in Multicultural America This course is a conversation about common, scriptural, theological, and cultural grounds, methods, and programs for interfaith dialogues in the multicultural America. As religious traditions often use the same concepts and moral idioms, this course discusses the shared foundations, values, ideals, and concerns of diverse religious traditions and how they get embodied in the everyday discourses, actions and interactions of religious believers. This course particularly addresses the use and abuse of the concept of God in enhancing or vilifying human relations to others respectively as manifested in the believers' responses to religious truth claims. Among the topics explored in this course include human need for faiths and interfaith dialogues, God as a common denominator of faiths and as a source of conflicts, tolerance and coexistence, the myth of God's superiority, and exclusives and pluralism. (Kafrawi, *offered alternate years*)

REL 285 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.

REL 286 Islam and Environment The course offers an overview of key concepts in Islamic environmental ethics, Muslim responses to environmental catastrophes particularly in Indonesia, and the link between local and global forces in Islamic societies and their impacts in 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 and volcanic eruptions in Indonesia 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, senior seminar.

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? How do I realize it? While exploring these questions, students will thus be introduced to a variety of approaches that have appeared within the history of Buddhist traditions spanning South, Central, and East Asia. Prerequisites: Having taken a course either in philosophy and/or Asian religions, preferably with Buddhism included (if a 300-level course). (Krummel, *Spring, offered alternate years*)

REL 305 Tongues of Fire: Pentecostalism Worldwide The Pentecostal movement is characterized by the "descent of the Spirit" and manifested through such practices as speaking in tongues, spontaneous healing, and spontaneous prayer. This movement has been one of the fastest growing forms of Christianity worldwide over the past three decades; two Pentecostal denominations were recently ranked as the first and second fastest growing religious denominations in the U.S. What is this movement and how do we make sense of it? Why has it spread so rapidly? To whom does it appeal? And what has been its effect where it spreads? (Salter, *offered every three years*)

REL 306 The Perfectible Body: Religion, Medicine, and Politics The idea that the human body is perfectible in one way or another has been discussed for centuries and in many cultures. What does it mean to call a body "perfectible"? At the very least, it means the following two things: the body in question needs improvements and the body is capable of becoming perfect. In this course we will look at different examples on which the body has been treated as a perfectible unit. The question of homology and micro-macrocosmic thinking will be central to our investigation. Hence, we will

consider a number of causes from history and literature, from the East and the West, which suggest that humans have attempted to work on their own bodies—in effect, to perfect their bodies—in an effort to create homological models in miniature of notions of greater bodily perfection, such as God, the nation, or the cosmos. Prerequisites: REL 100-level course, permission of the instructor. (Cerulli, *offered alternate years*)

REL 321 Muslim Women in Literature The question of what is intrinsically Islamic with respect to ideas about women and gender is important for understanding the position of women in Islam, and for distinguishing the religious element from socio-economic and political factors. The course sets in perspective the diversity of cultural manifestations which contribute to the complexity of Islam, through a selective exploration of literary works by both women and men. The writings contain political, social, and religious themes and reflect debates regarding the nature of society and the status of women, written primarily in the last 50 years. Readings include fiction, poetry, and non-fiction. (Anwar, *offered annually*)

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 Tradition Transformers: Systematic Theology This course focuses on key Christian theologians/figures who have shaped Christian thought. The work of these thinkers has been fundamental to the development of and changes in Western thought and society. The emphasis of the course is on close readings of selections from the primary texts (in translation) and biographical/historical readings which contextualize each author. (Salter, *offered alternate years*)

REL 360 Seminar: Reading Theory in Religious Studies Religious studies has been shaped and reshaped by major figures in psychology and the social sciences who ask such questions as: Where does religion come from? Why are people religious? What are its consequences? Is it social glue? The source of violence? A product of repression? An illusion? This course will examine the work of a single thinker seeking to situate her or his work in the history of Religious Studies. Exemplary figures might include Emile Durkheim, Max Weber, Sigmund Freud, Peter Berger, or Robert Bellah. (Henking, *offered alternate years*)

REL 347 Gender and Globalization in the Muslim World This course explores the extent to which globalization has affected the identities of Muslim women and their gender constructs in the Muslim world. While globalization has provided Muslim women with the newly found freedom to explore choices outside their constructed traditional roles, it has to a different degree trapped women into the cultures of materialism, consumerism, and liberation. Among the questions addressed in this course are whether globalization is a blessing or blight? What has been the impact of globalization in the Muslim world? Does it affect men and women differently? Does globalization reinforce the inequality of men and women in the Muslim societies? To what extent does globalization affect the gendered divisions of private and public, resources, sexual division of labor, male-female power and authority and the production of identity in the context of globalization? How do feminists, womanists, and Islamists restructure gender awareness, power relations and opportunities in the public space? What kind of religious or indigenous resistance challenges the impact of globalizations on gender issues in the Muslim world? (Anwar, *offered alternate years*)

REL 354 God, Gender, and the Unconscious The unconscious and God have both been depicted as inaccessible to ordinary conscious reflection. Likewise, depth psychologists like Freud have depicted women as mysterious objects of desire or, like Jung, as representative of the depths which call men toward wholeness. What is the relation of the enigmas of God, woman, and the unconscious? This course examines depth psychology with particular reference to connections between religion and gender. In doing so, students read the work of Freud and Jung, consider the positions of selected followers who have discussed religion and/or gender, and examine the perspectives of various feminists who have used and/or critiqued Freud and Jung. (Henking, *offered alternate years*)

REL 365 Loss of Certainty Religious experience has been described as a purely individual phenomenon. Yet, religion has also been a powerful institutional and cultural force. The loss of faith has been depicted in similarly contradictory ways—both as the product of individual decision and as a large-scale historical process called secularization. This course explores this tension by reading novels and biographies as well as theoretical work which examines the relation of religion to historical and psychological processes. (Henking, *offered alternate years*)

REL 370 Jewish Mysticism and Hasidism This course attempts to trace and describe the developments in Jewish mysticism culminating in the Hasidic movements of the 18th and 19th centuries and neo Hasidic trends in the 20th. These movements are viewed as religious and spiritual, as well as social and economic manifestations. The course operates from the premise that there is a continuing dialectic between an exoteric and subterranean tradition. The true history of a religion lies beneath the surface and often contradicts, energizes, and finally transforms the assumptions of the normative tradition. The course argues the central importance of the Kabbalistic mystical tradition, not as a footnote of Jewish history, but as a motivating force. (Dobkowski, *offered every three years*)

REL 381 Seminar: Reading Feminism in Religious Studies Feminisms have transformed religion. Feminisms emerge from religion. Feminisms criticize—or reject—religion. Which is it? Why? In what ways are feminisms situated—are they western? White? Womanist? Global? This course will examine one significant feminist within religious studies, seeking to situate her work within the history and debates characterizing both feminism and religion. By focusing on a single figure, students will develop in depth understanding of the development and scope of an individual's contribution across a life's work. Exemplary figures might include Mary Daly, Matilda Joselyn Gage, Rosemary Ruether, Judith Plaskow. (Henking, *offered alternate years*)

REL 401 Literary and Theological Responses to the Holocaust It is increasingly obvious that the Holocaust is a watershed event, a phenomenon that changes our perceptions of human nature, religion, morality, and the way we view reality. All that came before must be re-examined and all that follows is shaped by it. Yet, precisely because of its dimensions, the meaning of the Holocaust is impenetrable. Language is inadequate to express the inexpressible. But the moral imperative demands an encounter. This course examines some of the more meaningful "encounters" with the Holocaust found in literature, films, and in theology. It is through the creative and theological mediums that post Holocaust human beings have attempted most sensitively and seriously to come to terms with the universal implications of the Holocaust. (Dobkowski, *offered every three years*)

REL 450 Independent Study

RUSE 460 Capstone Seminar: Readings and Research in Russian Area Studies 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, work shopping/revising the seminar paper, and honing presentation skills.

Potential themes include: Soviet culture and society during the Second World War; Russia in transition; Men and nature in Russia; the soldier in the Russian imagination; Petersburg; Moscow; Petersburg vs. Odessa.

REL 461 Senior Seminar: Toward Theory in Religious Studies Religious studies is an endeavor to understand phenomena referred to in the general categories "religion" and "religious." What does it mean to be religious in U.S. culture? In other cultures? What is religion? What are some major religious questions? What are ways people have responded to these questions? What is theory? What is experience? How are theory and experience related? In this course, students discuss diverse theoretical perspectives on religion, differentiate among kinds of theories, evaluate them, and apply them to particular examples. The course offers a context for recognizing the contribution of prior work in religious studies and provides a capstone for the major. (Staff, *Fall, offered annually*)

REL 470 Nationalism Is nationalism a form of religion? How do we evaluate it? Is it a form of idolatry? This course will explore ideas of American nationalism through the lens of theory in religious studies. It will explore central myths of American exceptionalism, the notion of civil religion, and rituals of nationalism. The course will use both descriptive and evaluative methods to explore nationalism. (Salter, *offered occasionally*)

REL 495 Honors

Russian Area Studies

Program Faculty

David Galloway, Russian
Derek Linton, History
Charity Lofthouse, Music
Judith McKinney, Economics
Susanne McNally, History
David Ost, Political Science
Kristen Welsh, Russian, Chair

The Russian Area Studies program is designed to give students knowledge of Russian language and culture and to help them better understand current events in the Russian Federation and Central Asia. The geopolitical importance and vast size of this nation ensure that it will continue to play a critical role in the world and in 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 wish to pursue graduate work in Russian area studies or Slavic languages and literatures should consult with their academic adviser not later than the end of the sophomore year. The program's alumni 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. Note that a student may not satisfy the graduation requirements for both disciplinary and interdisciplinary within the field of Russian Area Studies. Only courses for which the student has received a grade of C- or better will be counted toward either of the majors or minors. A term abroad in the Colleges' program in Russia is strongly recommended for either major. Indeed, registration in Russian language courses after RUS 202 generally requires students to have completed an intensive language study program, defined as a summer or semester long program in the U.S. or Russia. (If in the U.S., this must be a program explicitly designed to offer an intensive language experience, typically incorporating a language pledge and regular interaction with native speakers and other learners in the target language outside of formal classes.)

RUSSIAN HISTORY AND SOCIETY MAJOR

interdisciplinary, 11 courses

RUSE 112 Introduction to Russian Literature

HIST 263 The Russian Land

Three Russian language courses, starting with RUS 102.

Two courses from the Russian area studies Humanities electives.

Three courses from the Russian area studies Social Science electives.

One additional course either in Russian language or from the Russian area studies electives.

Restrictions: At least two courses must be at the 300-level or above. No more than one course can come from the Contextual Courses category. Students are encouraged to take at least three years of language study.

RUSSIAN LANGUAGE AND CULTURE MAJOR

disciplinary, 11 courses

RUSE 112 Introduction to Russian Literature

HIST 263 The Russian Land

Seven Russian language courses, starting with RUS 102.

Two non-language courses from the Russian Area Studies offerings, one of which must be from the Humanities and one of which must be from the Social Sciences.

Restrictions: No course from the list of Contextual Courses will count towards the major. Students pursuing the disciplinary major should plan to spend at least one semester studying abroad in Russia.

RUSSIAN LANGUAGE MINOR

disciplinary, 6 courses

Six Russian language courses starting with RUS 102.

RUSSIAN AREA STUDIES MINOR

interdisciplinary, 6 courses

RUSE 112 Tsars, Mad Cats, and Comrades: Introduction to Russian Literature

HIST 263 The Russian Land

Four courses from the Russian Area Studies electives selected in consultation with an 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
HIST	367	Women and the Russian State (offered occasionally)
RUSE	206	America through Russian Eyes (also offered as AMST 206)
RUSE	112	Tsar, Mad Cats, and Comrades: Introduction to Russian Literature
RUSE	137	Vampires: From Vlad to Buffy
RUSE	203	Russian Prison Literature
RUSE	204	Russian Film
RUSE	237	Russian Folklore
RUSE	350	Dead Russians, Big Books: Survey of 19th-Century Russian Literature
RUSE	351	Survey of 20th-Century Russian Literature
RUSE	352	Nabokov
RUSE	460	Senior Seminar in Russian Area Studies

Social Sciences Electives

BIDS	120	Russia and the Environment
ECON	146	The Russian Economy
HIST	260	19th-Century Russian Modernity through Literature
HIST	261	20th-Century Eurasia
HIST	394	Russia and Central Asia
HIST	396	History and the Fate of Socialism
POL	257	Russia and China Unraveled

Contextual Courses

Cannot count for either of the minors or for the Language and Culture major; maximum of one can count for the History and Society major.

ECON	233	Comparative Economic Systems and Institutions
ECON	236	Introduction to Radical Political Economy
ECON	240	International Trade
ECON	344	Economic Development and Planning
HIST	238	World Wars in Global Perspective
HIST	276	The Age of Dictators
POL	140	Introduction to Comparative Politics
POL	245	Europe East and West
POL	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 310, 311 Selected Topics: Russian Literature and Culture Advanced Russian language and culture courses for students who have completed at least two full years of language study and are preparing to study abroad in Russia. These courses offer topics from a broad range of choices, including literary texts, poetry, film and avant-garde writers and incorporate written and oral reports, grammar review, and weekly journals. These courses are designed for students who have performed exceptionally well in RUS 202 or the equivalent, such as an intensive summer program. Meets concurrently with RUS 410/411. Permission only.

RUS 410, 411 Selected Topics: Russian Literature and Culture Highly advanced Russian language and culture courses for students who have already achieved the fourth level of language study. These courses offer topics from a broad range of choices, including literary texts, poetry, film and avant-garde writers. These courses incorporate written and oral reports and weekly journals. The courses may be repeated for credit.

RUS 450 Independent Study

RUS 495 Honors

COURSES TAUGHT IN ENGLISH (RUSE)

RUSE 112 Tsars, Mad Cats, and Comrades: Introduction to Russian Literature This course serves as the introductory literature and culture course for Russian Area Studies as well as the major and minor. It introduces students to the dominant literary and cultural traditions from 1800-2000, with particular emphasis on developments in poetry and prose, but also with reference to movements in art, music, theater, and dance. Students will gain experience in close readings of texts in order to better understand the Russian cultural tradition and the manner in which Russian literature and history intertwine. *Note:* this course requires no previous knowledge of Russian literature or history.

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 This course is an introduction to the most important trends, directors, and films in Russian cinema from the beginning of the 20th century to the present. Students are exposed to a wide range of movies, including early silent films, experimental films of the 1920s and early 1930s, socialist realist films, films on World War II and Soviet life, and films from contemporary Russia. All readings are in English and all films shown with English subtitles. Due to the rich heritage of Russian cinema, this course does not claim to be an exhaustive treatment of all the great Russian films, but rather aims to acquaint students with the overall contours of Russian filmmaking and with the fundamentals of reading film. (Welsh, *offered alternate years*)

RUSE 206 America through Russian Eyes (also offered as AMST 206) How do you define America? Does your definition mesh with what the rest of the world might think? This course explores American culture and identity through readings and films by American and Russian poets, novelists, and directors. From Red scares through the Cold War and Evil Empire all the way to the New Russians, twentieth- and twenty-first-century Americans and Russians have shared a deep mutual fascination, and have often defined themselves via contrast with the forbidding, alluring Other. We will study travelogues, memoirs, novels, stories, and films by artists as diverse as John Steinbeck, Langston Hughes, Gary Shteyngart, Ellen Litman, and Aleksei Balabanov, using these works to refine our own understanding of American culture. All readings and discussions will be in English. Register for either AMST 206 (prerequisite: AMST 100 or AMST 101 or HIST 105) or RUSE 206 (prerequisite: RUSE 112 or HIST 263). (Welsh, *offered alternate years*)

RUSE 208 Fantastika: Sci-Fi and Fantasy in the Russian World 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 237 Russian Folklore In this course, students survey the wealth of Russian and Slavic folk tales, epic songs, legends, riddles and other elements of the oral tradition, as well as the later literatures these genres inspired. Students examine characters such as the Firebird, Baba-Yaga the witch, Koshchei the Deathless, and Ilya Muromets. Materials are not restricted to the printed word and include art and music arising from the Russian folk tradition. There are no prerequisites and no knowledge of Russian language or culture is presumed. (*Galloway, offered alternate years*)

RUSE 350 Dead Russians, Big Books: Survey of 19th Century Russian Literature (In translation) Nineteenth century Russian writers recorded "the 'body and pressure of time'" and mapped the human heart, exploring relationships between men and women, sexuality, issues of good and evil, and the alienated individual's search for meaning in the modern world. In brilliant, yet deliberately accessible work, prose writers recorded the conflict and struggle of their distinctively Russian cultural tradition, with its own understanding of ideas about religion, freedom, and the self, and its own attitudes toward culture, historical, and social order. Open to students of all levels. (*Offered occasionally*)

RUSE 351 Survey of 20th Century Russian Literature (In translation) In the 20th century, Russia's "other voices" continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost and perestroika. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist realist propaganda dictated by the Soviet government. Open to students of all levels. (*Offered every three years*)

RUSE 352 Nabokov Vladimir Nabokov's writing sends chills up the spine. Some readers admire the brilliance of his prose style, the complexity of the games and puzzles imbedded in his work, and the beauty of the links he establishes between the "real" world and one that exists in an alternate realm. Other readers condemn him or his literary works as elitist, politically apathetic, and unforgivably obscene. His novels *Lolita* (#4) and *Pale Fire* (#53) appear on the Modern Library Board's list of the 100 best English-language novels of the 20th century, but in the 1950s, *Lolita* was banned in the UK and France. The Soviet Union banned it, too, along with everything else Nabokov wrote, until 1988. Nabokov was born in Russia in 1899. He fled the Bolsheviks in 1919, earned a degree at Cambridge, settled in Berlin, and fled again, this time from the Nazis, to the United States. Before leaving his European exile for an American one, Nabokov had published nine novels in Russian, yet these works are largely unknown to American readers. This course provides a detailed introduction to the *Russian Nabokov*, focusing on works composed between 1922 and 1940, and will include novels, short stories, autobiographical writing, and critical essays. All readings, discussions, and written work will be done in English. Special arrangements may be made for students wishing to read texts first written in Russian or French in the original language. No prerequisites; closed to first-year students. (*Welsh, offered every three years*)

RUSE 450 Independent Study

RUSE 460 Senior Seminar Designed for advanced majors in Russian Area Studies (both the History and Society and Language and Culture tracks), this seminar will expose students to current scholarship across the disciplines of Russian Area Studies and enhance students' approach to research. Each seminar will be based upon fictional (novels, stories, plays, films) and non-fictional (memoirs, speeches, newspapers, journals, documents) works relating to a central theme; the theme will change from year to year based on students' areas of specialization. The seminar will explore a variety of approaches to the theme, with special attention to the sub-fields of greatest interest to class members. Other Russian Area Studies faculty will be invited to lead a session of the seminar, giving participants immediate access to a variety of disciplinary approaches (political science, economics, history, musicology, literary criticism) toward the course theme. Students will identify, assign, and lead discussions of critical and contextual sources, and will develop and complete a research paper. Potential themes include: Soviet culture and society during the Second World War; Russia in transition; Man and nature in Russia; the soldier in the Russian imagination; Petersburg; Moscow. Suggested core texts include: *War and Peace* or *Anna Karenina* (Tolstoy), *The Brothers Karamazov* or *Crime and Punishment* (Dostoyevsky), *Dead Souls* (Gogol), *Petersburg* (Bely), *Odessa Stories* (Babel), *Master and Margarita* (Bulgakov), *In the First Circle* (Solzhenitsyn), *Siberia on Fire* (Rasputin), *House on the Embankment* (Trifonov), *Children of the Arbat* (Rybakov), *The Line* (Sorokin). Open to juniors and seniors majoring in either track of Russian Area Studies. (*Offered alternate years*)

RUSE 495 Honors

Social Justice Studies

Program Faculty

Donna Davenport, Dance, Coordinator

Kendralin Freeman, Sociology

Jack Harris, Sociology

Khuram Hussain, Education

Mary Kelly, Education

Keoka Grayson, Economics

Steven Lee, Philosophy

Colby Ristow, History

Katie Flowers, Director, Center for Community Engagement and Service Learning

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 (, Donna Davenport, Kendralin Freeman, Keoka Grayson, Jack Harris, Khuram Hussain, Mary Kelly, Steven Lee, Colby Ristow). Advisers will ensure that students who minor in Social Justice Studies and Civic Engagement and Social Justice select at least two courses in their minor that together provide in depth study of social justice theory in one academic program or department.

REQUIREMENTS FOR THE MINOR in Social Justice Studies

6 courses, interdisciplinary

Six courses: SJSP 100, Foundations of Social Justice; one course in Theoretical Perspectives from the list below or chosen in consultation with an academic adviser from the Steering Committee; one course within each theme from the list below, or chosen in consultation with an academic adviser from the Steering Committee; and a credited practicum capstone experience, designed/selected in consultation with an adviser. At least two of the four theme courses must be at the 300-level or above. A recommended course for the practicum is PHIL 162 Ethics of Civic Engagement (SLC).

REQUIREMENTS FOR THE MINOR in Civic Engagement and Social Justice

6 courses, interdisciplinary

Six courses: SJSP 100, Foundations of Social Justice; one course in Theoretical Perspectives from the list below or chosen in consultation with an academic adviser from the Steering Committee; SJSP 101, Community Based Research: Introduction to the Scholarship of Engagement; two courses from more than one discipline with the SLC/CBR designation (service learning/community based research); and one seminar with community-based research or a Geneva Collaborative Internship.

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.

EDUC	203	Children with Disabilities
EDUC	230	Teaching English Language Learners
EDUC	333	Literacy
ECON	122	Economics of Caring
ECON	213	Urban Economics
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:

EDUC	307	Civil Rights Education
EDUC	370	Social Foundations of Multiculturalism
PHIL	315	Social Justice
PPOL	101	Democracy and Public Policy
POL	140	Introduction to Comparative Politics
SOC	223	Inequalities
SOC	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
AFS	430	Films of Spike Lee
ANTH	211	Power, Protest, & Politics
ECON	203	Collective Bargaining
EDUC	201	Schooling and Social Equality
EDUC	252	History of Disability
EDUC	307	Civil Rights Education
EDUC	370	Social Foundations of Multiculturalism
FRE	241	Prises de Vues – Introduction to Contemporary France
FRE	242	Quebec Studies: Culture and Identity in Quebec
HIST	301	The Enlightenment
HIST	317	Women and Social Movements
HIST	396	The Fate of Socialism
PHIL	152	Philosophy and Feminism
POL	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
WRRH	206	Immigrant Experiences: Voices and Discourses
WRRH	252	An Anatomy of Class

Theme 2: Power and Identity

The goals of Theme 2 are to develop a mastery of key concepts (such as prejudice, privilege, oppression, liberation, justice, equity, and equality) in their multiple manifestations across the disciplines and to develop an understanding of positionality (individual, cultural, and institutional).

AFS	150	Foundations of Africana Studies
AFS	200	Ghettoscapes
AFS	211	Black Earth
AFS	430	Films of Spike Lee
ANTH	205	Race, Class, & Ethnicity
ANTH	211	Power, Protest, and Politics
ANTH	220	Sex Roles
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	270	Social Class, Consumption and Education
EDUC	307	Civil Rights Education
EDUC	336	Topic: Transition and Disability: Life after High School
EDUC	336	Topic: Self-Determination in Special Education
EDUC	370	Social Foundations of Multiculturalism
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	252	Intro' to Literature II: Que sais je?
FRE	253	Intro' to Literature III: Paris Outer-mer
FRE	384	Topics in XVIIth and XVIIIth Centuries
FRE	385	Topics in XIXth and XXth Century
FRNE	218	Memory, Culture and Identity in French Caribbean Literatures –
FRNE	219	Maghreb Literature in Cinema
FRNE	395	Race, Society and Culture of the Ancien Regime
<i>[FRE are courses in French and Francophone Studies; FRNE are courses that are taught in English.]</i>		
HIST	301	The Enlightenment
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	218	Queer Theatre & Film
WRRH	206	Immigrant Experiences: Voices and Discourses
WRRH	208	The Other Englishes
WRRH	220	Bread Winners and Losers
WRRH	221	He Says, She Says
WRRH	250	Talk and Text: Intro to Discourse Analysis
WRRH	251	Black Talk, White Talk
WRRH	252	An Anatomy of Class
WRRH	301	Discourses of Rape
WRRH	309	Talk and Text II: Language in Action

Theme 3: Institutions and Policy

The goal of Theme 3 is to understand systems, institutions, and policy in relation to social justice and equity.

AFS	430	Films of Spike Lee
ANTH	280	Environment & Culture
ANTH	340/440	Anthropology of the Global Commons
ECON	203	Collective Bargaining
ECON	243	Political Economy of Race
EDUC	201	Schooling and Social Equality
EDUC	203	Children with Disabilities
EDUC	221	Understanding Autism
EDUC	252	History of Disability
EDUC	302	Disability in China
EDUC	307	Civil Rights Education
EDUC	332	Disability, Family, and Society
EDUC	336	Transition and Disability: Life after High School
EDUC	336	Self-Determination in Special Education
EDUC	370	Social Foundations of Multiculturalism
ENV	205	Environmental Law
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	236	Urban Politics
POL	257	Russia/China Resurgent
POL	333	Civil Rights
POL	334	Civil Liberties
PPOL	219	Sexual Minority Movts and Public Policy
PPOL	328	Environmental Policy
PPOL	364	Social Policy and Community Activism
SOC	258	Social Problems
SOC	262	Criminology
SOC	263	Juvenile Delinquency
SOC	375	Social Policy

COURSE DESCRIPTIONS

SJSP 100 **Foundations of Social Justice** provides an introduction to the foundational principles and theories of social justice, for the Social Justice Studies minor and the minor in Civic Engagement and Social Justice. It is intended to cut across the three themes that comprise the minor: Social Movements, Power and Identity, and Institutions and Policy.

Students will be introduced to key concepts, methodologies, and competencies connected to the field of social justice studies. Students will engage with this material by examining:

- theories and research on socialization that inform the development of social identity and social group affiliations within social institutions;
- prejudice and discrimination, the dynamics of power and privilege, and interlocking systems of oppression;
- forms of resistance and processes of empowerment and liberation created by individuals, families, and communities, and implemented within social systems;
- socio-cultural, historical and legal contexts for the emergence, recognition, and interpretation of human rights, and the social liberation movements that found inspiration therein (such as civil rights movements, the women's liberation movement, indigenous rights movements, lesbian, gay, bisexual, transgender rights movements, and environmental justice movements);
- how intersectional dynamics between race, class and gender inform social movements; and
- introduction to social justice intervention strategies such as conflict resolution, collaboration, and advocacy.

SJSP 101 **Community-Based Research: Introduction to the Scholarship of Engagement** provides students with the research methods and tools needed to engage in effective community-based research (CBR) and offers a comprehensive understanding and appreciation of the demography and history of Geneva and surrounding areas. Among the topics covered are the ethical and legal questions relevant to community-based research; methodologies for planning and implementing a CBR project; building relationships with community partners; and media for communication to and for the community.

SJSP 200 **Leadership Theory, Organizational Development and Change** 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.

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
Alvaro Llosa Sanz, Visiting Assistant Professor
Monica Poza Dieguez, Visiting 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 two courses in department-sponsored programs in Spain and Costa Rica towards this minor. Courses in non-departmental programs abroad must be pre-approved by the Spanish and Hispanic Studies Department. With the department's approval a course at a higher level can replace a course at a lower level. Suggested non-departmental courses: AFS 200, 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, REL 238, SOC 221, SOC 233.

REQUIREMENTS FOR THE MINOR IN LATINO CULTURE

disciplinary, 6 courses

Six courses selected in consultation with an adviser in the program and including two courses from the advanced language cluster (SPAN 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	Contemporary Theater: Innovations in Hispanic Drama
SPAN	360	Special Topics: Hispanic Studies
SPAN	361	Masterpieces of Spanish Literature
SPAN	362	Two Wars, Two Generations
SPAN	365	Literature and Music of the Hispanic Caribbean
SPAN	372	Contemporary Spanish Novel
SPAN	374	In the Shadow of Dulcinea
SPAN	385	Sounds of Spanish
SPAN	392	Latin American Women's Writings
SPAN	410	Spanish Golden Age: Renaissance and Baroque
SPAN	420	Contemporary Latin American Novel
SPAN	450	Independent Study
SPAN	490	Cervantes: Don Quixote
SPAN	495	Honors

Courses Taught in English with Hispanic Content: SPNE and BIDS

BIDS	286	Gender, Nation, Literature
SPNE	226	Screen Latinos
SPNE	311	The Latino Experience
SPNE	322	Theater and Social Change in Latin America
SPNE	325	Special Topics: Hispanic Studies
SPNE	330	Latina Writing in the United States
SPNE	345	The Paradoxes of Fiction: Latin American Contemporary Narrative
SPNE	355	García Márquez: The Major Works
SPNE	404	Dark Love, Gay Power: Lorca and Almodóvar
SPNE	450	Independent Study

COURSES TAUGHT IN SPANISH (SPAN)

SPAN 101 Beginning Spanish I Designed for students who have not taken Spanish before, this course develops the basic skills in understanding, speaking, reading, and writing the language, and introduces the student to a variety of cultural aspects of the Spanish-speaking world. Beginning Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. This course is the first part of the beginning sequence; students who take SPAN 101 in the fall are highly advised to take SPAN 102 in the spring of the same academic year. (*Offered every semester*)

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. (*Offered 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 Costa Rica. Prerequisite: SPAN 102 or placement in SPAN 121. (*Offered 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. (*Offered 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. (*Rodríguez-Mansilla, offered alternate years*)

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. (*Rodríguez-Mansilla, offered annually*)

SPAN 304 Body/Border This course will examine the theme of gender performance and body image in works by Mexican, Hispanic Caribbean, and Latino authors. Class discussions and readings will focus on the ways in which writers in different parts of the Hispanic world (and on different sides of the U.S. national border) confirm, question, and/or transgress social norms regarding gender and the body. Students will use plays, narrative fiction, and essays to study the role of literature, language, and culture in reflecting and reshaping national and transnational attitudes about masculinity and femininity. Course lectures and discussions will reveal how bodily performances and gender norms shift and change as authors, and the characters they create, cross borders, switch languages, and adapt to new cultural surroundings and economic conditions. (*Farnsworth, offered occasionally*)

SPAN 306 ¡Cómo mola! Introducción a la lingüística española This course is an introduction to Spanish linguistics as applied to current, colloquial language. Students will be introduced to basic concepts of phonetics, syntax, morphology and pragmatics in Spanish. They will analyze examples of these concepts from the Spanish children's book series, Manolito Gafotas. This popular series is written in modern, idiomatic, Castilian Spanish. It also presents invaluable cultural information about Spain, therefore serving as an authentic, yet accessible corpus of study. One important objective of this course is to enable students to improve their own speaking and writing by enhancing their knowledge of linguistics, as well as its practical applications and cultural implications in everyday Spanish. (*Travalia, offered alternate years*)

SPAN 308 Culture and Identity in Spanish America This course is a panoramic introduction to the cultures of Mexico, Central and South America, and the Spanish-speaking Caribbean. We will investigate the ways in which communities and collective identities have been formed and maintained in Latin America from the time of independence from Spain to the present day. We will also look at the ways in which individuals form their own sense of self within the group context. Topics of discussion will include race, religion, gender, and politics. Course materials will come from current events, historical documents, popular culture, and artwork. Particular attention will be paid to Latin American cinema. Prerequisite: two courses from level II or equivalent. (Staff, *offered alternate years*)

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 317 Arte y Revolución The course consists of an introduction to some of the main literary figures on Latin America through a period of roughly 50 years (1930-1980). The emphasis will fall on the comparison of literary genres (novel, short story, theater, poetry), delving into each genre's particular devices, strategies and rhetoric. A study of the painting of Frida Kahlo and some songs of Salsa and the Nueva Canción Latinoamericana, will help highlight differences between literary media. This is a period of great ideological effervescence in Latin America, where the function of art in a revolutionary context is often debated, as well as the function of the revolutionary in the arts. Students sharpen their critical and communicative skills through oral and written responses to texts. (Paiewonsky-Conde, *offered alternate years*)

SPAN 318 La España del Siglo de Oro This course focuses on the cultural production of imperial Spain with an emphasis on the 16th century in Spain and the Renaissance period while making connections with colonial literature in Spanish America. This course provides the student with a historical, artistic, as well as ideological background to understand the early modern era of the Spanish-speaking world and its main cultural expressions. In that way, it contributes to the education of the student through the study of concepts, trends, and discourses that pervade Hispanic literature and culture across different times and spaces. The course could serve as a helpful introduction to the subject of SPAN 410, a course that deals in depth with the Spanish Golden Age, with an emphasis on the 17th century, characterized as the Baroque era. (Rodríguez-Mansilla, *offered alternate years*)

SPAN 321 Cuentos de América Latina Against a background of contemporary theory on the genre, the course examines this ancestral drive to tell a story in its multifaceted manifestation in Latin America. Moving from the forms of the oral tradition (anécdota, chiste, cuento popular) to the popularly rooted stories of Bosch, Rulfo and Allende, to the metaphysical games of Borges and Cortázar, and from the Amazon to the urban centers, from the Andes to the Caribbean, the course ends with an examination of the multi functionality of feminine voices in the present generation of women storytellers. Students sharpen their receptivity as listeners and readers as well as exercise their skills as inventors and narrators. Prerequisite: two courses from level II or equivalent. (Paiewonsky-Conde, *offered alternate years*)

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. Moreover, students will work on literary projects that engage the Spanish-speaking community in Geneva, especially the youth. This course is highly recommended for students interested in bilingual education, community outreach, and/or creative writing. Prerequisite: two courses from level III or equivalent. (Travalia, *offered alternate years*)

SPAN 336 Spain: the Making of a Nation This course takes an approach to the development of contemporary Spain and Spanish national identities in the context of Western civilization. It studies and discusses historical background, economic and political patterns, literary and artistic development (Cervantes, Velázquez, Goya, Picasso), as well as cultural traditions and folklore. Some of the issues the course addresses are: Jews, Muslims, and Christians, imperial Spain and the psychology of conquest, the myth of Don Juan, and the Gypsy paradox. Prerequisite: two courses from level II or equivalent. (Liébana, *offered alternate years*)

SPAN 340 Spanish Cinema In this course we will study the production of a selected group of Spanish filmmakers from Buñuel to the present. Through film screenings, class discussions, and readings on film theory, film history, and Spanish culture, we will trace the evolution of Spanish cinema through Franco's military dictatorship and under the new democratic system. Themes of exile and censorship, gender and sexuality, religion and nationality, among others, will be explored in the context of film history, Spanish society, and in relation to other artistic manifestations of Spanish culture. By the end of the course, students will be able to demonstrate knowledge of contemporary Spanish history as represented in its cinema, as well as an understanding of a variety of themes that are both unique to Spanish society and universal to the human condition. (Liébana, *offered alternate years*)

SPAN 344 Rutas literarias de España This course focuses on key moments in the development of Spanish Peninsular Literature from the Middle Ages to the (post) modern period. Through the analysis of poems, short stories, essays and other historical and experimental genres, this class seeks to explain and exemplify essential themes of the Spanish literary tradition: race and ethnicity, nation, Empire, and foreign influence, cultural customs and the appraisal of modernity, gender issues and the reflection on literature, individuality and artistic language. Prerequisite: two courses from level II or equivalent. (Rodríguez-Mansilla, *offered alternate years*)

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. (Staff, *offered occasionally*)

SPAN 355 Contemporary Theater: Innovations in Hispanic Drama This class will examine theater from Latin America, Spain, and the Latino population in the US. We will study the diverse methods that playwrights in these regions have developed to reflect and to critique the political and social climates in which they live; we will also discuss the role that theater plays in community-building, identity politics, and political activism. Dramatic practices such as metatheater, theater of cruelty, Brechtian techniques, and feminist drama will be discussed throughout the semester. Prerequisites: Prerequisite: two courses from level III or the equivalent. (Farnsworth, *offered occasionally*)

SPAN 360 Special Topics: Hispanic Studies This course examines the Spanish contribution to the historical development of the notion of melancholia within Western culture and thought. Starting with a question that is more than two thousand years old, "Why are all great people melancholy?", this course investigates the interrelation between sadness, anxiety and creativity on the literary and philosophical level, while taking into account the heterogeneous historical, cultural and political background of this nexus. A reading list combining historical, theoretical and critical texts will supply an introduction to the complex development of the notion of melancholia from Spanish perspective. Prerequisite: Two courses from level III or the equivalent. (Staff)

SPAN 361 Masterpieces of Spanish Literature A chronological study of selected masterpieces of the Peninsula from their genesis in the Middle Ages to the present with an emphasis on the historical, political, and sociological factors that have shaped Spanish culture and society. An appreciation of the essential features of different literary periods (e.g., Renaissance, Baroque, Romanticism) and of correspondences to other artistic media. Prerequisites: Two courses from level III or the equivalent. (Liébana, *offered occasionally*)

SPAN 362 Two Wars, Two Generations From the Spanish American War (1898) to the Spanish Civil War (1936-1939) there was a period of extraordinary literary and artistic production, often recognized as a second Golden Age in Spanish cultural history. Literature and philosophy, art and cinema, gave Spain some of its most prominent international figures, such as Unamuno, Baroja, García Lorca, Buñuel and Dalí. This course will examine the socio historical conditions that gave birth to the Generations of 1898 and 1927 with particular emphasis on the experimental literary and artistic movements of the time, such as symbolism, impressionism and surrealism. Prerequisite: two courses from level III or the equivalent. (Liébana, *offered alternate years*)

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 372 Contemporary Spanish Novel A study of a selection of novels that have been made into film, the course focuses on some of the major authors writing during the Franco regime (1939-1975), and the new generation of novelists and filmmakers who are writing and making films in democratic Spain. Such topics as the trauma of the Civil War, censorship and creative freedom, motherhood in the time of war, and the politics of family and love in a Catholic state, are addressed. Prerequisites: Two courses from level III or the equivalent. (Liébana, *offered occasionally*)

SPAN 374 In the Shadow of Dulcinea This course examines the complex social, literary and philosophical aspects that underlie the ideology of love developed in Spanish literature during the Late Middle Ages and Early Modernity. Through intensive textual readings students approach conventional as well as subversive models of love and lovers, along with issues in gender identity, female literacy, and politics of sexuality. The analysis of gender relationships uncovers the taboos and the repressed aspects of the Early Modern culture and the self. Prerequisite: two courses from level III or the equivalent. (Rodríguez-Mansilla, *offered alternate years*)

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 392 Latin American Women's Writings This course encompasses one or more topics concerning female experience as represented in texts written by women in Latin America. Class themes and discussions center on issues such as women as writers, the female body and violence, women and power, women as agents of history, or female voice/female silence. Prerequisite: two courses from level III or the equivalent. (Farnsworth, *offered occasionally*)

SPAN 410 Spanish Golden Age: Renaissance and Baroque This course analyzes major works of Spain's most influential literary and cultural period (1492-1700). It focuses on topics that have become foundational to modernity such as the relation of author and authority, self-fashioning and orthodoxy, perspectivism and ethnocentrism, religious thought and secular power. This class will examine the literary texts in the larger context of Renaissance culture, and explore their interrelations with history, philosophy and art, and their preceding Italian and contemporary Elizabethan counterparts. Prerequisite: two courses from level III or the equivalent. (Rodríguez-Mansilla, *offered alternate years*)

SPAN 420 Contemporary Latin American Novel This course focuses on reading and discussion of major works by the generation of Latin-American writers known as the Latin American "boom" and important precursors. Consideration will be given to the political factors that inform the ideological premises of these writers. Prerequisite: two courses from level III or the equivalent. (Paiewonsky-Conde, *offered every three years*)

SPAN 450 Independent Study

SPAN 490 Cervantes: Don Quixote This course offers careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and study of the work's relationship to major social and intellectual currents of the 16th and 17th centuries. Prerequisite: Two courses from level III or the equivalent. (Paiewonsky-Conde, *offered occasionally*)

SPAN 495 Honors

COURSES TAUGHT IN ENGLISH (SPNE and BIDS)

SPNE 226 Screen Latinos In this course, students learn to identify Latino stereotypes in the media (primarily film and television), trace the history of such stereotypes and show how these stereotypes have been repackaged for contemporary audiences. More important, students examine how Latinos have used media, including New Media, to counteract the stereotypes and fashion images that spring from their specific identities as Puerto Ricans, Mexicans, Dominicans, Cubans, etc., and yet acknowledge their shared culture as "Latinos." To this end, students encounter a variety of "media objects," including literature, film, television, murals, new media (web installations) and performance art (groups such as Culture Clash). (Jimenez, *offered alternate years*)

SPNE 308 Latin American/Latino Cinema This course focuses on the major Latin American and Latino filmmakers in an attempt to understand the historical development and political role of film in the Latin American context. The developing major film centers in Latin America are reviewed, including Argentina, Chile, Mexico, Brazil, Cuba; the developing cinema of Puerto Rico, Chicano and other Latino groups in the United States is also considered. Directors include Sanjinés, Alea, Littin, Gomez, Rocha. (Staff, *offered occasionally*)

SPNE 311 The Latino Experience This course offers an overview of the experience of Latinos in the United States through selected literary texts and films. Topics to be covered in selected works include: from the barrio to Atzlan, place and origin in Latino consciousness; bilingualism, its promise and betrayal; hustling and the American dream, modes of economic survival; the Latina experience, outgrowing martyrdom; Latino myth-ecology, nature and the supernatural. (Jiménez, *offered alternate years*)

SPNE 322 Theater and Social Change in Latin America This course will study the relationship between political movements, social justice and theater in Latin America. We will discuss the ways in which Latin American dramatists have used the stage to rehearse revolutionary ideas, criticize political corruption, and rally support for political movements. Topics of discussion will include revolutionary uprisings, the search for the disappeared, feminism, racial and cultural inclusion, liberation theology, and the rights of sexual minorities. Students may take part in theatre sketches during the semester. Prerequisites: Open to all. (Farnsworth, *offered alternate years*)

SPNE 325 Special Topics: Hispanic Studies

SPNE 345 The Paradoxes of Fiction: Latin American Contemporary Narrative This course examines some of the most representative works by the generation of Latin American literary giants known as the "Boom." This is a fiction that lays bare the paradoxes at the very core of fiction: exposing the double-sidedness of boundaries, turning life inside out and death outside in, dismantling the construction of subjectivity, and constantly assaulting and reconstructing the reader's own identity. And yet for all this, the reader is always caught in the very dense web of socio historical conditions (and at times gruesome political reality) of Latin America. It is, therefore, a literature responsive to the whole of human experience. Prerequisite: Open to all; recommended for sophomores and above. (Paiewonsky-Conde, *offered alternate years*)

SPNE 355 García Márquez: The Major Works One of the most distinguished figures of the Latin American literary landscape and of 20th century global literature, García Márquez's work cuts across socio-historic, psychological, metaphysical and aesthetic dimensions to give the reader a true compendium of reality. Against a background of theoretical readings on magical realism, we will examine his masterpiece, *One Hundred Years of Solitude*, widely considered as the most influential Latin American novel. The context of ideological controversy, in an area where culture is highly charged politically, will be examined. We will also focus on particular problems of translation, highlighting significant differences between the two languages. We will consider the network of popular culture (folkloric tales, "ballenato" music) of the Caribbean coast of Colombia, which is at the root of Márquez's writing. Other readings include: *Chronicle of a Death Foretold*, *The Autumn of the Patriarch*, *Love in the Time of Cholera*, *Of Love and Other Demons*, and the biographical-critical interviews conducted by Apuleyo Mendoza in *The Smell of Guava*. Prerequisites: Open to all; recommended for sophomores or above. (Paiewonsky-Conde, *offered alternate years*)

SPNE 404 Dark Love, Gay Power: Lorca and Almodóvar In the decades since the end of Franco's dictatorship, Spain has undergone a major sociopolitical transformation in its treatment of homosexuality. Lorca, murdered by fascist forces in 1936, is still buried in a nameless grave, and his "Sonnets of Dark Love" (homoerotic love) were not published until 1983. Almodóvar, whose "Law of Desire" made him an international icon of gay cinema, continues to be hailed as the leader of his generation. This course will examine Lorca's theater and poetry alongside Almodóvar's work. Class discussions will trace the thematic connections between the two authors (freedom and oppression, gender and sexuality, love and desire, among other themes) in the larger context of the human experience. Prerequisite: Junior or Senior status. (Liébana, *offered alternate years*)

SPNE 450 Independent Study

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

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
Tom Drennen, Economics and Environmental Studies
Joel Helfrich, Environmental Studies
Beth Kinne, Environmental Studies
Kirin Makker, Architectural Studies
Stan Mathews, Architectural Studies

REQUIREMENTS FOR THE MINOR

6 courses, interdisciplinary

ENV 101; one technical writing course; one methods course; one service learning (SLC) course; one elective; and, the capstone ARCH/ENV 351. 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 Community Development

Writing Courses

WRRH 200 Writer's Seminar II
WRRH 205 Rhetorical Bytes: Digital Rhetoric & Writing with New Technologies
WRRH 250 Talk and Text: Intro Discourse Analysis
WRRH 300 Writer's World of Discourses: Issues and Practice of American Journalism
WRRH 302 Op-Ed
WRRH 308 Reporting Online
WRRH 351 The Science Beat
WRRH 352 Writing in the Professional Workplace

Methods Courses

ARCS 200 Design Studio I
ARCS 303 Designer's Sketchbook
ANTH 273 Research Methods
BIOL 212 Biostatistics
ECON 202 Statistics
ENV 200 Environmental Science
ENV 203 Introduction to GIS
MDSC 308 Film Editing II
POL 261 Quantitative Research Meth in Political Science
PSY 210 Statistics & Design
SOC 211 Research Methods

Service Learning Courses

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
WRRH	325	Rhetoric of Place

Electives

Natural Science

BIOL	225	Ecology
BIOL	316	Conservation Biology
BIOL	320	Agroecology
GEO	186	Introduction to Hydrogeology
GEO	210	Environmental Hydrology
PSY	227	Introduction to Social Psychology

Social Science

ANTH	211	Power, Protest, & 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	245	Political Economy of Food and Agriculture
ECON	243	Political Economy of Race
ECON	303	Economics & Gender
ECON	331	Institutional Economics
ECON	344	Economic Development
ECON	345	Natural Resource & Energy Economics
ENV	201	Environment & Society
ENV	204	Geography of Garbage
ENV	205	Environmental Law
ENV	215	Environment and Development in East Asia
ENV	320	Natural Resource Law
ENV	340	Water and Energy in China
POL	211	Visions of the City
POL	236	Urban Politics & Public Policy
POL	335	Law & Society
PPOL	101	Democracy & Public Policy
PPOL	328	Environmental Policy
SOC	223	Inequalities
SOC	242	Sociology of Business & Management
SOC	249	Technology & Society
SOC	251	Sociology of the City
SOC	271	Sociology of Environment
SOC	375	Social Policy

Humanities:

ARTS	165	Introduction to Imaging
ARTS	166	Introduction to Video
ARCH	311	Modern Architecture
ARCH	312	Theories of Modern Architecture & Urbanism
ARCH	313	History of Modern Landscape Architecture
EDUC	348	National Parks
ENV	202	Human Values & the Environment
ENV	240	Environmental Justice in Film

ENV	245	Radical Environmentalism
ENV	333	Environmental Justice & American Literature
ENV	335	Food Justice: Literature, Art, & Activism
ENV	337	American Indian Environmentalism
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 & 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 & Geography

Capstone Course

ARCH/ENV	351	Sustainable Community Development Methods
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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; sacred thought worlds of peoples in their own terms; religious expressions; and religious and ritual systems in socio cultural context and as they change through innovation, revitalization, resistance, and myriad other processes. The focus is on the sacred in different cultures from religious studies, anthropological, and sociological perspectives. One objective is to show that the sacred is necessarily constituted socially and culturally, on the one hand, and that the meanings of any particular expressions of the sacred are not necessarily exhausted by social cultural analysis, on the other. The sacred in cross cultural perspective program offers an interdisciplinary minor; the program does not offer a major.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

One course in religious studies and one course in anthropology or sociology at each of three levels: 100, 200, and 300 to 400 level from the following lists.

CROSSLISTED COURSES

Religious Studies Courses

REL		Any 100-level course
REL	210	Hinduism
REL	211	Buddhism
REL	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	290	Pharaohs, Fellahin, Fantasy
ANTH	296	African Cultures
ANTH	297	Peoples and Cultures of Latin America
ANTH	306	History of Anthropological Theory
ANTH	326	Patterns and Processes in Ancient Mesoamerican Urbanism
ANTH	352	Builders and Seekers

Sociology Courses

SOC	100	Introduction to Sociology (selected sections by permission of instructor)
SOC	244	Religion in American Society
SOC	370	Religion, Politics and Life Style: What is Sacred in Modern Western Societies?

Theatre

Program Coordinating Committee

Chris Hatch, Assistant Professor of Theatre
Heather May, Associate Professor of Theatre
Chris Woodworth, Assistant Professor of Theatre
Bill Burd, Technical Director, Theatre
Pat Collins, Education
Laurence Erussard, English
Michelle Ikle, Dance
Leah Shafer, Media and Society

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; 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
THTR	130	Acting One
THTR	160	Stagecraft
THTR	220	Theatre History One
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 Two
THTR	325	Modern Drama
THTR	330	Acting Two
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: Shakespeare and the Play of History
ENG	336	Shakespeare: Topics: Shakespeare's Problems
ENG	336	Shakespeare: Topics: Roman Thoughts: Shakespeare and Roman History
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 Two
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 I
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: Shakespeare and the Play of History
ENG	336	Shakespeare: Topics: Shakespeare's Problems
ENG	336	Shakespeare: Topics: Roman Thoughts: Shakespeare and Roman History
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
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

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 Two
THTR	335	Shakespearean Performance
THTR	340	Advanced Acting Styles
THTR	360	Lighting
THTR	370	Playwriting
THTR	480	Directing

COURSE DESCRIPTIONS

THTR 100 From Page to Stage: Introduction to Script Analysis 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.

THTR 120 Introduction to Dramatic Literature How is reading a play different from reading other forms of literature? How do the realities of theatrical production challenge us to think about reading and interpretation differently? We will look at playtexts from the perspective of the designer, actor, and director. Readings will range widely, from Asian to European, "classic" to contemporary. (*Staff, offered occasionally*)

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 Stage Craft This is a lecture/laboratory course which will provide students with a practical overview of the fundamentals of design and stagecraft for the theater. Students will explore the relationships between production values and stagecraft via weekly readings and lecture/discussions. In addition, they will complete a weekly lab (and two weekend labs) in which they will work in Bartlett Theatre and in the Theatre shop working on current faculty-directed productions. Students will receive hands-on experience with set construction and will learn how to safely and effectively manipulate all theatrical production systems (lighting, rigging, audio, etc.) in an expressive manner. (Burd, spring, *alternate years*)

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 this semester, students will explore pivotal moments in theatre history including Ancient Greece and Rome, Medieval Europe, Classical Japan, 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, writing, performance, and design. (Woodworth, *offered every Spring*)

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 the observation of the rehearsal process as it is practiced at the collegiate and professional levels. (May, *offered every other year*)

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 giving students the practical experience of collaborating together to create a short piece of theatre meant to provoke social change on the HWS campus. 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, *offered every other year*)

THTR 295 The 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 the Mekar Bhuana 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 profession 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 crafts-people throughout the region allowing us to see how Balinese instruments, masks, and puppets are made. (Hatch, *J-Term, alternate years*)

THTR 300 American Drama This course studies the history of dramatic literature and theatrical performance from the early 20th century, with the plays of Rachel Crothers, Eugene O'Neill and Susan Glaspell, to the present, with the theatrical experiments of the Ontological-Hysteric Theatre and the Wooster Group. The course traces the development of dramatic forms, theatrical organizations, and changing styles in directing, acting and design. (Woodworth, *offered every three years*)

THTR 308 American Experimental Theatre What does it mean to be an experimental theatre artist in the United States? This course seeks to answer that question through an exploration of iconoclast artists and ensembles that challenged the status quo in theatrical production, offering new paradigms for playwriting, destabilizing conventions of actor training, revolutionizing the role of the director, transforming practices of scenography, and unsettling the audience-performer relationship. This course ranges in scope from the early 20th century grand national experiments of the Little Theatre Movement and the Federal Theatre Project (Unit #1: Foundations) to the radical staging of the Living Theatre and Bread & Puppet in the midst of social and political turmoil of the 60s and 70s (Unit #2: Revolutions) to the multimedia reconceptualizations of contemporary artists The Wooster Group and The Builders Association (Unit #3: Deconstructions). Using dramatic texts, films, digital archives, and performance scholarship students in this course will explore the visionaries, revolutionaries, and troublemakers that established a legacy of experimental performance work in the United States. What are the ramifications of experimentation in the American theatre? How do theatrical experiments both reaffirm and resist narratives of national identity? In what ways might the radical stagings of the past, provide an insight into the experimental theatre of the future?

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, *offered every three years*)

THTR 310 African American Theatre Contemporary African American accomplishments in the theatre are often celebrated for their "firsts." For example, in 2012 African Americans won 4 of 8 Tony awards, an awards season heralded in a *New York Times* headline as "a landmark Tony awards season for black actors." Yet the history of African American influence on and in the theatre is rich and deep (in fact, as the *Times* noted, the same was true in 1982). 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. We will primarily access African American theatre through the texts of African American playwrights, since those are the most stable access points we have. Students will, however, also do their own research and presentations on artists in other areas (actors, directors, producers, designers, etc.). (May, *offered every three 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, and Postmodern Theatre. Students will engage with historic material at an advanced level in a wide array of modes including research, performance, and design. Prerequisite: THTR 220. (Woodworth, *offered every Fall*)

THTR 325 Modern Drama An investigation of the period of theatrical experimentation and innovation, from Ibsen's *Peer Gynt* to Odon von Horvat's sardonic dissections of middle class values. This course stresses how these plays communicate their meaning in production, and places the texts in the context of acting, design, directing, and the social functions of the playhouse. (Woodworth)

THTR 330 Acting II An advanced 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 monologues, scene work, and guided exercises. Stanislavski technique is highlighted along with some Meisner work. Students also explore the profession of acting via a unit of audition technique coupled with mock auditions throughout the semester. Students develop an additional understanding about the craft and profession of acting through the use of various acting texts and through conversations with professional actors from around the country. By the end of the semester each actor will have a repertoire of audition monologues and will participate in a final showing of scenes open to the public. Prerequisite: THTR 130. (Hatch, *Spring, alternate years*)

THTR 335 Shakespearean Performance A performance-oriented approach to Shakespeare. This class offers a systematic, step-by-step approach on how to uncover and then convey to an audience the meanings of Shakespeare's texts. Actors will learn to consider meter, rhythm, rhetoric, and imagery and how they can merge that work with objective/action-based acting learned in THTR 130. Actors quickly discover that Shakespeare is a joy to perform once they know some of the basic tools of Shakespearean performance. Throughout the semester students work on multiple monologues and scenes with the work culminating in a public performance at the end of the semester. Prerequisite: THTR 130. (Hatch, *Spring, alternate years*)

THTR 340 Advanced Acting Styles In Advanced Acting Styles, students will continue to master the skills of the performer developed in Acting I. Each time the course is offered, a different era, genre, or style of acting will be studied in-depth. The topic for the course will sometimes be selected to directly compliment a play that will be featured in an upcoming main stage production. Other topics may look to address a lacuna in the regularly offered training. Recent topics have included 20th century Absurdist, movement for the stage, and the plays of Strindberg and Ibsen. This course can be repeated for full credit three times with a different focus each time. Prerequisite: THTR 130. (Hatch, *Fall, 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. (Burd, *Fall, alternate years*)

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. Prerequisite: THTR 100 or 130. (Woodworth, *offered every other year*.)

THTR 450 Independent Study Consent of instructor required (Staff, *offered each semester*)

THTR 480 Directing Konstantin Stanislavsky said that "the true director comprises within his own person a director-teacher, a director-artist, a director-writer, [and] a director-administrator." In an attempt to create this multi-faceted artist, students in THTR 480 study 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. By the end of the course, successful students will understand and apply theoretical and practical approaches to scene work, with a focus on learning what it takes to take a play from auditions to performance. Students will also learn about approaches to use in a larger collaborative project, including working with designers and stage managers. Students will engage in script analysis, research, blocking, and shaping/working a text. Students will also engage in mock design presentations and other collaborative meetings in order to learn how to collaborate with designers, work with stage managers and production teams, and navigate the professional process. Successful directors have a deep knowledge of all areas of theatre in order to be able to bring out the best work in others and this course expects that enrolled students will have participated in the theatrical process as well as taken a range of theatre courses. Prerequisites: THTR 100 and THTR 130. (May, *offered every other year*)

THTR 490 Senior Capstone (Pending approval) 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. (May, *offered every fall*)

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. (May, Woodworth, Hatch, *offered every semester*)

*****Effective for students matriculating in the fall of 2014 and later, the Urban Studies major is under review and is not being offered at this time. The Urban Studies MINOR is still available. Please consult the department website and online catalogue for updated information.*****

Urban Studies

Program Faculty

Kirin Makker, Art and Architecture, Chair
Jeffrey Blankenship, Art and Architecture
Kendralin Freeman, Sociology
Alan Frishman, Economics
Clifton Hood, History
Ervin Kosta, Sociology
Derek Linton, History
Stan Mathews, Art and Architecture
Pat McGuire, Economics (Emeritus)
Scott McKinney, Economics
Jo Beth Mertens, Economics
Joseph Mink, Political Science
Nicola Minott-Ahl, English
Ilene Nicholas, Anthropology

Urbanization and globalization are proceeding at an incredible rate. For the first time in human history, the majority of the world's people live in cities or their suburbs. That figure is expected to rise to over 70% by the middle of this century. In the United States, the percentage of those living in cities is currently 81%. Given this, it is easy to argue that cities are the most important form of community in the world. The field of Urban Studies is devoted to studying this important phenomenon, to understanding not only how cities come to be, but why they have become so important in our lives, and what factors make them work well or poorly.

The program is multidisciplinary, and uses a variety of analytical methods to study the life and problems of cities. The primary subject areas for the major are Anthropology/Sociology, Economics, History, and Political Science. However, courses in Art and Architecture, English, Classics, Environmental and American Studies are also relevant to give perspectives on urbanization beyond those offered in the four basic departments. Urban Studies offers an interdisciplinary major and minor. All courses counting toward the major or minor must be completed with a grade of C- or higher.

NOTES: (1) Any member of the program faculty noted above can serve as an adviser for the major or minor. (2) All individual programs approved by an adviser must also be approved by the program chair. (3) Some courses listed below have prerequisites (Example: all second level Sociology courses and above require SOC 100, Introductory Sociology); students wishing to take such courses must fulfill the prerequisite as specified by the department offering the course; it is the student's responsibility to discuss all such issues with her or his adviser before completing the major or minor form.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

BIDS 229 Two Cities: New York and Toronto; four Core Courses from four different disciplines; one methods course; and four elective courses from the core or elective list approved by an adviser in the program. One upper level (300 or higher) course must be included. The BIDS course is offered every other year.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

BIDS 229 Two Cities: New York and Toronto; two Core Courses from two different disciplines; and two courses from different disciplines from the program list (below), one of which must be an upper level (300 or higher) course.

CROSSLISTED COURSES

Introductory Courses

BIDS 229 Two Cities: New York and Toronto

Core Courses

ANTH	206	Early Cities
ECON	213	Urban Economics
HIST	215	American Urban History
HIST	264	Modern European City
POL	236	Urban Politics
SOC	251	Sociology of the City

Methods Courses

ANTH	273	Ethnographic Research and Methods
ECON	202	Statistics
SOC	211	Research Methods
SOC	212	Data Analysis

Electives

AFS	200	Ghettoscapes
ANTH	205	Race, Class and Ethnicity
ANTH	271	Jobs, Power and Capital
ANTH	297	Peoples and Cultures of Latin America
ANTH	326	Patterns and Processes in Ancient Mesoamerica Urbanism
ARCH	305	Environmental Design
ARCH	310	Early Modern Architecture
ARCH	311	History of Modern Architecture
ARCH	312	Theories of Modern Architecture and Urbanism
ARCH	313	History of Modern Landscape Architecture
ARCS	200	Design I: Basic Architectural Principles
ARCS	302	Design II: The Wider Environment
ARCS	400	Advanced Design in Architectural Studies
ARTH	101	Ancient to Medieval Art
ARTH	102	Renaissance to Modern Art
ARTH	116	World Architecture
ARTH	232	Rococo Art and Architecture
ARTH	233	Renaissance Architecture
ARTH	235	Art and Architecture of Baroque Rome
ARTH	249	Islamic Art and Architecture
ARTH	340	American Architecture to 1900
ARTS	115	Three Dimensional Design
CLAS	202	Athens in the Age of Pericles
CLAS	251	The Romans: Republic to Empire
CLAS	275	Topic: Greek and Roman Archaeology
CLAS	275	Topic: Ancient Sparta
ECON	122	Economics of Caring
ECON	135	Latin American Economics
ECON	221	Population and Society
ECON	243	The Political Economy of Race
ECON	248	Poverty and Welfare
ECON	344	Economic Development
ENG	258	19th Century English Novel
ENG	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

Laura Free, History, Coordinator
Etin Anwar, Religious Studies
Biman Basu, English
Betty Bayer, Women's Studies, Coordinator
Lara Blanchard, Art
Rocco Capraro, History
Elena Ciletti, Art
Melanie Conroy-Goldman, English
Anna Creadick, English
Donna Davenport, Dance
Jodi Dean, Political Science
Iva Deutchman, Political Science
Laurence J. Erussard, English
May Farnsworth, Spanish and Hispanic Studies
Maureen Flynn, History
Catherine Gallouet, French and Francophone Studies
Christopher Gunn, Economics
Jack Harris, Sociology
Jessica Hayes-Conroy, Women's Studies
Susan Henking, Religious Studies (on leave)
Leah R. Himmelhoch, Classics
Marilyn Jiménez, Africana Studies
Elisabeth Lyon, English
Michelle Martin-Baron, Women's Studies
Susanne McNally, History
Brenda Maiale, Anthropology
Patricia Mathews, Art
Alejandra Molina, Spanish and Hispanic Studies
Renee Monson, Sociology
Paul Passavant, Political Science
Craig Rimmerman, Public Policy
Colby Ristow, History
Richard Salter, Religious Studies
Michael Tinkler, Art
William Waller, Economics
Cadence Whittier, Dance
Cynthia Williams, Dance
Lisa Yoshikawa, History
Jinghao Zhou, Asian Languages and Cultures

Women's Studies has been taught at the Colleges since 1969 and was among the first programs to offer a major in the country. As a field, Women's Studies is recognized as interdisciplinary in its own right and as it relates to and exists within historically defined and newly emerging disciplines. Its emergent goals were to question critically foundational tenets of knowledge. It asks what counts as knowledge and whose knowledge counts. As such, the field concerns itself with rethinking and redefining core assumptions about women, gender, race, class and sexuality in ways that identify and redress social, historical, economic, political and cultural inequities. The field directs itself to developing critical knowledge and implementing world-building practices of justice and equality in national and transnational contexts. Majors and minors in Women's Studies thus engage in innovative and scholarly history, theory, research and activism across a broad band of academic study toward what is proposed as feminism's broader project of creating new kinds of questions, forms of expression, representation, knowledge and epistemology.

To be credited to the major or minor, a course must be completed with a grade of C or better.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

WMST 100, WMST 300, WMST 401, a feminist research and methodology course (WMST 323, WMST 305, WMST 301 or other as approved by the program), and six additional women's studies elective courses that create an area of concentration and include courses from at least two divisions and at least four departments or programs.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

WMST 100, a 300-level feminist theory course (WMST 300, ENG 304, POL 375, or SOC 340), and four additional women's studies elective courses from at least two divisions and at least two departments or programs.

ELECTIVES

Humanities

AFS	240	African, Asian and Caribbean Women's Texts
AMST	201	American Attitudes Toward Nature/Methodologies of American Studies
AMST	254	American Masculinities
AMST	310	Sexual Minorities in America
ARTH	210	Woman as Image-Maker
ARTH	211	Women in 19th Century Art and Culture
ARTH	222	Women in Renaissance
ARTH	229	Women and Art in the Middle Ages
ARTH	256	Art of Russian Revolution
ARTH	306	Telling Tales: Narrative in Asian Art
ARTH	312	Women Make Movies
ARTH	335	The Femme Fatale in Film
ARTH	403	Gender and Painting in China
ARTH	467	Seminar: Artemesia Gentileschi
ASN	212	Women in Contemporary Chinese Culture
ASN	220	Male and Female in East Asian Societies
ASN	304	Courtesan Culture
ASN	342	Chinese Cinema: Gender, Politics and Social Change in Contemporary China
BIDS	286	Gender, Nationality, & Literature in Latin America
BIDS	365	Dramatic Worlds of South Asia
CLAS	230	Gender in Antiquity
DAN	212	Dance History II: Global Cultures
DAN	214	Dance History III: 1960s to Present
EDUC	208	Teaching, Learning, and Popular Culture
EDUC	370	Social Foundations of Multiculturalism
ENG	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, & Lovers
FRE	380	Advanced Francophone Topics: Images de Femmes
FRE	389	Women in the French Renaissance
FRNE	311	Feudal Women in France, Vietnam and Japan
HIST	203	Gender in Africa
HIST	208	Women in American History
HIST	234	Medieval Europe
HIST	241	The Politics of Gender and the Family in Europe, 1700-1850
HIST	250	Medieval Pop Culture
HIST	253	Renaissance and Reformation
HIST	279	Body Politics: Women and Health in America
HIST	317	Women's Rights Movements in the U.S.

HIST	367	Women and the State: Russia
HIST	371	Life Cycles: The Family in History
HIST	392	Seminar: Women in Japan
HIST	476	Western Civilization and Its Discontents
MDSC	203	History of Television
MUS	206	Opera As Drama
PHIL	152	Issues: Philosophy and Feminism
PHIL	250	Feminism: Ethics and Knowledge
PHIL	345	Power, Privilege, Knowledge
REL	236	Gender and Islam
REL	237	Christianity and Culture
REL	254	Conceptions of God, Goddess, Absolute
REL	281	Women, Religion, and Culture
REL	283	Que(e)rying Religious Studies
REL	321	Muslim Women and Literature
REL	345	Tradition Transformers
REL	347	Gender and Globalization in the Muslim World
REL	354	God, Gender and the Unconscious
RUSE	351	Other Voices in 20th-Century Russian Literature: Women Writers
SPAN	304	Body Border
SPAN	316	Voces de Mujeres
SPAN	392	Latin American Women's Narratives
SPNE	330	Latina Writing in the U.S.
THAI	201	Thailand
WMST	150	Chicana Feminism and Visual Culture
WMST	213	Transnational Feminisms and Performance
WMST	243	Gender, Sex and Science
WMST	308	Chicana and Latina Art
WRRH	221	He Says, She Says: Language and Gender
WRRH	250	Talk and Text: Introduction to Discourse Analysis
WRRH	252	An Anatomy of American Class: Realities, Myths, Rhetorics
WRRH	301	Discourse of Rape
WRRH	304	Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse

Note: DAN 900-level courses require prior dance department approval to count as WMST credits.

Social Sciences

ANTH	209	Gender in Prehistory
ANTH	220	Sex Roles: A Cross-Cultural Perspective
ANTH	230	Beyond Monogamy
ANTH	296	African Cultures
ANTH	341	Making Babies: Anthropology of Reproductive Technologies
BIDS	211	Labor: Domestic and Global
BIDS	245	Men and Masculinity
BIDS	280	Women's Narratives of Wealth and Power
BIDS	307	Contexts for Children
ECON	122	Economics of Caring
ECON	227	Women and International Development
ECON	310	Economics and Gender
ECON	316	Labor Market Issues
POL	175	Introduction to Feminist Theory
POL	212	The Sixties
POL	219	Sexual Minority Movements and Public Policy
POL	238	Sex and Power
POL	333	Civil Rights
POL	375	Feminist Legal Theory
PPOL	364	Social Policy and Community Activism
SOC	221	Race and Ethnic Relations SOC 225 Sociology of the Family
SOC	226	Sociology of Sex and Gender
SOC	233	Women in the Third World
SOC	240	Gender and Development

SOC	340	Feminist Sociological Theory
SOC	375	Social Policy
WMST	204	Politics of Health
WMST	243	Gender, Sex and Science
WMST	305	Food, Feminism, and Health

Natural Sciences

WMST	223	Social Psychology
WMST	247	Psychology of Women
WMST	309	Stormy Weather: Ecofeminism
WMST	323	Research in Social Psychology
WMST	357	Self in American Culture
WMST	372	Topics in Social Psychology

COURSE DESCRIPTIONS

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 Introduction to Chicana Feminism and Visual Culture This course lays the foundations for the study of Chicana feminism, women of color feminism, feminist visual cultural studies, and arts-based activism. This course traces the emergence of Chicana as an identity category and its challenges to Chicano and feminist activism; the radical ways Chicanas have employed visual, performance, and graphic arts as a means of educating and catalyzing social change; and the rich body of indigenous folklore that has both defined gender and sexual roles and provided the platform for defying them. Throughout the semester, we will draw from primary texts from the beginning of the Chicano movement, a rich selection of visual, performance, and graphic arts, and contemporary scholarship in women's studies, Chicana/o studies, and visual cultural studies. (Baron)

WMST 204 The Politics of Health This course takes an interdisciplinary feminist approach to the study of health politics, exploring the complex (and often uneven) processes through which human health and wellness come into being. Students will examine issues of individual, community, and environmental health as they emerge from a variety of geographic places. Feminist theory in this course serves as a lens through which to study different experiences of illness and disease across our social and environmental terrain, including differences based upon gender, race, class, age, and bodily ability. Examining "politics" in regard to health therefore means paying attention to uneven relationships of power that impact the distribution of illness and disease across both time and space, including those developed through cultural conflict, environmental struggle, social disenfranchisement, military violence, economic globalization, consumerism and the media, and educational policy. The course will also focus on proposing solutions to inequity that serve environmental and social justice goals. Prerequisite: WMST 100 or permission of instructor. (Hayes-Conroy)

WMST 213 Transnational Feminism and Performance Is woman a global category? How is gender performed differently across the globe? How do representations of first, second, and third-world women circulate transnationally? In this course, we will investigate how gendered bodies travel, perform, and are understood in wide variety of national, diasporic, and global media contexts, from theater and film, to politics and popular culture. Prerequisite: WMST 100 or permission of instructor. (Baron)

WMST 215 Between Feminism and Psychoanalysis Sigmund Freud has been reviled by many feminists for his notions of penis envy and his puzzled query, "What do women want?" And yet, Freud and such subsequent psychoanalytic theorists as Horney, Klein, Winnicott, and Lacan also have been sources of significant analyses of female subordination, sexuality, and desire. This course examines relations between psychoanalysis and feminism by focusing on ways in which psychoanalytic theory has understood gender, as well as the ways in which feminists have critiqued and/or appropriated such depictions of female experience. (Henking, *offered occasionally*)

WMST 216 Gender, Race, and Incarceration This course will examine what Angela Davis has called the "prison industrial complex" in the United States; we will approach this task from a historical perspective that centers analysis of race, gender, sexuality, and disability. Beginning with slavery and the systematic forms of racial violence and control that subtended the transatlantic slave trade, we will track practices of punishment through the antebellum era, post-emancipation and

Reconstruction-era iterations of prison, to the ascent of the carceral state. Always attendant to the ways that gender structures contemporary incarceration practices, we will pay special consideration to how sexuality and reproduction have historically been policed. Given the demographics of contemporary prisons—the vast overrepresentation of Black and Latino men, the rise of women’s prisons, and the increase of aging and disabled occupants—we will explore key moments in the development of punishment models now prominent in the US, namely the rise of neoliberalism. This includes the backlash to Black civil rights in the 1960s and 70s, the War on Drugs that followed, the rise of privatization and corporate-owned and -operated institutions, and the replacement of welfare and public services with prisons as the primary response to social and economic inequality over the last four decades. We will also look to the rise of detention centers and facilities designed for immigrant families to better understand carceral projects emergent in the post-9/11 political landscape of the War on Terror. Course themes include: the “school to prison pipeline”; the relationship between the prison, military, and medical industrial complexes; the institutionalization of disabled people in group homes, nursing homes, residential centers, and mental hospitals; and, the policing of transgender and gender-non-conforming people in US prisons. Central to the project of this course will be the historical study of resistance practices— including abolition, writing and cultural production by “imprisoned radical intellectuals,” “restorative justice projects, community - based alternatives to incarceration, and social movements such as “Black Lives Matter.”

WMST 218 Queer Representations in Theater and Film How have LGBTQ artists explored the construction and contestation of lesbian, gay, bisexual, transgendered, and queer personhoods? How has the mainstream media explored (and exploited) queer identities? This course explores the interplay between representation and identification via the rapidly developing fields of queer performance and media studies. Throughout, we will investigate the meaning of “queer,” as well as its intersections among and across a wide range of identifications. We will consider the role of theater, film, and performance not only in the creation of queer histories, communities, and identities, but also as a means of resetting what counts as normal and normative. Central to this course will be a number of dramatic and filmic texts. Methodologically, we will draw from both performance and film theory as well as the theoretical demands of queer and feminist scholarship. While sharpening their writing skills through a variety of shorter writing assignments, students will also engage in sustained semester-long original research project.

WMST 219 Black Feminism and Theater In this course, we place black women's writings about their lives and factors that govern the health and well-being of black communities at the heart of our inquiry. Utilizing a wide range of theatrical texts, we will not only explore foundational texts and theories of black feminism in the US, but also the ways black playwrights and theater artists have communicated these theories artistically : as a mirror to a broken society and as a discursive intervention. Students will emerge from this course with an in depth knowledge of the foundations of black feminism and black feminist theory as well as the debates surrounding diversity in the contemporary American theatrical landscape.

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 body. It is to ask oneself where one’s own body begins and ends – does skin mark the boundary of the bodies? If so, what differentiates bodies such that some bodies are at the heart of political battles over rights and freedoms (including waging war in the name of women’s bodies and access to reproductive rights)? In related ways, what lies behind the claim of the measure of a nation’s well-being by the measure of the status of women’s education and health? Does gender equality index non-violence and peace? What does it mean when the news reports a “seismic shift” happening globally with “women in the lead” – demanding fair and equitable treatment legally, socially, personally and economically? Why is a woman’s body seen as the site of social and personal struggle (with food, beauty, sex, violence against women, etc.)? How has science shaped a woman’s body as hormonal, emotional, and reproductive? How has a man’s body been made invisible hormonally, reproductively, and emotionally? How do different traditions of thought and belief depict bodies? Do these different views carry consequences for how we inhabit our bodies? This course seeks to address some of these questions through theory, history, literature, film, guest speakers and movement – walking, dancing, and yoga – of the body. (Bayer)

WMST 222 African Women’s Literature Despite how it is often reported in the media, Africa is not a country. This course explores its diversity through the literature of women writing across the continent. While Africa has increasingly been included (if tokenized) in the global literary scene, the voices inducted to this ever-shifting canon of literature have been almost entirely male. By looking specificity and variety of African women’s writing throughout the past hundred years, we will see how gender shapes experience in a variety of contexts and provides alternate perspectives on history, culture, tradition, and identity (among others). Authors will include: Chimamanda Ngozi Adichie, Miriam Bâ No Violet Bulawayo, Amma Ata Aidoo, Tsitsi Dangarembga, Nadine Gordimer, Bessie Head, Sindiwe Magona, and Veronique Tadjo (among others).

WMST 223 Social Psychology With the emergence of the discipline of social psychology in late 19th century came new ways of thinking about the gender, race, and class of individuals, groups, and nations. These new conceptualizations brought with them new ways of seeing the social psychological nature of “Man” and by extension “Woman,” and the psychological terms of modernity and postmodernity. Drawing on influential European and North American social psychologists, students in this course ask: Was social psychological nature to be understood in more symbolic

interactionist, behaviorist, psychodynamic, cognitive or cybernetic terms? Students learn how ideas on social psychological life carried commitments to uncovering the “social laws of life” (Dewey); or social psychology’s efforts to engage with women and men as historicized subjects within social, political, and cultural contexts (Wilkinson, Sampson). This course also can count toward the major in psychology. (Bayer)

WMST 243 Gender, Sex and Science This course explores the historical and scientific context for feminist interventions into scientific practice and study. Students are asked to consider a series of questions, including the following: How did feminist science studies develop? Is feminism relevant to the study of science? How does scientific inquiry become gendered through a variety of cultural and historical contexts? What are some specific intersections of race, gender and sexuality in the study of feminism and science? Do students think that feminism has transformed science studies within a specifically feminist context? Using the work of feminist scholars and scientists, students examine the history of genetics, sociobiology, prenatal testing, and the 1990s cultural science wars from a feminist standpoint. Prerequisite: WMST 100 or permission of the instructor. (Staff)

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 on the psychology of women are feminist writings exploring alternative views of psychological issues and life events of concern to women. This course examines these distinct paths from early case studies of hysteria through to mid-century depictions of the “problem with no name” (Friedan) and to late 20th century renderings of PMS, bodily dissatisfactions and eating disorders. The course uses history, theory and research in psychology to examine these issues and events as well as to appreciate psychology’s changing views, treatment and study of women’s lives in all of their diversity. This course also can count toward the major in psychology. (Bayer)

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. 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 303 Disability and Sexuality in U. S. Culture What is the relationship between sexuality and disability in US culture? How did we come to know and feel what we think we know and feel about these intersecting realms of knowledge and lived experience? US cultural ideals of beauty, youth, fitness, strength, skinniness, sex appeal, social skill, mental acuity, and-most elusive-“health” all rely on norms of ablebodiedness and heterosexuality, as well as middle-class whiteness. We will thus approach disability and sexuality not as fixed or singular categories, but as fluid, historically

Shifting, culturally-specific formations that intersect with race, class, gender, and nation. How do some bodies, minds, and psyches as well as sexual acts, desires, relationships, and identities come to be seen as deviant and others as normal? What are the national and transnational conditions or relations of power that form the context for these processes? Which cultural institutions have historically disciplined disabled, queer, and gender-non-conforming subjects? What legacies of resistance might we find in various forms of art and cultural production?

In feminist and queer coalitions, activism and movements for Health or Fat Justice, and for disability, racial and economic justice; and in scholarship including LGBT and Disability Studies? Where can we look for models of queer kinship, care collectives, and “alternative” familial and community structures based on practices of interdependence? We will approach these questions through a range of critical essays, books, films, artwork, and community engagement, working together to queer and crip--- or further trouble-contemporary epistemologies of sexuality and disability.

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 seminar offers students the opportunity to read one feminist theory/history thinker's major work and to delve into it in depth. signature works are those regarded as changing or introducing a paradigmatic change to a field. This seminar invites students to delve into a signature work or study it closely - very closely. 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 conversation? What is the value of following one thinker over time to one's own intellectual development? How does one thinker's work fan out beyond their field? How does it stay bound to a particular field? How do we trace the influence of a thinker's work? How does studying one thinker in-depth reveal as well the breath of their work and ideas. Does an author's work of a certain moment offer a window onto the questions of that moment, onto a moment's history? The questions will be pursued by following the work of one author's signature as comprehensively as possible over one semester.

WMST 308 Chicana and Latina Art: Altars, Ofrendas, and Radical Acts What unique contributions to the multiple fields of artistic expression have Chicanas and Latinas made? What is the relationship between art and social justice? What is the relationship between social justice, spirituality, and identity? This course explores how Chicana and Latina artists have used a variety of artistic media as an expression of intersectional identity, a challenge to racist and/or masculinist culture, an enactment feminist politics, a catalyst for social change, a redefinition of community, and an articulation of decolonial consciousness.

WMST 309 Stormy Weather: Ecofeminism What is our relation with the earth? With animals, plants, water, technology, and air? With each other? With the wider universe? This course delves into the field of ecofeminism, a word first coined in 1974 by Francois d'Eaubonne to signal the joining of two movements – environmentalism and feminism. Early feminists asked: Is the oppression of women linked to the oppression of earth – Mother Nature? How do concepts of nature, gender and sexuality fashion our ways of living jointly, as “companion species?” Beginning with signature 1960s texts such as Rachel Carson's *Silent Spring*, this seminar tracks the stormy debates on environmentalism and feminism, including questions of oppression, environmental degradation, weather, and technologies of war as it seeks to chart new ways out of our current environmental conundrum. The seminar thus follows the affairs and entanglements of nature, science, and feminism in theory, research, film, literature, and everyday life. (Bayer)

WMST 323 Research in Social Psychology How lives are studied in social context is the question at the heart of social psychological research and feminist epistemology. Brought together, these approaches have reawakened concerns about the place of language, cultural discourses and relations of power in social psychological life. This course asks students to think through the philosophical and theoretical underpinnings to different research paradigms as they learn how to put different research methods into practice. Students design and conduct a research project, for which one component will be discourse analysis of women's and men's forms of language and the subtle ways in which these forms act on perceptions. Prerequisites: WMST 223 or WMST 247 or permission of the instructor. (Bayer)

WMST 357 Self in American Culture Twentieth century U.S. life is distinguished by an increasing tendency to see everyday life in psychological terms. How and when did it become so chic to see and conceive of ourselves as essentially psychological? What happens when these forms of self recede and newer ones, such as the consumer self, the narcissistic self, or the saturated self begin to signify the psychology of a decade and who we are as humans? This course draws on a feminist approach to examine the place of social psychology in the cultural history of American individualism and notions of the self. This course also can count toward the major in psychology. (Bayer)

WMST 372 Topics in Social Psychology This course focuses on a topic of current interest. Topics are announced in advance and are addressed through history and theory in feminist social psychology. One topic is peace: students examine practices for peace and social justice through movements, writing, art, and film in the larger social and psychological context of humanity and quests for life lived in harmony and equality. Other topics include cyber psychology, Cold War America and Cold War psychology, the psychology of the Women's movement, and history of psychology. This course also may count toward the major in psychology. (Bayer)

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/Practicum This course provides the opportunity for students to engage in practical involvements in topics/issues in women's studies as well as pursuing independent research under faculty supervision.

Writing and Rhetoric

Program Faculty

Margueritte Murphy, Chair
Cheryl Forbes, Professor
Hannah Dickinson, Assistant Professor
Peter Mayshle, Assistant Professor
Benjamin Ristow, Assistant Professor
Margaret Werner, Assistant Professor
Geoffrey Babbitt, Visiting Assistant Professor
Amy Green, Visiting Assistant Professor
Samuel Cappiello, ASL Instructor
Alexandria Janney, ESOL Instructor
Elizabeth Wells, Adjunct Instructor

The primary purpose of the Writing and Rhetoric Program is to offer rigorous courses at all levels that integrate the study of writing and the study of rhetoric. The courses help students across the Colleges strengthen their abilities to express themselves effectively in written discourse. They help students meet the challenges of the community curriculum, which puts effective written discourse at its center. Writing is both a way to learn course content and a result of learning: the mark of a liberally educated person.

Writing across the curriculum is also a central component of program offerings through the Writing Colleagues Program. This program prepares student mentors to help with the teaching of writing and reading through the program's work in first-year seminars and other courses and supports faculty members' use of writing in their courses.

Finally, for students interested in a concentrated study of writing and rhetoric, the program offers a disciplinary major and minor, which require students to complete foundational courses in grammar and style, discourse analysis, and rhetorical analysis. Elective courses are offered at all levels. In addition, majors will select a concentration—Theories of Writing and Rhetoric, Language and Social Action, or Journalism and Professional Writing—to focus and extend the work of the foundational courses, electives, and a capstone seminar.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

One introductory course from among WRRH 100, 105, 106, and 200; three core courses 201, 250, and 312; a group of four courses in concentration (journalism and professional writing, language as social action, or theories of writing and rhetoric); one course in each remaining concentration; one additional elective; and the capstone (WRRH 420).

REQUIREMENTS FOR THE MINOR

disciplinary, 7 courses

One introductory course from among WRRH 100, 105, 106, and 200; three core courses, WRRH 201, 250, and 312; 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 non-fiction. Students also engage with the theories and methods of interviewing, research, ethics, editing, and design.

This concentration prepares students for careers in journalism, publishing, editing, advertising, marketing, and public relations, though students interested in public policy, business, and the law also gain practical writing experience with this concentration. This concentration also prepares students for future graduate work in journalism, media studies, communication, technical writing, and the essay.

WRRH	202	Going Places: Travel Writing
WRRH	205	Rhetorical Bytes: Digital Rhetorics & Writing with New Technology
WRRH	275	Getting Dressed: Discourses of Fashion

WRRH	300	Writers World of Discourse: Issues and Practice of American Journalism
WRRH	302	Op-Ed: Writing Political & Cultural Commentary
WRRH	303	The Art and the Business of Ideas: An Introduction to Publishing
WRRH	306	New Media Writing: Theory & Production
WRRH	307	Literary Journalism: The Art of Reporting and Nonfiction Narrative
WRRH	308	Reporting Online
WRRH	322	Adolescent Literature
WRRH	351	Science Beat
WRRH	352	Writing in the Professional Workplace
WRRH	499	Internship in Writing & Rhetoric

Theories of Writing and Rhetoric

This concentration focuses on the theories that inform the study of writing and rhetoric. Students are exposed to the histories, research methodologies, and pedagogies that inform the field of rhetoric and composition specifically and theories of language and power more broadly. Students study diverse rhetorical traditions, exploring and articulating their own theories of how writing and rhetoric are culturally, ecologically and politically situated.

Students in this concentration gain exposure to academic conversations about language, literacy, and culture, preparing them for a range of careers including law, politics, business, public advocacy, and education or for further academic study in rhetorical theory, composition studies, literacy studies, and communication studies.

WRRH	208	The Other Englishes
WRRH	221	He Says, She Says: Language and Gender
WRRH	224	Writing and the Culture of Reading
WRRH	304	Hidden Writing: Journals, Notebooks, and Diaries as Creative Discourse
WRRH	305	The Writing Colleagues Seminar
WRRH	306	New Media Writing: Theory & Production
WRRH	309	Talk and Text II: Language in Action
WRRH	311	Rhetorics of Feminist Activism
WRRH	322	Adolescent Literature
WRRH	325	Rhetoric of Place
WRRH	499	Internship in Writing & Rhetoric

Language as Social Action

This concentration explores language as a form of action through which social relations, cultural forms, hierarchies, ideologies, and identities are mediated and constituted. Students are exposed to theories and methods that examine the politics of language with a particular emphasis on Discourse Studies, ethnography, and Intercultural Rhetoric and Communication. Students investigate discourse across genres, cultural contexts, modalities, and historical junctures and use these investigations to foster social action.

Students in this concentration acquire a theory-informed understanding of how to interpret, conceptualize and engage communicative and rhetorical interactions among different groups, fields and formations. Such grounding prepares students for further graduate work in rhetoric, intercultural communication, sociolinguistics, cultural studies, or for a professional career involving international communication, activism, education, or business, among others.

WRRH	150	American Sign Language I
WRRH	206	Immigrant Experience: Voices and Discourses
WRRH	208	The Other Englishes
WRRH	220	Breadwinners and Losers: The Rhetoric of Work
WRRH	221	He Says, She Says: Language and Gender
WRRH	223	American Sign Language II
WRRH	251	Black Talk, White Talk
WRRH	252	An Anatomy of American Class: Realities, Myths, Rhetorics
WRRH	301	Discourses of Rape in Contemporary Culture
WRRH	309	Talk and Text II: Language in Action
WRRH	311	Rhetorics of Feminist Activism
WRRH	499	Internship in Writing & 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) through an emphasis on the process of invention, drafting, and revision. Course times and themes vary with instructor. (Repeatable) (Staff, *offered each semester*)

WRRH 105 English for Speakers of other Languages 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 English for Speakers of other Languages II This intermediate English for Speakers of other Languages course provides students with the opportunity to build upon the English literacy and communication skills they acquired in WRRH 105. Through an emphasis on more advanced grammatical skills and academic communication skills, such as analysis, synthesis, and critical thinking, students will become increasingly familiar with using the English Language for effective communication in academia. Students will improve their English through weekly writing responses to readings, essays written in multiple genres, a presentation on a grammatical or mechanical feature of the English language, and acting as a discussion leader in class once per semester to improve verbal communication skills. The time and theme of the course may vary with the instructor and semester. (Janney, *Spring, offered annually*)

WRRH 150 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 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 Understanding grammar is important for writers because grammatical choices affect style; stylistic choices have grammatical implications. Yet grammar is often given last place in writing classes or made a mere matter of mechanics—correcting a comma splice, changing a relative pronoun. This course is designed for all writers and would be writers who want to understand the rhetorical power of grammar. It is designed for anyone who wants to understand what stylistic choices writers have available. It is not, therefore, a course in grammar or a course in style, but a course on the relationship between them. Students improve their grammar through working on style; they improve their style by working on grammar, sentence diagramming, weekly grammatical excursions, required weekly quizzes, and a final project. (Forbes, Werner, *Fall, offered annually*)

WRRH 202 Going Places: Travel Writing "Journeys," writes Susan Orlean, "are the essential text of the human experience." That experience is at the heart of this course. As Orlean says, though, a journey need not be to an exotic place, though she has been to many such places. But a piece about a journey—a piece of travel writing—can come from somewhere just around the corner, down the street, up a flight of stairs, any "there-and-back-again" that you might take. The only requirement is that the writer—the traveler first, then the writer—pay attention. Students read exemplary travel writers, write their own travel pieces, keep a reading journal and observation notes to prepare for their formal essays. A field trip is required. (Forbes, Mayshle, *offered alternate years*)

WRRH 205 Rhetorical Bytes: Digital Rhetorics & Writing with New Technology Digital Rhetorics analyzes the rhetorical and ideological aspects of established and emerging new media forms from Facebook to wikis and memes. Students produce content for digital platforms while building an understanding of written and visual rhetoric in an online environment. Although the course discusses the importance of digital literacy and how to use some technologies, the class more specifically examines how different new media and virtual interfaces impact the viewer, the reader,

and the listener. Students have the opportunity to develop analytical skills that prepare them to write and design for specific audiences in both local and global contexts. By examining the cultural impact of word/sound/image in digital space, students perform as writers who better understand how technology (and the Internet) functions creatively and rhetorically. (Ristow, *offered alternate years*)

WRRH 206 Immigrant Experiences: Voices and Discourses This intermediate writing course studies immigrant experiences in their local, national, and global contexts with a particular focus on discourses surrounding immigrant lives. The course examines the historical, political and linguistic aspects of immigration, such as ethnicity, culture, and cross-cultural divides. Students will complete rhetorical and linguistic analyses of immigration policies, immigrant discourses, and produce their own writing. (Staff, *offered alternate years*)

WRRH 208 The Other Englishes: Global Flows and Local Complexities The purpose of this course is to investigate the spread of English as an international language: its historical development, socio-cultural diversity and linguistic variation. This course will provide an overview of the theories and principles on the development and structure of World Englishes, a controversial current issue in TESOL (teaching English for speakers of other languages) and applied linguistics. The general causes and effects of the global spread of English, including its current relationship with global media and the Internet will be examined, and the students will assess the notions of linguistic imperialism, linguistic genocide, and the maintenance of global inequality. Furthermore, English in context and the implications of English having become both a global and a local language in many parts of the world will be explored. In addition to considering the contemporary roles, status, forms and implications of native and non-native varieties of Englishes which can be found throughout the world (e.g. Indian English, Singaporian English, Chicano English, various pidgins and creoles, etc.), topics related to educational linguistics within a World Englishes background will also be addressed in order to better understand pedagogical problems and concerns related to the English language teaching profession. (Staff, *offered alternate years*)

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 220 Breadwinners and Losers: The Rhetoric of Work How do we talk about work in our society? How do we decide what work to do? How does work affect identity and what life means? Is work valuable in and of itself, or is work only a means to an end? What are the rhetorical requirements of various workplaces? What issues of gender, class, and equity are raised by workplace rhetoric? This course seeks to address these and other questions about a fundamental aspect of every person's life. It explores the issue of work in school and after school through readings and discussions. Topics vary. (Staff, *offered alternate years*)

WRRH 221 He Says, She Says: Language and Gender Relations Awareness of gender difference often constitutes a significant barrier both to effective self expression and interpersonal communication, becoming for both men and women a source of either self censorship or an (often unconscious) silencing of others. Is there a value to having a sense of otherness based upon one's gender roles? Are there ways to bridge the gender gap in order to communicate effectively and without diminishing one's sense of self? If one takes the problem as an opportunity for serious study, one is confronted with fundamental questions about how language links individual identity with socially defined gender roles. Students encounter the potential for discovering new opportunities for personal expression and communication with others. (Staff, *offered alternate years*)

WRRH 223 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 224 Writing and the Culture of Reading Academic, intellectual culture is a culture of the word, of reading and writing, of print. This course explores the dynamics of this culture through a close interrogation of the writing and reading practices of intellectuals, ourselves included. Through the course of the semester students keep a reading journal, write several critical essays, and complete a final project. (Forbes, *offered alternate years*)

WRRH 250 Talk and Text: An Introduction to Discourse Analysis This course investigates one of the fundamental theoretical ways language is studied today. Students study the theories of discourse analysis and practice those theories by analyzing spoken and written texts. Analysis of the various kinds of texts in our culture—from billboards to novels, from political speeches and academic lectures to radio and TV talk shows—leads into discussions of conversational style, gender, linguistic stereotypes, and problems in intracultural communication. (Dickinson, *offered annually*)

WRRH 251 Black Talk, White Talk What is BEV or Ebonics? Is it a language or a dialect? This course studies Black English Vernacular, also called Ebonics or Black street speech or Black talk (depending on the linguist): its sounds, structure, semantics, and history. It investigates the differences between black and white spoken discourse styles, which lead to tension and misunderstanding. It looks at written texts for the ways in which they reveal particular styles of spoken discourse. And it investigates the educational public policy issues surrounding Black English Vernacular. (Forbes, *offered alternate years*)

WRRH 252 An Anatomy of American Class: Realities, Myths, Rhetorics Visit any American high school and find most students dressed in trendy sneakers and jeans, a good representation of the hidden discourse of class since these same students originate from different social and economic backgrounds. This course interrogates American class—how is it defined? Who gets to define it? How is it represented in written and spoken discourse? What are its costs and hidden injuries? How does class shape and predict? What is the connection between race, ethnicity, and class? What is the language of class? Students think, read, and write analytically about their own experiences as well as develop critical interpretations about the cultural discourse of class. (Staff, *offered alternate years*)

WRRH 275 Getting Dressed: Discourses of Fashion The discourses of fashion are more and more a central, yet unexamined, fact to the life of HWS students and of America in general. This course takes a critical look at that discourse, using the sociolinguistic theories of James Paul Gee in his discussion of big D Discourses, Big C Conversations, and Figured Worlds. Added to this is the cultural analysis of Roland Barthes' essays and a book. We consider the social, economic, and political ramifications of style. (Forbes, *Spring, offered alternate years*)

WRRH 300 Writers World of Discourse: Issues and Practice of American Journalism This course introduces print journalism. It focuses on the basics of reporting and feature writing (business, sports, local government, and the law). Participants should expect to produce several pages of accurate, detailed, and well-written copy a week and be prepared for extensive and numerous revisions. Students also work on typography and layout. As the major project for the semester, students in teams write, edit, design, and typeset a newspaper. (Forbes, Babbitt, *offered alternate years*)

WRRH 301 Writers World of Discourse: The Discourses of Rape in Contemporary Culture An examination of the many ways our culture talks about rape, from political rape to date rape; the changing definitions of rape; rape as metaphor; and the social, political, and ethical implications of such discourses. How does the news media cover rape? How does the entertainment industry portray rape? Issues of power and powerlessness, victims and victimization, and privacy and the public good emerge. (Forbes, *offered alternate years*)

WRRH 302 Op Ed: Writing Political and Cultural Commentary This course explores the role of the columnist, the editorial writer whose columns appear opposite the editorial page in newspapers. Each week students write a column, making an argument about current issues related to politics, society, or the environment, to name a few. The course requires a great deal of independent research. The course is conducted as a workshop, in which each week three students volunteer to read their column aloud and have the whole class discuss it—raising questions, issues, looking at strong and weak points in the argument. Attendance is mandatory and students are expected to rewrite their columns as they prepare to turn in a mid-term and then a final portfolio. Course readings include a variety of editorial columns, especially those in *The New York Times* and *The Wall Street Journal*. (Forbes, Babbitt, *offered alternate years*)

WRRH 303 The Art and the Business of Ideas: Introduction to Publishing This course focuses on the principles and practices of magazine and book publishing. It explores the way rhetoric functions in publishing and how “gate keeping” functions in this industry of ideas and cultural influence: who decides what and who gets heard. The issues of gender, race, and class are central. Students study general interest and special interest magazine publishing; general trade book, academic or special interest book publishing; and the history of American publishing from the colonial era. Participants keep a reading journal; write several critical essays about the major issues in magazine and book publishing today; and complete a major semester-long project, individually or in teams (for instance, editing a book-length manuscript or producing a magazine). Two fieldtrips are planned: a local trip to visit a printer; a trip to New York City to visit a book and a magazine publisher. (Forbes, *offered alternate years*)

WRRH 304 Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse Creative ideas for writers often begin with jottings that remain out of sight when final artistic creations are unveiled. Journals, diaries, and notebooks are usually private but normally pivotal to the creative process. This course explores the connection between private and public texts and the value of private writing as a creative activity. How does the language of privacy prefigure or help shape public creations? Can private writing be considered an art form? Students investigate such questions while examining private writings of published authors. They also engage in their own hidden writing, making connections between their experiences, authors studied, and the discourse of hidden writing. (Staff, *offered alternate years*)

WRRH 305 Writing Colleagues Seminar: The Teaching of Writing and Reading This intensive course is designed for students who would like to work in the Writing Colleagues program, or study the current theories of the teaching of writing and reading at the college level. Students investigate the theories of writing as a process and the ways that reading is a critical and interdependent part of that process; engage in frequent critical reading, writing, and discussion; and, under the supervision of the instructor, work with at least one student during a five-week practicum to help her or him improve critical reading and writing abilities. In addition, students solidify and hone their grammatical skills. Prerequisites: Must be completing sophomore year although exceptional first-years are accepted; submission of portfolio; interview; and faculty recommendation. (Dickinson, Ristow, *offered each semester*)

WRRH 306 New Media Writing: Theory & Production New media technologies are currently exploding writing possibilities in thrilling multimodal, multimedia, and multidisciplinary ways. This course will explore new media writing through theory, literature, journalism, and practice. Throughout the semester we will build a firm theoretical foundation in theories of new media and technology (through writers such as Heidegger, Baudrillard, and Haraway). To complement our theoretical inquiry, we will study new media works in genres such as journalism, literature, and art (including work by Strickland, 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 307 Literary Journalism: The Art of Reporting and Nonfiction Narrative Literary journalism blends factual reporting with narrative and stylistic strategies common in literature. Literary journalists are bound by many of the same standards as other reporters, but they have the additional goal, as Ben Yagoda puts it, of "making facts dance." The literary journalist might, therefore, suppress direct quotation—a staple of traditional journalism—in favor of scene and dialogue. Or, rather than withdrawing the writer's point of view to achieve objectivity, the story might foreground the reporter's voice and experiences. This course will explore specific ways in which journalism benefits from literary techniques. Our approach will be twofold: we will examine the genre historically, and we will critique student work during regular workshops. Although we will begin by identifying the genre's roots in the 18th and 19th centuries (including works by Defoe, Boswell, Dickens), we will spend the bulk of the semester steeped in 20th century and present-day practices. "New Journalism" (including works by Capote, Mailer, Didion, Thompson, Wolfe) will be a cornerstone of our study, as will today's cutting-edge practitioners (such as Lewis, Galdwell, Wallace). Students will both emulate and resist these writers in their own work. (Babbitt)

WRRH 308 Reporting Online This course is designed as a stand-alone or a follow-up to WRRH 300, the introduction to print journalism. Students read two online newspapers daily, The New York Times and The Wall Street Journal, write and rewrite at least one story a week, learn the principles of writing for an internet audience, and design and publish their own blogs and online newspapers. There is a fee for this course. (Forbes, Babbitt, *offered alternate years*)

WRRH 309 Talk and Text II: Language in Action This course seeks to develop an understanding of what language can do socially and communicatively, and how writing helps us make such negotiations as performing actions, asserting, persuading, telling stories, expressing individual identities and social affiliations by choosing among various ways of talking. This course engages students with the multiple concepts of linguistic practice, to explore the connections between human language and human life through readings, lectures, films, and discussions. (Dickinson, *Spring, offered alternate years*)

WRRH 312 Power and Persuasion: Readings in Rhetoric, Ancient to Modern In this course, students read and respond to texts of rhetorical theory, practice the art of detailed rhetorical analysis, and apply rhetorical theory to their own persuasive texts. They also focus on suasive rhetoric as exemplified in contemporary social and political movements and non-profit organizations. Students learn methods for assessing what makes one text more persuasive than another and in turn, how to better assess the effectiveness of their own writing. (Werner, *offered annually*)

WRRH 315 The Rhetoric of Memory Memory resides privately in the mind but once made public, memory becomes rhetorical. How, then, does memory, in particular, to the ways public memory informs and performs in built environments. Drawing on classical and contemporary readings in rhetoric and communication studies, we will explore a variety of memory sites such as monuments, museums, cultural events and performances. Students will engage with these spaces through site visits and participation, and produce multimodal projects that include image-texts, ethnographies, rhetorical analyses, and memorial (re) designs. By examining, experiencing and producing public memory, students gain important knowledge and skills applicable to public communication and civic engagement, thereby helping them develop as engaged citizens.

WRRH 322 Adolescent Literature This course, run as a workshop and complement to EDUC 320 Children's Literature, considers contemporary works that represent the main forms of literature for early and late adolescence: science fiction, fantasy, realistic and "problems" novels, and historical novels. Students write young adult fiction, as well as read and discuss young adult novels—their rhetoric, style, and issues. Participants form reading partnerships with local middle and high school students to discuss the books they are reading and the stories they are writing. There is a lab with this course. (Forbes, Staff, *offered alternate years*)

WRRH 325 Rhetoric of Place How does the language we use affect the way we experience a place? What role does language play as a part of our environment? Rhetoricians often speak of language being situated (from the Latin *in situ*: "in position"); philosophers and theologians have spent millennia discussing the primordial role that language plays in where we live ("In the beginning was The Word"); literary scholars talk about every text having a context; urban planners write codes that directly affect how a town gets built and its sense of place. We can even see evidence of language's role in our environment by the fact that a "topic" of discussion takes its meaning from the word *topos*, which means "place" in Greek. Developing critical thinking skills while we learn, this class will work through ancient, modern and contemporary texts to reveal place as a vital concept in philosophy and rhetoric. Tracing the neglect of the concept of place throughout the modern period and examining recent attempts to reinvigorate it in architectural, rhetorical and philosophical circles, students will create projects that explore how these concepts are enacted in theory as well as in everyday practice. Intended to fulfill Environmental Studies Humanities Core requirement. (Staff, *offered annually*)

WRRH 329 The Lyric Essay HWS is the birthplace of the lyric essay. It was the introduction to the Fall 1997 issue of *Seneca Review* that esteemed HWS professor Deborah Tall and Hobart alumnus John D'Agata gave the sub-genre its most seminal and enduring definition. We will, therefore, 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 a hybrid, inherently innovative, ever-evolving genre-busting art form, we will proceed to study a wide range of essayists, which may include Jenny Biully, Eula Biss, Edmond Jabes, Claudia Rankine, Ander Monson, Wayne Koestenbaum, Anne Carson, Joe Wenderoth, Mary Reufle, Susan Howe, Ben Marcus, Carole Maso, Thalia Field, Maggie Nelson, C.S. Giscombe, Susan Stewart, Kristin Prevallet, and more. Students will both create their own lyric essays and respond critically to each other's essays in regularly held workshops. 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.

WRRH 331 Advanced Style Seminar Language-like the people who use it-constantly shifts and evolves. Language isn't a thing that is; it is an art that performs. If we're careful with it, it often performs as we wish, but there are no guarantees. There are, however, strategies that writers use to gain control over their written performances. In this course, we will work from the idea that good writing performs, and we will call that performance "style." We will study the textual, social, and cultural dimensions of style and explore how effective style is both imitative and unique. Students will practice close readings of a variety of texts with a particular focus on style. Through learning to pay attention to and analyze stylistic performances in texts, students will also learn how to take greater control over their own textual performances.

WRRH 351 The Science Beat This course is designed for students interested in writing about science, in science journalism, or in strengthening their research and writing skills. Students produce weekly articles, read and discuss articles by major science writers, and read and discuss each other's articles in a workshop. (Forbes, *offered alternate years*)

WRRH 352 Writing in the Professional Workplace Preparing students for the principles and practices of professional writing in nonacademic settings is the focus of this course. It explores the way rhetoric functions in professional cultures and, more broadly, within a high-tech "information society." Issues of gender relations and multiculturalism in the workplace are also addressed. Students investigate, read, and write about professional writing, as well as practice its numerous forms, including (but not limited to) job application materials, letters and memos, reports and proposals, oral presentations, and electronic communications. (Staff, *offered alternate years*)

WRRH 360 Writing Colleagues Field Placement Writing Colleagues must enroll in WRRH 360 every semester they are in a placement. In addition to attending their placements, helping professors develop writing assignments and activities, reading student essays, and working one-on-one with writers, Writing Colleagues enrolled in WRRH 360 must also attend monthly professional development meetings, meet bi-weekly with the WC Coordinator, submit a weekly WC journal, and contribute to the community's writing culture through blogs, op-eds, or newspaper articles. These activities are designed to support Writing Colleagues as they continue to strengthen their own reading and writing skills and develop as Writing Colleagues. (Dickinson or Ristow & Janney, *offered each semester*)

WRRH 420 The 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, *offered each spring*)

WRRH 450 Independent Study

WRRH 495 Honors

WRRH 499 Internship

Writing Colleagues Program

Program Faculty

Hannah Dickinson

Cheryl Forbes

Alexandra Janney, Writing Colleagues Coordinator

Ben Ristow, Director

The Writing Colleagues program combines practical experience working with students to improve their reading and writing, not as a tutor but as a trained reader, with intellectual inquiry into the social, cultural, psychological, and cognitive processes of language. A student first applies to the Writing Colleagues program by contacting the program director. Once accepted as a candidate colleague, the student enrolls in the Writing Colleagues seminar and, by earning a B or better, becomes a Writing Colleague. The colleague is then qualified to work with professors in a series of field placements, associated with courses the professor is teaching. Completion of the Writing Colleagues program is valuable preparation for work in teaching, law, journalism, public policy, advertising/marketing, public relations, and publishing. The Writing Colleagues program offers both a disciplinary and an interdisciplinary minor. Students who major in Writing and Rhetoric and minor in the Writing Colleagues program must have a second minor.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

WRRH 305 Writing Colleagues seminar; two field placements, one of which must be a first-year seminar; three courses from the Writing Colleagues core or approved electives.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

WRRH 305 Writing Colleagues seminar; two field placements, one of which must be a first-year seminar; one approved course from the social sciences or natural sciences; two additional courses from the Writing Colleagues core courses or approved electives.

CORE COURSES

WMST	201	Grammar and Style
WMST	202	Going Places
WMST	205	Rhetorical Bytes: Digital Rhetorics & Writing with New Technology
WMST	220	Breadwinners and Losers: The Rhetoric of Work
WMST	221	He Says, She Says: Language and Gender
WMST	224	Writing and the Culture of Reading
WMST	250	Talk and Text: Introduction to Discourse Analysis
WMST	251	Black Talk/White Talk
WMST	252	An Anatomy of Class
WMST	300	Writers World of Discourse: Journalism
WMST	301	Discourse of Rape
WMST	302	Secrets and Security
WMST	303	World of Publishing
WMST	304	Hidden Writing
WMST	305	Writing Colleagues Seminar
WMST	312	Power and Persuasion: Readings in Rhetoric, Ancient to Modern
WMST	322	Adolescent Literature
WMST	351	Writing in the Natural and Social Sciences
WMST	352	Writing in the Professional Workplace
WMST	420	Writers Guild

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- Steven P. Lee, Professor of Philosophy (1981); B.A., Delaware, 1970; M.A., Delaware, 1973; Ph.D., York, Toronto, 1978
- 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
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- Juan J. Liébana, Associate Professor of Spanish and Hispanic Studies (1987); Cert., U.C. Madrid, 1976, Ph.D., Pennsylvania State, 1989
- Derek S. Linton, Professor of History (1984); B.A., Brooklyn, 1977; M.A., Princeton, 1979; Ph.D., Princeton, 1983
- Charity Lofthouse, Assistant Professor of Music (2011); B.M., Oberlin College, 1999; Ph.D., candidate, CUNY Graduate Center
- Chun-yu Lu, Asian Studies*, Spring 2015
- DeWayne L. Lucas, Associate Professor of Political Science (2000); B.A., North Carolina at Chapel-Hill, 1995; M.A., Binghamton, 1999; Ph.D., Binghamton, 2001
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- Brenda Maiale, Associate Professor of Anthropology and Sociology (2006); A.B., Vassar College, 1998; M.A., Cornell University, 2002; Ph.D., Cornell University
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Alvaro Llosa Sanz, Visiting Assistant Professor of Spanish and Hispanic Studies (2012); M.A., Universidad de Deusto, 2000; M.A., University of Nevada-Reno, 2006; Ph.D., University of California-Davis, 2011

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, 1966; M.A., Columbia, 1967; Ph.D., Columbia, 1976

April Sizemore-Barber, Women's Studies*, Fall 2014

Kristen Slade, Assistant Professor of Chemistry (2011); B.S., University of Richmond, 2004; Ph.D., University of North Carolina, Chapel Hill, 2005

Christian Sorace, Visiting Assistant Professor of Political Science (2014); B.A., Trinity College, 2003; M.A., University of Chicago, 2007; Ph.D., candidate, University of Texas, Austin

James L. Spates, Emeritus Professor of Sociology, Class of '64 Professor (1971); B.A., Colby, 1965; M.A., Boston, 1967; Ph.D., Boston, 1971

Donald A. Spector, Professor of Physics (1989); A.B., Harvard, 1981; A.M., Harvard, 1983; Ph.D., Harvard, 1986

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

Charles A. Temple, Professor of Education (1982); B.A., North Carolina, 1969; M.Ed., Virginia, 1976; Ph.D., Virginia, 1978

Jennifer E. Tessoroff, Visiting Instructor of Economics (2001); B.A., Indiana University; M.A., University of Kentucky; A.B.D., University of Southern California

Elizabeth Thornberry, Assistant Professor of History (2011); B.A., Harvard College, 2004; M.S., Oxford University, 2005; Ph.D., candidate, Stanford University

Michael C. Tinkler, Associate Professor of Art and Architecture (1999); B.A., Rice, 1984; Ph.D., Emory, 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)

Ryan Travis, Theatre*, Fall 2014

John B. Vaughn, Associate Professor of Mathematics and Computer Science (1985); B.S., Houston, 1975; M.S., St. Louis, 1981; Ph.D., Illinois at Chicago, 1985

Kathryn Vaughn, Director of Visual Resources (1986); B.A., Houston, 1976; M.A., St. Louis, 1979; M.A., 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, 1978; M.A., Western Michigan, 1979; Ph.D., New Mexico, 1984

David Weiss, Professor of English (1985); B.A., California, Berkeley, 1980; M.A., Johns Hopkins, 1981

Elizabeth Wells, Visiting Instructor of Writing and Rhetoric (2013)

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. candidate, University of Arizona

Sarah Whitten, Visiting Professor of History (2013)

Cadence J. Whittier, Associate Professor of Dance (2000); B.F.A., Utah, 1998; M.F.A., Utah, 2000

Cynthia J. Williams, Professor of Dance (1986); B.S., Utah, 1978; B.F.A., Utah, 1978; M.F.A., Connecticut, 1982

Christine Woodworth, Assistant Professor of Theatre (2013); Ph.D., Bowling Green State University, 2005; M.A., Indiana University, 2001; B.A., St. Lawrence University, 1999

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

Phyllia C. Yi, Professor of Art and Architecture (1986); B.F.A., SUNY New Paltz, 1983; M.F.A., Temple, 1985

Tenzin Yignyen, Scholar in Residence/ Asian Language and Cultures (1999); B.A., Ph.D., Namgyal Monastery, 1985

Lisa Yoshikawa, Assistant Professor of History (2006); M.A., Yale University, 1999; M.Phil., Yale University, 2002; Ph.D., candidate, Yale University

Jinghao Zhou, Associate Professor of Asian Languages and Cultures (2000); Chinese, B.A., Nanjing, 1982; M.A., Wuhan, 1986; Ph.D., Baylor, 2000

Senior Staff

The Rev. Lesley M. Adams, Chaplain (1994); A.B., Smith, 1980; M.Div., Harvard, 1986

Eugen Baer, Dean of Hobart College (2008); Professor of Philosophy (1971); Lic. Theol., Freiburg; B. Bibl., Biblical Institute, Rome, 1966; Ph.D., Yale, 1971

Sandra Bissell, Vice President for Human Resources (2011); Director of Human Resources (2005); B.A., University of Maine at Orono

Alfred L. Damiano, Chief Information Officer (2004); B.S. Bentley College, 1983; M.B.A., Central Florida, 1990

Robert Flowers, Vice President for Student Affairs (2008); Associate Dean of Students (2006); Director of Residential Education (2005); B.A., Houghton College; M.S., Alfred University; J.D., University at Buffalo Law School

Catherine Gallouët, Dean of William Smith College (2014); Professor of French and Francophone Studies (1986); B.A., Hope College; M.A., Rutgers University; Ph.D., Rutgers University

Mark Gearan, President (1999); B.A., Harvard, 1978; J.D., Georgetown, 1991

Louis Guard, Chief of Staff and Counsel (2014); B.A., Hobart College; J.D., Cornell University Law School

Robert Murphy, Vice President for Enrollment/Dean of Admissions (2009); Director of Salisbury Center for Career Services (2004); B.S., Norwich, 1971; M.Ed., Springfield, 1976; C.A.G., Springfield, 2004

Robert O'Connor, Vice President of Institutional Advancement (2007); Chief of Staff/Secretary for the Board of Trustees (2003); Executive Assistant to the President (2000); Sr. Associate Director of Annual Giving/Director of Reunion Giving (1999); B.A., Gettysburg, 1991; M.S., Michigan State, 1997

Peter Polinak, Vice President for Finance and Treasurer (2003); Budget Director (1997); B.S., Bloomsburg, 1974; M.B.A., Rensselaer Polytechnic, 1979

Titilayo Ufomata, Provost and Dean of Faculty (2012); B.A., University College London; M.A., University College London; Ph.D., University College London

Cathy Williams, Vice President for Communications (2011); Director of Communications (2007); B.A., Syracuse University, 1992; M.A., Syracuse University, 1994

Students: Geographical Distribution

Fall Semester, 2014

U.S. Residence

<i>New England</i>	Hobart	William Smith
Connecticut	95	100
Maine	18	29
Massachusetts	152	174
New Hampshire	19	28
Rhode Island	12	19
Vermont	14	25
<i>Middle Atlantic</i>		
Delaware	2	3
Maryland	31	26
New Jersey	110	95
New York	430	521
Pennsylvania	45	61
<i>East North Central</i>		
Illinois	15	11
Indiana	0	0
Iowa	0	1
Michigan	5	2
Ohio	14	15
Wisconsin	3	1
<i>West North Central</i>		
Kansas	1	0
Minnesota	10	10
Nebraska	1	0
<i>East South Central</i>		
Kentucky	0	0
Missouri	1	3
Tennessee	2	2
<i>West South Central</i>		
Louisiana	0	3
Oklahoma	0	1
Texas	1	2
<i>Mountain</i>		
Arizona	1	3
Colorado	4	1
Idaho	0	0
Montana	0	1
New Mexico	0	0
Utah	1	0
Wyoming	1	1
<i>Pacific</i>		
California	22	22
Hawaii	1	0
Nevada	1	2
Oregon	2	2
Washington	3	4
<i>South Atlantic</i>		
Alabama	0	0
D.C.	1	2
Florida	17	9
Georgia	4	0

Maryland	0	0
Mississippi	1	0
North Carolina	1	1
South Carolina	1	0
Virginia	13	13
West Virginia	0	1

<i>U.S. Territories</i>		
Guam	1	0

Foreign Residence

	Hobart	William Smith
<i>Country</i>		
Afghanistan	3	0
Albania	1	0
Australia	0	1
Bahamas	2	0
Bermuda	0	0
Bolivia	0	0
Bulgaria	0	0
Canada	10	4
China	32	44
Czech Republic	1	0
Colombia	0	0
Denmark	0	0
Germany	3	5
Ghana	2	0
Greece	0	0
Hong Kong	2	3
Hungary	1	0
India	0	1
Italy	1	1
Jamaica	0	1
Japan	0	0
Jordan	1	0
Kenya	0	0
Korea	1	2
Mexico	0	0
Mongolia	0	0
Nepal	1	0
Netherlands	1	0
Nigeria	1	1
Norway	1	0
Pakistan	0	0
Palestinian Territory	1	0
Republic of Serbia	1	0
Sierra Leone	0	1
South Africa	0	1
Spain	1	0
Sweden	2	1
Switzerland	0	0
Taiwan	0	1
Thailand	1	2
Tunisia	0	0
Turkey	0	0
United Arab Emirates	1	0
United Kingdom	1	2
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.

Arkell Hall Foundation Scholarship (1987) Established by a gift from the Foundation. The income is used for scholarship aid to either a Hobart or William Smith student, with primary consideration to students from western Montgomery County (NYS), then eastern Montgomery County (Amsterdam area), and the Canajoharie, New York, area.

Lois Bampton Scholarship Fund (1977) Established by James Bampton '32, LL.D. '68, trustee for 20 years, honorary trustee of Hobart and William Smith Colleges, in memory of his wife. The income thereof "to be used either to provide loans or outright financial grants (or a combination thereof)...to needy students attending Hobart College or William Smith College as full-time undergraduate students."

Charles G. Barton Endowed Scholarship Fund (2006) Established by Joy H. Glaser '62 in memory of Professor Charles G. Barton. This scholarship is to be awarded to a student majoring in chemistry.

Julius G. Blocker '53 Endowed Scholarship Fund (2007) Established to support an academically qualified financially deserving Hobart or William Smith student attending the Colleges.

Thomas S. Bozzuto '68 Endowed Scholarship (2009) This important scholarship was established by Barbara M. Bozzuto in honor of her husband and their 40th wedding anniversary to celebrate his dedication and commitment to Hobart and William Smith Colleges. Recipients shall be academically qualified and financially deserving students attending Hobart and William Smith Colleges. And like the scholarship's namesake, recipients shall also demonstrate leadership qualities through their involvement in the life of the Colleges.

Dr. Harold C. '56 and Mrs. Donna C. Britt Endowed Scholarship in Physics (2005) This scholarship will be awarded to an academically promising and financially deserving Hobart or William Smith student who plans to major in physics. The scholarship will be awarded to a student in his or her third year of study. The Britt Physics Scholar will receive this important scholarship as long as he or she remains qualified both academically and financially.

Broadhurst Endowed Scholarship Fund (2009) Established by a bequest in honor of Albert Broadhurst (1905), Elmore Broadhurst '36 and Albert Broadhurst, Jr. '38. The purpose of the fund is to assist deserving students in study at the Colleges. Each scholarship recipient will continue to receive annual awards as long as he/she meets the requirements and is otherwise in good standing at the Colleges.

Gladys Brooks Arts Scholars Endowment Fund (2001) Established by the Gladys Brooks Foundation to supplement the current Arts Scholars Program at the Colleges. Students are to be known as the Gladys Brooks Arts Scholars.

Leon Q. Brooks Scholarship (1976) Established by a bequest from Leon Brooks '11. The income is used for general scholarship purposes.

Samuel G. Bryan Family Fund (1979) Established by a bequest from Annie May Bryan in memory of her father. The income is used for scholarship aid to "worthy" men and women, with graduates of Salamanca High School to be given preference.

Buck Family Endowed Scholarship in Honor of Professor Eric Patterson (2010) Established by the Buck Family in honor of Professor Eric Patterson and awarded to a student(s) attending Hobart and/or William Smith College majoring in American Studies. The recipient shall have demonstrated leadership qualities as shown by his and/or her involvement in the classroom and in community and/or public service. The recipient should also have demonstrated academic achievement and financial need and will receive this scholarship as long as he and/or she continues to meet the above criteria.

Oliver Bronson Capen Scholarship (1956) Established by gifts from Mrs. Capen and an anonymous friend in grateful recognition of the life-long devotion of Oliver Capen 1902 to Hobart and William Smith Colleges. Mr. Capen was a member of the Board of Trustees for 24 years and chair for two. The income is used to provide a scholarship or scholarships for worthy students at these Colleges.

Ellen '85 and Andrew '87 Celli Scholarship (1997) Established by Ellen and Andrew Celli, the income is for financial aid to students from New York City public schools whose family income meets the criteria for the New York City scholarships.

Class of '89 Scholarship Fund (2005) This important scholarship will be awarded to academically qualified and financially deserving Hobart and William Smith students.

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.

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.

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. Knapton-W. Robertson Scholarship The income to be used for scholarship aid.

Elias Koch '98 Memorial Scholarship in History and Study Abroad (2003) Established in loving memory of Elias by his parents, Noel and June Koch, family, and friends. The scholarship will be awarded to students who are majoring in history, planning to study abroad in the year he/she receives the scholarship, and who have demonstrated high academic achievement.

Ralph E. Konduct '30 Scholarship Fund (1996) Established by bequest. Selection is based on student's need, personal character, and academic achievement.

Helen Dixon Kunzelmann P'64, GP'93 Endowed Scholarship (2012) Established by a bequest from Helen Dixon Kunzelmann P'64, GP'93 and awarded to academically qualified and financially deserving Hobart and William Smith recipients. First preference shall be given to students from Bennington, VT, second preference shall be given to students from Vermont, and if there are no students that meet the first two criteria then the scholarship shall be awarded to students from New England.

June W. Kuryla Scholarship (2003) Established by Stuart S. Piltch '82 in honor of Ms. Kuryla, former administrative assistant in the Colleges' Department of Financial Aid, who retired in 1995. The fund was established by Mr. Piltch in grateful recognition of Ms. Kuryla's friendship and support. The scholarship is awarded to academically qualified and financially deserving Hobart or William Smith students who, while attending the Colleges, experience a personal/family misfortune which creates financial need.

June W. Kuryla Endowed GSA Scholarship (2008) Established by Stuart S. Piltch and Sari Feldman in honor of June W. Kuryla and 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.

Rulle Family Endowed Scholarship (2007) The Rulle Family Endowed Scholarship will be awarded to academically qualified and financially deserving student(s) attending Hobart and William Smith Colleges.

Dr. Lynn '20, Dr. James '51, and Patricia '52 Rumbold Memorial Scholarship (1979) Established in 1979 by Dr. Lynn Rumbold '20, former trustee, in memory of his son, Dr. James Rumbold '51, and continued since 1982 by Mrs. Lynn Rumbold after her husband's death, in memory of him and their son. The income is used for scholarship aid to a pre-med student from either Hobart or William Smith. If possible, the recipient is to be from the Rochester area.

The Right Reverend Robert Clafin Rusack '47 Scholarship (2000) Established by a gift from Alison Wrigley and Geoffrey Clafin Rusack in honor and memory of Geoffrey's father, the Rt. Rev. Robert Clafin Rusack, Hobart Class of 1947. The income from the fund will provide scholarship support to students who have financial need and who, like Bishop Rusack, demonstrate commitment to public service by reaching out to help others.

William Akira Sakow Scholarship (1983) Established by a gift from William A. Sakow, LL.D. '83, president of St. Margaret's Junior College, Tokyo, Japan. The income is used for scholarship aid for a Japanese or Asian student.

Glenn J. Satty '70 Scholarship Fund (1996) Given by Glenn J. Satty '70 to help attract people of action and to inspire people to action. Awarded to a rising junior who, through courageous or creative action, has demonstrated noteworthy independence of thought.

William '49 and Yvette Scandling Scholarship (1996) Established by friends and family of William '49 and Yvette Scandling in honor of their wedding. The income is to be used to provide general scholarship aid.

Schantz Family Scholarship (1985) Established by Melvin R. Schantz '52. The scholarship is to be used to provide scholarship aid to Hobart and William Smith students who demonstrate financial need, are born and raised in Lewis County or the great North Country, and who have participated in co-curricular activities at his/her high school.

Henry Rudolph Shepherd Memorial (1972) Established in memory of H. Rudolph Shepherd '22, by a bequest from his wife, Pauline Taylor Shepherd '23. The income is used for scholarship aid to deserving students.

R. Chapin Siebert '75 Memorial Scholarship Fund in Economics (2003) Established by Margaret Boucher and Barbara Siebert in memory of their brother "Chape" Siebert '75. The scholarship will be awarded to academically qualified and financially deserving Hobart or William Smith students who are majoring in economics.

Harry A. '22 and Gladys Miller '22 Snyder Scholarship (1965) Established by gifts from Gladys Snyder '22, in memory of her husband, Harry '22. The income is used for general scholarship purposes.

Somerset Endowed Scholarship Fund (2007) Used to support scholarships at Hobart and William Smith for deserving students.

David J. Spears '40 Endowed Scholarship Fund (2004) Established through a trust by David Spears. The scholarship is awarded to academically qualified and financially deserving Hobart and William Smith students.

Elizabeth B. and David J. Spears Scholarship (1980) Established by gifts from Elizabeth and David '40 Spears. Spears is a former trustee of the Colleges. Given to a Hobart or William Smith student in need of financial aid who will use it as an incentive to make a thoughtful, scholarly contribution within his/her academic discipline.

Spence Family Endowed Scholarship for International Students (2004) Established by William Spence. The scholarship will be awarded to an academically qualified and financially deserving Hobart or William Smith student whose place of birth is West Africa or Africa. If, in any given year, the Colleges do not have a student who meets these preferences, the scholarship will be awarded to a financially deserving and academically qualified international student.

Ralph E. '47 and Barbara L. '57 Springstead Endowed Scholarship Fund (2008) Established by a gift from Ralph E. '47 and Barbara L. '57 Springstead and awarded to a Hobart or William Smith student with demonstrated financial need.

Spitzer Family Scholarship (1999) Established by three brothers who graduated from Hobart College, Dr. S. Richard Spitzer '54, Dr. Kenneth H. Spitzer '55, and Dr. Robert M. Spitzer '61, in honor of their teachers, mentors, and parents. Income is used for Hobart and William Smith students from western New York in need of financial aid. The award is used to encourage scholastic achievement. Preference is given to prospective students who intend to study the physical and/or medical sciences and who have demonstrated high academic achievement and commitment to well rounded lives and to thoughtful, constructive community involvement.

Henry Stanziani Memorial Scholarship (1971) Established by Joseph Stanziani '52 in memory of his father to provide scholarship aid to needy students.

Craig M. Stevens '85 Scholarship Fund (2003) Established in 2003 to be awarded to a Hobart and/or William Smith student who demonstrates a dedication to maintaining a positive attitude and has true leadership potential. The students who receive this award should see the "glass completely full" and through their positive outlook change their surroundings. The recipient enjoys being involved in a wide range of activities academic, physical, and social. The scholarship gives preference to those students who, through their interest in being physically active, have demonstrated an understanding of teamwork both as leaders and as "role players."

Craig R. Stine '81 Endowed Scholarship in Economics (2009) This important fund was established by Craig R. Stine '81 and will be awarded to a Hobart or William Smith student in their third year of study who has a GPA of 3.5 or better and who is majoring in Economics. Demonstrated financial need shall also be a major factor when choosing the recipient. The recipient shall continue to receive this scholarship into their fourth year of study as long as he/she continue to meet the above academic criteria.

C. H. Stuart Foundation Scholarship (formerly the Arcadia Foundation) (1960) Established for scholarship aid to sons and/or daughters of the clergy.

Surdna Foundation Scholarship (1975) Established by a gift from the Surdna Foundation. The income is used "for endowment support of student financial aid." Students receiving this aid are known as Surdna Scholars.

Robert Nathaniel Tannen '87 Memorial (1985) Established in memory of Robert Tannen '87 by his family and friends. Bob was killed in an automobile accident on July 28, 1984. Preference is given to a rising sophomore from Hobart who demonstrates financial need and who has been involved in community service both before and during his attendance at Hobart. If a student with the established criteria is not available among rising sophomores, the award may be given to a student from another class. If there is no Hobart student who meets the criteria, the award may be given to a student at William Smith College.

Parish of Trinity Church Scholarship Established by Trinity Church, N.Y.C. The income is used for scholarship aid.

David A. Tufts '67 Endowed Scholarship Fund (2007) Awarded to an academically qualified and financially deserving student attending Hobart and William Smith Colleges.

Dr. Gordon E. Van Hooft '38 and Anita D. Van Hooft '40 Endowed Scholarship (2001) Established by Gordon E. Van Hooft '38 in memory of his wife Anita Van Hooft '40. The income from this scholarship is to provide scholarship aid to students with academic promise in need of financial assistance. Preference is to be given to students from Midlakes High School.

Vielé Scholarship (1994) Established by Robert Stuart Vielé Platten '68 and the Platten family (father and uncles) in honor of Rob's grandmother, Katherine Vielé Platten, his great-grandfather, Maurice Vielé (Hobart 1884), and his great-great-grandfather, Augustus Vielé (Hobart 1864). The scholarship is provided to help legacies who wish to attend Hobart or William Smith.

John K. Walker 1896, LL.D. 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 Scholarship (1996) Established by Richard Waters '50, June Dorer Waters '49 and Gertrude Peterson Waters in memory of Sherman and Viola Waters, Karl Waters '74, and other members of the Waters family.

Drs. Abraham B. and Lenore K. Weinstein Scholarship (1991) Established by Will K. Weinstein '60 in memory of his parents. The income is used for scholarship aid to a Hobart and/or William Smith student majoring in psychology.

Lenore K. Weinstein Social Services Award (1983) Established by Will K. Weinstein '60 in memory of his mother. The income is given to a rising senior at Hobart or William Smith, with preference given to a student majoring in psychology who has a need for financial aid and intends to go to graduate school.

Wheeler Society Scholarship Fund (2008) This important scholarship is funded by undesignated bequests over \$5,000 but less than \$100,000. It should be awarded to Hobart and William Smith students who have a demonstrated need.

Cornelius Ayer and Muriel Prindle Wood Scholarship (1982) Established by a bequest from the Cornelius A. Wood Charitable Trust. The scholarships were established for the purpose of aiding students at Hobart and William Smith, and are offered to candidates for admission who show great promise of outstanding achievement at the Colleges.

Francis A. Young '29 Memorial Scholarship (1996) Established by family and friends in memory of Francis A. Young '29. Awarded to a student who is planning a career in education or who exemplifies the promotion of understanding among peoples of the world.

HOBART COLLEGE

Dr. Dillon F. Acker Scholarship (1971) Established by a bequest from Helen Acker in memory of her father. The income is used to provide scholarships for worthy and financially needy students residing in Oswego County and Central New York who are premedical students at Hobart College.

Harry W. Anderson Scholarship Fund (1973) Established by Harry W. Anderson '49. The income is used for scholarship aid for students from the Corning area.

Ayrault Scholarship (1860) Established by Allen Ayrault, former Trustee of Hobart College, by gift and bequest. The income is used for seven scholarships, in aid of young men studying for the Episcopal ministry.

Joseph P. Barker, Jr. Memorial Scholarship Fund (2006) Established by a bequest from Louis P. Barker. The scholarship should be awarded each year to a first year Hobart student from the William Penn Charter School in Philadelphia. If no such student is available, the scholarship is to be awarded to a first year Hobart student from any school in Pennsylvania from the following counties: Philadelphia, Montgomery, Bucks, Delaware and Chester.

James Latta Barton Scholarship (1895) Established by Agnes Demarest of Buffalo. The income is used to cover the tuition of students in Hobart College, "who should render such service in the library, as the faculty might find compatible with their college duties." In addition, to students "who are to be men of need and desert."

Rev. and Mrs. Chester T. Baxter Scholarship Established in honor of the Baxters. The income is used for scholarship aid.

Daniel Magee Beach Scholarship (1949) Established by Marion L. Beach and Daniel M. Beach Jr., for an Episcopal student at Hobart College based upon his character, leadership, citizenship, scholastic attainments, and financial need.

Benjamin F. Beckwith Scholarship (1905) Established by the bequest of Miss Anna E. Beckwith in memory of her father. The income is awarded to students at Hobart College majoring in the sciences.

Sanford D. Beecher Scholarship (1969) Established by a gift from Maurice Heckscher in memory of his law partner, Sanford D. Beecher '25. The income is used for scholarship purposes.

Bollettieri Family Memorial Scholarship (1986) Established by Helen D. Bollettieri in memory of her husband, Joseph G. Bollettieri '35, and by Joseph F. Bollettieri '68 in memory of his father. The income is used for scholarship aid to a rising junior or senior majoring in science. Preference is given to a pre-dentistry student, or alternatively, to a premedical student. Since Helen Bollettieri's death in 1999, this scholarship also honors her memory.

James Porter Bowman Scholarship (1932) Established by a bequest from John P. Bowman, 1882. The income is awarded to students, "who prior to their admission to Hobart College, have shown proficiency in their studies and who have established a reputation for character and ability, but who shall in no case intend to enter the ministry."

William Allen Braverman Memorial (1953) Established in memory of William Allen Braverman '56, by gifts from his friends and a bequest from his father. The income is used for a deserving Hobart College student from Rochester, New York.

Gardner Williams Burbank Scholarship (1934) Established by a bequest from Mrs. Josie E. Burbank for a permanent scholarship in memory of her son, Gardner. The income is used for some "deserving but needy student, preference given to Geneva boys."

Charles C. Burns Scholarship (1933) Established by a bequest from Jessie H. Hare of Troy, New York, in memory of Charles C. Burns, an alumnus of Hobart College, for the general endowment fund.

Alice E. Burton Scholarship (1965) Established by a bequest from Alice E. Burton. The income is used to "defray the expenses of some worthy young man taking his college course at Hobart College, preference being always given to a worthy young man fitting himself for the ministry in the Protestant Episcopal Church."

Dean Clarence Butler Endowed Scholarship Fund (2007) Established through the generosity of Stuart S. Piltch '82 and his wife Sari Feldman in honor of Hobart Dean Clarence Butler on the occasion of his retirement. Butler, who came to work at the Colleges in 1979, served as Dean of Hobart College from 1998 to 2006. During his tenure, he was a valued professor of German, a distinguished administrator and an eloquent advocate of the goals of higher education. Above all, he was a wise counselor, friend and confidant to generations of students. Dean Butler was vigilant in his concern for others, whether or not they lived and worked on campus. His actions followed his belief that a community devoid of benevolence cultivates its demise. The recipient of the Dean Clarence E. Butler Endowed Scholarship Fund shall represent the same values and commitment to the Colleges and community as Dean Butler has held. The recipient shall be a Hobart student in his third year of study; have demonstrated financial need; be an active participant in the life of the Colleges; and lead by example. These qualifications may be determined by active participation, for example, in the classroom, on the sports field, or in clubs and intramurals.

Morgan Butler Scholarship (1893) Established by gifts from Marianne Howard Butler. The income is used for scholarship purposes with preference given to a student in good standing from the Diocese of Central New York.

James F. '56 and Cynthia L. Caird Endowed Scholarship Fund (2006) Funds will support an academically qualified and financially deserving Hobart student from the Capital Region of Albany, N.Y., with preference given to an Albany Academy graduate. In addition to demonstrated financial need and academic performance, this fund represents the Cairds' commitment and dedication to the education of Hobart College students. Renewal of aid is contingent upon the recipient's continuing adherence to these standards.

Roderick C. Cannatella Endowed Scholarship Fund (2002) Established through a bequest from Harold M. Wagy in memory of the late Dr. Roderick C. Cannatella, who graduated from Hobart College in 1948. The scholarship was designated to provide scholarship assistance to deserving students attending Hobart College.

Marcus M. Cass Memorial (1968) Established by a bequest from Lotita M. Cass in memory of her husband, Marcus '22. The income is used for general scholarship purposes.

Beverly Chew Memorial Scholarship (1972) Established by a bequest from Beverly Chew, Sc.D. '52, of Geneva, and by gifts in his memory from his wife, Edith Chew. The income is used annually to provide scholarship aid for students attending Hobart College.

Chorley Scholarship (1993) Established by a bequest from Jean Chorley and Kenneth Chorley, L.H.D. '57. The income is used for scholarship aid to one or more Hobart students each year.

P. Schuyler Church Memorial (1958) Established in memory of P. Schuyler Church '12, member of the Board of Trustees, by his friends. The income is used for general scholarship purposes.

Arthur Murray Cobb Memorial (1955) Established in memory of Arthur Murray Cobb '26, by an anonymous donor. The income is used for one or more worthy students of Hobart College.

John Cornwall Scholarship (1965) Established by a gift in trust by Mrs. Alice E. Burton in memory of John Cornwall. The income is used to "defray the expense of a worthy young man, preference being always given to one fitting himself for the ministry in the Protestant Episcopal Church."

Margaret Cornwall Scholarship (1965) Established by a gift in trust by Mrs. Alice E. Burton in memory of Margaret Cornwall. The income is used to "defray the expense of a worthy young man, preference being always given to one fitting himself for the ministry in the Protestant Episcopal Church."

Edward Donaldson Cowman Scholarship (1913) Established by Susan M. Carter in memory of her brother, Edward Donaldson Cowman, 1866. The beneficiaries of said scholarship "to be named by the President of Hobart College upon such terms and conditions as the Board of Trustees determine."

Demarest Scholarship (1893) Established by Agnes Demarest of Buffalo, New York. The income is used for scholarship aid to a student nominated by the rector of Trinity Church, Buffalo, New York, and/or the president of Hobart. Preference given first to the sons of clergymen, and secondly to other students as shall be approved by the above.

Myron J. Dybich Scholarship (1991) Established by a bequest from Myron J. Dybich, M.D. '25. The income is used for scholarship aid to financially deserving students at Hobart.

Condit Nelson Eddy Scholarship (1964) Established by gifts received from individuals and the Business and Professional Women's Group of Christ Church, Binghamton, New York, in memory of The Rev. Eddy. Preference given to sons of clergymen.

Victor T. Ehre Scholarship (1980) Established by a gift from Victor T. Ehre, former trustee of the Colleges.

James and Marie Antoinette Evans Scholarship (1917) Established by Powell Evans, 1888, in memory of his parents. The income is used by a student from South Carolina, the nomination to be made with concurrence of the Bishop of South Carolina and the president of Hobart College.

Foundation for Episcopal Colleges Scholarship Established by the Foundation, designated for the sons of ministers, Episcopal and otherwise.

Dr. Joseph N. Frost '16 Scholarship (1990) Established by Dr. Joseph N. Frost '16. The income is used for financial assistance to a needy, but promising, student pursuing a premedical course of study. If there is no such potential recipient in a particular year, the aid may then go to a needy student who plans to attend some other professional or graduate-level educational program.

Warren J. Geiger and Charles Scheid Memorial Scholarship (2006) To be awarded to academically qualified and financially deserving students attending Hobart College.

Gulick-Vogt Scholarship (1978) Established in memory of Merle Gulick '30, former chairman of the Board of Trustees, and Paul Vogt '27, former member of the Board of Trustees, by their friends.

Caroline Hancock Scholarship (1938) Established by a bequest from Caroline Hancock. The income is used in assisting students who are studying for the ministry.

Henry C. Hawley Scholarship (1985) This scholarship was established by Arthur Gilman '34 to honor Professor of Economics Henry C. Hawley. Professor Hawley served as the Arthur Gould Yates Professor of Economics while Gilman attended Hobart. The scholarship is given to two juniors for their senior years. Both are to be economics majors with good leadership traits. The selections are to be made by the chair of the Department of Economics.

Edward Hall Hazen Scholarship (1902) Established by Mrs. John Cunningham Hazen in memory of her son, Edward. The income is used to help "pay the regular college charges of some deserving student in need of aid."

Hobart Class of 1928 Scholarship (1928) Established by the Class of 1928. The income is used for scholarship aid.

Hobart Class of 1950 Endowed Scholarship (1999) Established by the Classes of 1950 in honor of their reunion gift. The income is to be used for hard-working, deserving Hobart student(s) who, without such funds, would find it difficult to continue their education.

Hobart Class of 1953 Undergraduate Scholarship (1953) Established by the Class of 1953. The income is used for scholarship aid.

Hobart Class of 1965 Scholarship (1965) Established by the Class of 1965. The income is used for scholarship aid.

Hobart Alumni Association Scholarship (1965) Established by the Association. The income is used for scholarship aid.

Honorary Alumni Scholarship Established by honorary alumni. The income is used for scholarship aid.

William L. Howe Memorial (1987) Established in memory of William L. Howe '50, by his business associates, family, and friends. Three generations of the Howe family have attended Hobart and William Smith Colleges. The income is awarded to a

rising sophomore and may be held for three years providing the recipient has continuing financial needs and is in good academic standing.

Thomas M. Johnson Scholarship (1971) Established by friends in memory of Thomas Johnson '13, World War I war correspondent. The income is used for worthy and capable undergraduate students of Hobart College and members of the Hobart Chapter of Kappa Alpha Society.

Kappa Alpha Society Endowed Scholarship in Memory of William H. Billings (2007) Established by members of the Kappa Alpha Society in memory of William H. Billings '44. The scholarship is awarded to an outstanding Hobart student(s). Recipient(s) should demonstrate high standards of achievement, qualities of character, and be active in the life of the Colleges and his community. Preference should be given, but not limited, to active member(s) of the Society who meet the criteria.

Rev. Donald S. Labigan Scholarship Established in memory of Father Labigan, Professor of Foreign Languages at the Colleges. The income is used for scholarship aid.

Henry Laight Scholarship (1854) Established by Mrs. Elizabeth Watts Laight of New York. The income is given for scholarship purposes to an undergraduate of Hobart College and communicant of the Protestant Episcopal Church in good standing, appointed by the Bishop of the diocese in which Hobart College is situated (Rochester).

Harold Harriman Lane Scholarship (1963) Established by a bequest from Harold F. Lane of Geneva in memory of his son, Harold '49. The income is used for scholarship aid to a worthy student.

Keith Lawrence Scholarship (1954) Established by Selected Brands, Inc., and their president, Keith Lawrence '13. The income is used for scholarship purposes.

Martin David Levine Memorial (1967) Established by Mr. and Mrs. Joseph Levine in memory of their son Martin '69. The scholarship is awarded to a rising junior for his last two years at Hobart. The candidate must be an excellent student demonstrating financial need.

Stanley H. Long Memorial Established by a bequest from Montford C. Holley in memory of his grandson, Stanley H. Long '52. The income is used for general scholarship purposes.

Daniel E. Maher '35 (1994) Established by Dr. Willis A. Adcock '44 and by family and friends of Daniel E. Maher in his honor. Maher was Dr. Adcock's high school principal and served 41 years as educator and administrator in Champlain, New York.

Henry May Memorial (1895) Established by Jane A. and Mary W. May in memory of Henry, "a beloved pupil whom we have loved and lost a while" per E. N. Potter, President. The income is used for scholarship aid for deserving students.

John T. McCarthy Scholarship Fund (2010) Established by a bequest from Michael J. McCarthy in honor of his father, John T. McCarthy. This important scholarship shall be awarded to a Hobart College student beyond his freshman year in accordance with the eligibility criteria established by the College.

John R.O. McKean Endowed Scholarship Fund (2007) This important scholarship fund is to be awarded to an academically qualified and financially deserving Hobart College student.

Robert W. '39 and Melva D. McClelland Scholarship Fund (2000) This scholarship is awarded to young men from LeRoy, New York, who wish to study at Hobart College.

Robert W. McNulty Memorial (1972) Established by a gift from Mrs. Alice M. Vieweg and other friends in memory of Robert W. McNulty '23, former trustee of the Colleges. The income is used for scholarship purposes.

J. and S. Medbery Scholarship (1899) Established by Catherine M. Tuttle in memory of her uncles, Joseph and Sylvester. The income "shall be awarded to worthy and needy students without any preference or partiality on the ground of ecclesiastical connection or intended pursuit after graduation."

Clarke Merchant Scholarship (1917) Established by Mrs. Powell Evans, wife of Powell Evans, 1888, in memory of her father. The income is used for scholarship aid for one student from Philadelphia or vicinity. The nomination is made with the concurrence of the Bishop of Philadelphia and the President of Hobart College.

Gary L. Miller '61 Endowed Scholarship in Economics (2009) Established by a bequest from Gary L. Miller '61 to endow a scholarship for Hobart students in Economics.

Mary C. Miller Scholarship (1964) Established by a bequest from Mary C. Miller. The income is used for general scholarship purposes.

Joseph L. Morse Memorial (1971) Established by Mrs. Claudia S. Morse in memory of her husband, Joseph, a generous benefactor of Hobart College. The income is used for scholarship purposes.

Joseph J. Myler Scholarship (1967) Established by a gift from Mrs. Joseph J. Myler in memory of her husband, Joseph '19, chairman of the Board of Trustees, 1948-52. The income is used for general scholarship purposes.

Mathew O'Neill Endowment (1903) Established by a bequest from Mathew O'Neill of Buffalo, New York. The income is used and expended in the education of young men for the ministry in the Protestant Episcopal Church. Preference in all cases is given to needy Buffalo students.

Peachey Memorial (1961) In memory of Clarence Peachey, M.D., '19. Established by gifts from friends and a bequest from his wife, Eunice Peachey. The income is used for scholarship aid.

Phi Phi Delta Scholarship (2002) Established by members of Phi Phi Delta. The scholarship is awarded to one outstanding Hobart student in their third year of study. The student selected should demonstrate high standards of achievement and quality of character.

William C. Pierrepont Scholarship (1862) Established by William C. Pierrepont, Trustee of Hobart College. The income is used to aid "young men ... contemplating the ministry of Our Church" (the Episcopal Church). They are to be communicants of the church appointed by the Bishop of the Diocese of Rochester. In 1884, Pierrepont amended the requirements to include any

student(s) whose scholarship and moral character shall meet the approbation of the faculty.

Homer A. Piper Scholarship (1976) Established by a gift from Mrs. Homer (Annabel) Piper in memory of her husband. The income is to be awarded to students attending Hobart College.

Evelyn M. Randall Scholarship (1964) Established by a bequest from The Rev. Edwin J. Randall, 1893, in memory of Evelyn. The income is used to aid a student expecting to study for the ministry of the Episcopal Church.

Rankine Memorial (1953) Established by a bequest from Harold Sturges Rankine, 1892, in memory of his father, the Rev. James Rankine, D.D., S.T.D. The income is used for scholarship aid to deserving students and such students as may "be preparing for Holy Orders in the Ministry of the Protestant Episcopal Church."

N. Landon Ray '34 Scholarship (1987) Established by Dr. Ray to aid academically qualified students at Hobart College who require financial assistance.

John R. H. and Gerald H. Richmond Memorial (1959) Established by a bequest from Lillian Rudderow Richmond in memory of her brothers, John, 1894, and Gerald, 1899. The income is used for general scholarship purposes. "The Bishop of the Protestant Episcopal Diocese of Western New York shall determine the number and amount of such scholarships and nominate the students to whom such scholarships are to be awarded."

William David Ripley II Scholarship (1942) Established by Mr. and Mrs. William D. Ripley in memory of their son William '43, who drowned in Seneca Lake. The income is offered to an upperclassman, appointed by the president and chaplain, who is preparing himself for the priesthood of the Church. "He must be a person of proven intellectual ability and moral integrity, have shown evidence of his worthiness and capacity to undertake the work he proposes, be a postulant in good standing, and maintain a high scholastic standard."

William T. Robertson '60 Endowed Scholarship Fund (2011) This important scholarship fund was established by a gift from William T. Robertson '60 and is awarded to Hobart students in good academic standing who have financial need.

Edwin and Mary Dornberger Ross Scholarship (1975) Established by Roderic Ross '52, trustee and former chairman of the Board of Trustees, in honor of his parents. The income is to be awarded to students attending Hobart College.

James Savage Scholarship (1959) Established by a bequest from James Savage of Buffalo, New York. The income is used for "scholarships or loans, or other financial aid to students."

Calvin O. Schofield, Sr. '26 Scholarship (1986) Established by a life income gift from Mr. Schofield. The income is used for scholarship aid to Hobart students.

Richard A. Scudamore '55 Endowed Scholarship Fund (2004) Established by Richard Scudamore '55. The scholarship is awarded to a Hobart student who maintains a 3.0 grade point average and a high level of extra-curricular activities and who is financially deserving.

Clarence A. Seward Scholarship (1898) Established by a gift from Caroline D. Seward of New York. The income is used for scholarship purposes. The beneficiary is selected by the President and faculty of the College.

Melvin Jay Shapero Memorial (1968) Established by Mr. and Mrs. Julius D. Shapero in memory of their son Melvin Jay '69. The scholarship is awarded to a rising junior for his last two years at Hobart. The candidate must be of exemplary character with excellence of scholarship in premedical studies, preferably, and he must demonstrate financial need.

Frank P. Smith '36 Endowed Scholarship (2003) Established through a bequest of Frank Smith. The scholarship is awarded to academically qualified and financially deserving Hobart students.

T. Schuyler Smith Scholarship (1968) Established by Helen Sholes Smith in memory of her husband, Schuyler '16. Smith was a great-nephew of William Smith, founder of William Smith College. The income is used for scholarship aid to deserving students.

Harry Augustus Snyder '22 Memorial Scholarship (1965) Established by gifts from friends and Gladys "Pinky" Snyder '22 in memory of her husband, Harry '22. The income is used for general scholarship aid to Hobart students.

Swanson Scholarship (1982) Established by a bequest from Mildred W. Swanson in memory of her husband, Harry R. Swanson '19, and her son, H. Robert Swanson '46. The income is used for two scholarships.

Mary Adella Swanson Scholarship Established by Mary Swanson. The income is "not to be limited to the assistance of the scholar, but more particularly for the average student showing promise of developing into a citizen who will be a stabilizing influence among his fellowmen in the society which we cherish."

Ray Thomas Scholarship (1959) Established by William Kepler Whiteford, LL.D. '58. The income of the fund is used for the purpose of awarding scholarships to deserving persons either enrolled or about to enroll at the institution.

Rev. John Visger Van Ingen Scholarship (1927) Established by a bequest from the Rev. George Williamson Smith, LL.D. Hobart Class of 1857, in memory of his friend, the Rev. Dr. John Visger Van Ingen, Union College, 1826, D.D., Hobart, 1846. During the 1940s the scholarship fund was added to in memory of John Van Ingen, grandson of John Visger Van Ingen. Additional gifts were received in 1987 in memory of Jane C. Van Ingen, granddaughter of John Visger Van Ingen and a head resident at William Smith College for many years. The income is used for the benefit of such deserving students of the College as the President of the institution shall appoint.

Gilbert Verney Scholarship (1965) Established by a gift from the Gilbert Verney Foundation through its trustee, Gilbert Verney. The income is used for general scholarship purposes.

Barent L. Visscher Scholarship (1966) Established by a bequest from Barent Visscher '07, LL.D. '61, former trustee of the Colleges. The income is used for general scholarship purposes.

Lewis E. and H. Ernestine Ward Scholarship (1968) Established by a bequest from the Rev. Lewis E. Ward '12, D.D. '35, and his wife Ernestine. The income is used for scholarship purposes.

Frank H. Warren Scholarship (1947) Established by a bequest from Frank Warren, 1896; M.A., 1899; Litt.D., '27. The income is used "toward and for the support, maintenance, and education of such worthy and capable undergraduate students of Hobart College and members of the Hobart Chapter of Kappa Alpha Society, as shall be selected by such members of the K.A. Society as may be on the Board of Trustees of Hobart College." If the K.A. Chapter should dissolve, "and if there be no such students of Hobart College who are members of the Hobart Chapter of K.A.; then said net income shall be used, applied, and appropriated toward and for the support, maintenance, and education of such worthy undergraduate students of Hobart College as shall be selected by the president of Hobart College."

John Watts Scholarship (1850) Established by Elizabeth Watts Laight of New York in memory of her father. The income is used for scholarship purposes. Given to an undergraduate in good standing and a communicant in good standing of the Protestant Episcopal Church.

DeWitt Chapin Weed Scholarship (1941) Established by a bequest from George T. Weed in memory of his father. The income is used for general scholarship purposes.

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.

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.

Margrethe E.B. Flanders Annual Fund Scholarship (2010) Established by a gift from Birgitte '68 and Alden '67 Flanders and used for general scholarship aid.

Mike Futerman Annual Fund Scholarship (2011) Established by a gift from Daniel J. Chessin '84 and used for general scholarship aid.

Herman Goldman Foundation Scholarship (1999) The Herman Goldman Foundation Scholarship is an annual award for scholarship support to one Hobart and one William Smith student. Recipients are known as Herman Goldman Scholars. This scholarship is made possible through a grant from the Herman Goldman Foundation, New York, NY. The Foundation is notified when the students are selected.

Harrington Family Annual Fund Scholarship (2012) Established by a gift from Phillip J. and Kathie M. Harrington P'10 and used for general scholarship aid.

Robert Hess Annual Fund Scholarship (2010) Established by an anonymous donor and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Harold E. Klue '27 Scholarship (1995) Established through a bequest from Harold Klue '27 to students who could not otherwise attend the Colleges. It was Mr. Klue's intention that students be given that opportunity, as he himself was helped during his lifetime by many others.

Mary McCormick Scott-Craig Scholarship Fund (2001) Funded annually with royalties received from the copyright of *A Guide to Pronunciation of Biblical Names* which was written by Thomas Scott-Craig, husband of Mary Scott-Craig, Dean of William Smith College during the Depression. To be awarded to a William Smith student "with limited financial means to pursue their educational goals.

Sandra McGuire Annual Fund Scholarship (2010) Established by a gift from Robert Reynolds '78 and used for general scholarship aid for an academically qualified and financially deserving Hobart or William Smith student.

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.

PRIZES

George M. Ashmun '41 Memorial Prize (2005) Established in honor of George M. Ashmun '41, a U.S. Marine Corps aviator who lost his life in aerial combat in 1944 while serving as a fighter pilot in the South-West Pacific during World War II. While a student at Hobart, he was described as "highly respected by his fellow classmates because of his habits, character, courtesy and utter lack of selfishness." This endowed prize will be awarded annually to a Hobart student in his senior year who has excelled in pre-medical or environmental studies and whose academic work best reflects a commitment to helping others and a respect for the world in which we live and its people.

Aten Physical Chemistry Prize (1998) Established in honor of Carl F. Aten, professor of chemistry emeritus (1962-1997), to recognize an outstanding student in physical chemistry.

Dean Benjamin P. Atkinson Award (1987) Awarded each year, at the discretion of the Department of Music, to a student at Hobart or William Smith who has excelled in music.

Robert L. Beinert Prize (1963) For excellence in mathematics. In memory of Robert Beinert, professor of mathematics at the Colleges. Awarded to a Hobart and/or William Smith senior before Commencement.

Irving O. Bentsen Prize (1991) Established in honor of Irving O. Bentsen '53, retired professor of mathematics and computer science. Awarded to a Hobart sophomore with the best record in mathematics and/or computer science.

Lauren Bessette '86 Memorial Prize (1999) Established in honor of Lauren by her friends. This annual academic award is given to an outstanding William Smith student in economics.

Elizabeth Blackwell Award (1974) Established through the sale of the Elizabeth Blackwell stamp by the First Presbyterian Church in Geneva in memory of Dr. Elizabeth Blackwell, who graduated in 1849 from the Medical Institution of Geneva College, now Hobart College, thus becoming the first woman to graduate from a medical school. Given to a William Smith junior or senior premedical student.

Foster P. Boswell Award (1975) Established by a bequest from Elizabeth C. Boswell in memory of her husband, Foster P. Boswell 1901, longtime professor of philosophy at the Colleges. Given to a student from Hobart or William Smith either for general excellence in philosophy or for a specific essay or thesis on the subject of philosophy.

Ralph Hadley Bullard Chemistry Prize (1963) Established in memory of Ralph H. Bullard, longtime professor of chemistry at Hobart and William Smith Colleges. Given to the outstanding chemistry student in the Senior Class.

Norbert A. Busch Prize (1996) Established in honor of Norbert A. Busch, professor of German emeritus. Awarded to the graduating senior who best demonstrates a passion for the study of German language, literature and culture; a belief in the importance of an education in the liberal arts; and a commitment to applying the lessons learned in the classroom to everyday life.

Dr. Mary Calderone Prize (1978) Established in honor of Mary Calderone, M.D., recipient of the Elizabeth Blackwell Award. Awarded to that Hobart or William Smith student who shows the greatest promise for a career in medicine or medical sociology that would be compatible with the kinds of interest Dr. Calderone's own career has manifested.

Kenneth R. Carle Prize in Environmental Studies (1993) Established with gifts from alumni, alumnae, parents, and friends to honor professor of chemistry emeritus Kenneth R. Carle's 33 years of teaching at the Colleges. Given to the most outstanding Hobart and William Smith graduating senior majoring in environmental studies.

Cobb Essay Prize (1861) Established by a gift in memory of Augusta Helen Cobb of Boston, Massachusetts, by her children. Awarded in the form of medals or books to the writers of the two best essays on some subject connected with English literature. The competition to be open to the junior and senior classes of Hobart College.

Dr. Arnold N. Cohen '71 Phi Beta Kappa Book Fund (2009) This endowed book fund for Phi Beta Kappa was established by Dr. Arnold N. Cohen '71 and will be awarded to the sophomore Hobart student with the highest grade point average.

Blair Currie Prize in Economics (1990) Established in memory of professor of economics Blair Currie by the Department of Economics, colleagues, alumni, alumnae, and friends. Given to the most outstanding Hobart and William Smith graduating seniors majoring in economics.

Rosemary Knapton Currie Prize (1999) The Rosemary K. Currie Prize is awarded to the Life Long Learner who has demonstrated academic excellence during her time as a William Smith student. The recipient of this prize shall be chosen by the Dean of William Smith College. This endowed prize was established in memory of Rosemary K. Currie, Associate Dean of William Smith College (1978-1999) by her family, friends, and colleagues in honor of her commitment and dedication to all women of William Smith College and especially those who were pursuing their education as Life Long Learners.

Nick Cusimano Memorial Award (1989) Established by David Cusimano '70 in memory of his father. Awarded each year at the discretion of the Department of Music to a student at Hobart or William Smith who has excelled in music.

Alice Brandt Deeds '45 Prize (1970) Established by an anonymous alumna in memory of Alice Brandt Deeds '45. Given to a William Smith student for excellence in creative writing.

Arthur Dove 1903 Art Award (1980) Established by William B. Carr in honor of Arthur Dove, well-known painter, native of Geneva, and alumnus of Hobart College (1903). The award is used to purchase a work of art created by a student at the Colleges that in the judgment of the Awards Committee best expresses the essential spirit and ideas that Arthur Dove sought in his works.

Eaton-Cross Prize Awarded to a member of the Hobart junior class who is concentrating in biology and chemistry.

Economics Department Prizes (1988) Established by the department of economics and alumni and alumnae who

majoring in economics. Given to the most outstanding Hobart and William Smith graduating seniors majoring in economics.

John H. Ehrlich '66 Endowed Prize in Judaic Studies (1997) Established by John H. Ehrlich, the prize is awarded to a Hobart and William Smith Colleges junior or senior who has demonstrated a commitment to Judaic studies and who has exhibited the qualities of empathetic inquiry, personal integrity, and outstanding achievement in that course of study.

Rocco L. Fiaschetti '40 Prize (1995) Awarded to a graduating senior for outstanding academic achievement in chemistry and through active involvement in research.

Marion Harrison Greene Award (1976) Established by a gift from James Harrison Greene in memory of his mother, Marion Harrison Greene '20. Given to the outstanding William Smith athlete in the senior class.

Charles H. Prize (1900) Established by Edgar H. Hurd and named for his son. The prize goes to a student at Hobart College "who shall write the best poem of not fewer than 80 lines and read the same at the annual Commencement."

Chester J. Hampton Prize (1915) Established by a bequest from Chester J. Hampton. The prize goes to a student at William Smith College for excellence in English.

Evaleen C. Harrison '19 Award (1989) Established by James Harrison Greene and his family in memory of his aunt. Given to a William Smith junior or senior with a GPA of 2.5 or better, who has been involved with the intercollegiate athletic program and has demonstrated a level of intellectual curiosity beyond the classroom.

History Prizes (2002) The Robert A. Huff Prize is awarded in honor of Professor of History Emeritus Robert A. Huff to the senior history major who has the best academic record. The Marvin Bram Prize for Civic Mindedness is awarded in honor of Professor of History Emeritus Marvin Bram to the senior history major who demonstrates the greatest civic mindedness through history. The History Faculty Award is presented to the first-year or sophomore student who has the best academic record in history.

Albert Holland Prize for Public Oral Presentation (1997) Established in 1997 by Professor of Physics Emeritus Allan M. Russell in memory of President Albert Holland (1966-1968). Awarded annually to the winner of a competition in which students orally present an important physics derivation. The prize is for performance (with understanding), not for composition.

Irving Louis Horowitz Prize in Sociology (1991) Established in honor of Irving L. Horowitz, former professor of sociology at the Colleges. Endowed by Sigrid Meyering von Brockdorff '61 in memory of Hans von Brockdorff '62. Given to a junior at either Hobart or William Smith who is majoring in sociology and plans to go to graduate school.

William A. Howe II '15 Award This endowed award, created by his son, William G. Howe, was established in honor of Howe's commitment and dedication as a teacher and administrator. He served the educational community with distinction throughout his career. Each year the award is given to a graduating Hobart

or William Smith senior who is pursuing graduate work in education. Selection each year is made by members of the education department.

Judith Lowe Hyatt '57 Prize Awarded to a William Smith student who has made an extraordinary contribution to fostering the arts within the Hobart and William Smith community.

Raymond Sidney Jackson and Alice Dahl Jackson Prize (1986) Awarded annually to a person who has contributed significantly to the health and well-being of the people of Hobart and William Smith Colleges. The prize is awarded in honor of two remarkable people whose lives and work have been devoted to helping others and to making their world a better and more comfortable place.

Dr. Barbara J. Johnston '43 Endowed Science Award (2007) This endowed award in the sciences will be awarded to William Smith students in the physical sciences program.

Martha Monser Justice Prize (1986) Established by Alexander Gellert '86 in memory of his aunt, Martha M. Justice. Awarded annually to a student or students selected by the department of art. The method of selection and the form of the prize is left to the discretion of the department.

John S. Klein Prize (1988) Established to honor Professor of Mathematics Emeritus John S. Klein (1964-1988) upon his retirement. Given to a student at Hobart or William Smith for excellence in computer science.

Nathan D. Lapham Prize (1953) Established by a gift to the Colleges from Judge Nathan Lapham of Geneva. Awarded to a Hobart or William Smith student for excellence in public speaking and debate.

Keith Lawrence '13 Prize Named for Keith Lawrence '13. Awarded to a junior at Hobart who, while earning a substantial part of his college expense by working during the semester, has taken an active part in extracurricular affairs and has maintained a scholastic standing above the average.

John Lydenberg Prize Awarded to the American studies senior whose academic work best exemplifies the high standard of American studies scholarship set by Professor John Lydenberg (1946-1980), who was one of the leaders of the field and who founded the American studies program at Hobart and William Smith.

Dorinne Maxwell Citizenship Award (2007) Honors the ideals of Dorinne Maxwell: helping those in need, promoting relationships between the Colleges and the community, and leading through her example as a person of faith, a devoted wife, a loving mother and grandmother, and a caring friend. This award will be presented annually at the Hobart College Block H Awards dinner to a student, member of the staff of faculty, or to a friend of the Colleges whose service mirrors the ideals of Dorinne Maxwell and whose helping hand has enriched the lives of others. The recipient will select a charity to receive a monetary contribution, paid by the Dorinne Maxwell Citizen Award Fund, in her memory.

Katharine Gracey Merrill Award (1980) Established by a bequest from Katharine Gracey Merrill '14. Given to a William Smith senior for outstanding academic excellence in the field of fine arts.

Abigail Mosey Book Prize (1980) Established with gifts from alumni and alumnae in honor of Abigail Mosey, professor of mathematics emerita (1944-1991) at the Colleges. Awarded to a Hobart or William Smith student for "generosity in helping others to learn and appreciate mathematical ideas."

Kevin P. O'Neill '84 Memorial Award (1983) Given to the senior biology major who has demonstrated high interest and aptitude in field natural history as expressed in extracurricular activities and honor grades in field-oriented course work.

John Milton Potter Prize Established to honor John M. Potter, president of Hobart and William Smith Colleges (1942-1947). Given to the member of the William Smith sophomore class who has achieved the most distinguished academic record in humanities, the award being for accomplishment in courses and for future promise as a scholar and writer.

William Prall Prize (1934) Established by a bequest from The Rev. William Prall, Ph.D., D.D. Given to that Hobart student "who has written the best essay...upon the relation between the French and English literatures."

William Ross Proctor Prize (1918) Established by a gift from William R. Proctor. One half of this prize is awarded each year, during the last two years, to the William Smith student who held the highest rank in mathematics during her first year and sophomore year. The prize is paid in four parts, one each on Founder's Day and Commencement of the recipient's junior and senior years.

Richard Reinitz Award (1979) Established in memory of Richard Reinitz, professor of history (1967-1979), by his friends. Given to a rising senior at William Smith with a humanities or individual major, to be granted in recognition of the qualities cherished in Richard Reinitz.

Gordon L. Richardson '33 Memorial Prize (1992) Given to a Hobart premed student in his junior year with strong academic credentials and concern for humankind.

Catherine Adele Rippey '35 Prize in Mathematics (2003) Established through a bequest from Catherine Adele Rippey '35 to be awarded as a prize(s) in mathematics to graduating members of the student body.

Susan Kranzler Scibilia '68 Memorial Prize (1993) Established in memory of Susan Kranzler Scibilia '68 by her husband, Ronald D. Scibilia, and her mother, Etta Kranzler. Awarded to a graduating William Smith senior who, in the opinion of the faculty, has shown the most distinction and promise in the writing of fiction.

Janet Seeley Award (1992) Established by gifts from alumnae in honor of Janet Seeley, former dance instructor at William Smith (1932-1971). Awarded for outstanding achievement in dance, including performance, choreography, scholarship, teaching, and/or contributions to the Department of Dance.

Maynard O. Smith Prize in Political Science (1990) Created by his students, friends, and colleagues, to honor Professor of Political Science Emeritus, Maynard Smith (1950-1990). Given annually to a graduating senior from each college who has demonstrated excellence in the field of political science.

Leo Srole Urban Studies Prize (1998) Established in honor of Professor Leo Srole who taught at these Colleges in the Department of Sociology before World War II. Awarded to that student who has done the most significant work in urban studies as determined either by overall academic performance in the field or by demonstrated excellence on an urban studies related paper or project.

Elizabeth Sibley Stebbins Prize (1954) Established by a bequest from Elizabeth Sibley Stebbins, L.H.D. '42. Given to a William Smith student for excellence in art.

Sutherland Prize (1893) Established by a bequest from Anson Sutherland of Dunkirk, New York. Awarded for excellence in the classics to a Hobart student.

Herbert Bayard Swope Prize (1924) Established by a gift from Herbert B. Swope, L.H.D. '24. Swope began a career in journalism in the early 20th century, received the first Pulitzer Prize for Reporting (1917), and was a distinguished leader in world affairs. Awarded to the Hobart student who writes the best essay on a subject of general interest.

Frances Nolting Temple Prize for Teaching (1996) Established in memory of Frances N. Temple to recognize her dedication to teaching, children, and the human spirit. Awarded to a graduating senior completing the education program leading to certification in teaching who has demonstrated a commitment to the principles of teaching to which Frances Temple subscribed.

John E. Theismeyer Prize (2000) Established by colleagues and former students in honor of "Ted" Theismeyer, professor of English emeritus (1968-2000).

Milton Haight Turk Prize (1934) Established by a gift from an anonymous alumnus in honor of professor (and dean) Milton Haight Turk (1890-1938). Awarded to that student of the Hobart graduating class who, during his college career, has shown the most improvement in the use of clear, concise, correct, and convincing English.

Chris Ventresca '98 Memorial Award (1999) Established and endowed by the Classes of 1998 and the Ventresca family. Awarded to the rising sophomore who, like Chris, shows interminable energy, undaunted enthusiasm, spirited involvement, outstanding devotion to family and friends, and a genuine love for these Colleges.

Stephanie J. Volan '91 Memorial Award (1992) Given to a senior member of the William Smith residence staff who has demonstrated the qualities valued and respected in Stephanie—enthusiasm, self-assurance, loyalty, generosity, and academic commitment.

Welker Memorial Prize (1928) Established by a gift from Mildred Welker Hufstader '15, in memory of her parents, Willard G. and Jennie B. Welker. Awarded to the William Smith student who has been of the greatest general good to the development of the College, during the year.

White Essay Prize (1852) Established by a gift from Horace White of Syracuse because of his deep interest in Hobart College.

Elizabeth Eaton White '33 Award (1976) Established in honor of Elizabeth Eaton White '33, by her husband and relatives. Given to a Hobart and a William Smith student who have shown the most promise of pursuing a successful humanitarian career.

James Mickel Williams Prize (1973) Established in memory of Professor of Sociology Williams (1903-1939). Given to a member of the sophomore class of each College who has achieved the most distinguished academic record in the social sciences, the award being based upon accomplishment in courses and future scholarly promise.

John S. Witte Endowed Prize (2003) Established by the family and friends of John Witte. The prize is awarded to a Hobart student who has demonstrated a strong commitment to community service while a student at the Colleges.

Donald L. Woodrow Prize in Geoscience (2001) The award will recognize a graduating geoscience major from each college whose academic career, research, and contributions to community embody the values of scholarship and magnanimous humanity that are the hallmarks of Professor Don Woodrow's time at the Colleges.

Professor Larry Young Prize (1992) Established to honor Lung-Chang Young, professor emeritus of sociology (1964-1992). Awarded to the sociology major who has contributed the most to intercultural communication.

Elizabeth and Ruth Young Peace Prize (1984) Established in memory of Elizabeth and Ruth Young by Joseph A. Young '37, Francis A. Young '29, and John A. Young. Awarded annually to that Hobart or William Smith student who has been deemed most meritorious in the cause of peace. In the event a student of sufficient distinction is not found in a particular year, the prize may be withheld and the residue amount applied in ensuing years at the discretion of the Colleges by enlarging the prize or by an additional award.

PRIZES FUNDED ANNUALLY

American Chemical Society Award for Achievement in Organic Chemistry Awarded by the ACS Joint Polymer Education Committee to a sophomore or junior chemistry major from each College for outstanding performance in organic chemistry.

American Institute of Chemists Award For Scholastic Achievement in Chemistry Awarded to a Hobart or William Smith senior.

The Analytical Chemistry Prize Awarded to a Hobart or William Smith junior who has displayed "interest in and aptitude for a career in analytical chemistry."

Dean Benjamin P. Atkinson Prize Established in honor of Benjamin Atkinson, former professor of English and dean of Hobart. Given to a Hobart or William Smith student for excellence in English.

Biology Faculty Prize Awarded to the biology major who has demonstrated the greatest intellectual growth while at these Colleges.

Chemical Rubber Company First-Year Chemistry Achievement Award Awarded to an outstanding first-year chemistry student from each College by the Chemical Rubber Company.

Cheryline Prize Awarded to a student who demonstrates exceptional dance technique, expression through movement, and creative talent. This prize is sponsored by Cheryl Koehler '75.

Stephanie Christie '82 Memorial Prize Funded annually by friends of Stephanie Christie '82. Given to the Hobart or William Smith student who has shown evidence of a commitment to helping people with special needs.

Stephen L. Cohen '67 Prize in Psychology Awarded to the graduating psychology major who has shown special aptitude and continued interest in applying psychological knowledge in the pursuit of graduate education or in employment that makes use of the principles of psychology.

College Store Community Service Award Given to two students who have given of themselves through service and are inspirations to the Colleges' community. The College Store presents this award annually to one William Smith senior and one Hobart senior in recognition of their high level of sensitivity and commitment to human need beyond the campus. Accompanying the award is a monetary contribution to a local charity of each student's choice honoring their four years of demonstrated volunteer work in Geneva and the surrounding community.

Josephine and Paul D'Angelo Memorial Music Prize Established by professor of music Nicholas V. D'Angelo in honor of his parents. Awarded annually to a senior music major from Hobart or William Smith. This award is given to a student who has exemplified the qualities of excellent musicianship, intellectual achievement, and personal integrity, and who, because of these attributes, has demonstrated the most improvement in his or her musical achievement while attending college.

Barbara Ether Memorial Award Established in memory of Barbara Ether, William Smith alumna. Given to a William Smith student selected by Hai Timiai, the honor society. The winner selects a book in her major field to be placed in the library, with the appropriate book plate.

Roger J. Frankel '72 Award Established in honor of Roger Frankel '72, and given to that Hobart senior who in his four years has made the greatest contribution to the Hobart community.

E. E. Griffith Prize Established in honor of Professor of English and Drama Emeritus E.E. Griffith (1946-1979), at the time of his retirement. To be given to either a Hobart or William Smith senior who has contributed the most to the Blanchard Howard Bartlett Theatre as an undergraduate.

Heaton-Franks Award for Religious Studies (2006) Established by Edward P. Franks '72 and awarded to the student who has shown evidence, by the time of her junior year, of the capacity for empathetic and rigorous study of the varieties of religious experience.

Barbara J. Johnston '43 Prize in Biology and Chemistry Given by Barbara Johnston, M.D. '43, to that William Smith junior concentrating in biology/chemistry, having at least a 2.5 average, and who has taken nine courses in the above subjects by her junior year.

Martin Luther King, Jr. Leadership Award Funded annually through the Martin Luther King, Jr. Scholarship Fund. Given to the member of the graduating class at Hobart or William Smith who has best exemplified during his or her college career the concern for others, commitment to improving human relationships, leadership in minority affairs, and dedication to intellectual excellence which characterized Dr. King's life and ministry.

Gloria Robinson Lowry Award Established in honor of Gloria Robinson Lowry '52. Funded annually by the William Smith Congress. Given to the Third World William Smith student who, in the opinion of the Congress, has exhibited an energetic and enthusiastic desire to bridge the cultural interstices on campus.

Betsy Bullock Mitchell '65 Award (1997) Awarded by William Smith Congress in memory of assistant dean Betsy Bullock Mitchell (1980-1996) to the graduating senior who best encompasses everything that we remember about Betsy: vitality, compassion, courage, enthusiasm, unique flair, a welcoming presence, and a love for the women of her alma mater, William Smith.

Ann Palmeri Prize Awarded to a William Smith senior who exemplifies the qualities and concerns of Ann Palmeri, professor of philosophy (1975-1982), including: a concern for the link between philosophical theory and practical political action; a quality of quiet courage; a capacity for outrage; a thorough, scholarly attempt to grapple with the philosophical issues around the liberation of women; a focus on children and policies dealing with them; and a gift for friendship and community.

Phi Beta Kappa Book Award Given by Phi Beta Kappa to the student at each College who has the highest grade-point average at the end of their first year. The prize is a book of their choice.

Outstanding Senior Physics Major Prize Awarded to the senior showing outstanding ability as a physics major.

Physics Prize for First-Year Students Awarded to a first-year student for exemplary performance in introductory physics.

Ithiel DeSola Pool Prize in Political Science Awarded for the best senior seminar paper in political science.

Natasha E. Smith Award Awarded to a minority student in the junior class who has demonstrated a dedicated commitment to children through education and community service.

Pim Tegmo-Larsson Chemistry Achievement Award Awarded each year to a junior or senior from either Hobart or William Smith who has shown exceptional achievement in chemistry. Dr. Tegmo-Larsson taught organic chemistry at the Colleges from 1982 to 1986.

William Smith Congress Award Funded annually by the William Smith Congress and given to the William Smith student who has made an outstanding contribution to the College community.

SCHOLARSHIP, GRANT AND LOAN PROGRAMS

HWS Scholarships

Hobart and William Smith Colleges have long been committed to recognizing academic and personal excellence. Our merit-based scholarships for first-year and transfer students are intended to recognize students' outstanding academic accomplishments and significant contributions to their communities.

L. Thomas Melly '52 Trustee Scholarship for Academic Excellence Scholarships are awarded to 50 students each year and winners are selected by the Admissions Committee. Applicants should be either in the top 10% of their class; have earned a 90 grade-point average or equivalent; scored 28 ACT or 1250 SAT (CR and Math); or received a recommendation from a counselor. Students must submit a separate Trustee Scholar Application along with all HWS application materials by January 1. Applicants must also submit a teacher recommendation and an additional personal essay. An interview is required. Trustee scholars are awarded \$25,000 annually and the opportunity to compete for additional \$5,000 grants in specific academic areas. All awardees will be assigned a faculty mentor in their chosen academic field. They will receive an invitation to an induction dinner with the Board of Trustees, and upon graduation they will be honored on a recognition plaque in the Warren Hunting Smith Library.

Hersh Scholarships are based on an exceptionally strong academic record and substantial extracurricular involvement and community service. Candidates are selected by the Admissions Committee from the L. Thomas Melly '52 Trustee Scholarship for Academic Excellence Scholarship winners. Renewal requirements: a 3.2 GPA and completion of Honors work in the senior year. Hersh scholars earn full tuition and fees.

The Wood Scholarship is awarded each year to the most academically outstanding student. The recipient is selected by the Admissions Committee from the L. Thomas Melly '52 Trustee Scholarship for Academic Excellence Scholarship winners who attend the recognition weekend. Wood scholars earn full tuition.

Faculty Scholarships are awarded to students who have a combination of a cumulative GPA of 90 or equivalent in core academic subjects and rank in the top 15 percent of their class. Recipients are selected by the Admissions Committee; no separate application is necessary. Faculty scholars are awarded \$3,000-\$17,000 each year.

President's Leadership Awards are awarded to students with strong academic records, demonstrated and sustained leadership credentials and high motivation. Recipients are selected by the Admissions Committee; no separate application is necessary. Awards range from \$3,000-\$15,000 annually.

President's Service Awards go to students with strong academic records and significant involvement in service/civic engagement activities in their schools and/or communities. Recipients are selected by the Admissions Committee; no separate application is necessary. Awards range from \$3,000-\$15,000 annually.

Arts Scholarships are awarded by the fine arts faculty in dance, music, creative writing and studio art. Students must submit a separate Arts Scholars application along with all HWS application materials by January 1. Scholars are selected by the Admissions Committee along with faculty members in the arts. Students who receive an Arts Scholarship are not required to major in a fine or performing art. Scholarship recipients are chosen based on their application materials, audition and past experiences and potential contributions to HWS. All awardees will be assigned a faculty mentor in the arts and encouraged to pursue an internship experience. They will receive an invitation to an induction dinner with faculty members from the arts, and upon graduation they will be honored on a recognition plaque in the new performing arts center.

Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarships are awarded to students who demonstrate advanced science coursework, relevant research or science related experiences. Students must submit the Blackwell Medical Scholars application and all HWS application materials by January 1. Scholars receive an annual \$25,000 scholarship and the ability to compete for one seat at SUNY Upstate Medical University.

Among the many general scholarships and grants awarded at Hobart and William Smith is the **Rectorry Grant**, available to qualified sons and daughters of the clergy.

The Geneva Scholarship Associates have established, by contribution, a scholarship fund to enable qualified Geneva-area residents to attend the Colleges and live on campus.

Hobart and William Smith Colleges is a member of **Tuition Exchange, Inc** offering a limited number of Tuition Exchange awards each year to qualified students in an amount set by Tuition Exchange. This is a tuition benefit for those employees of other colleges and universities who are members of Tuition Exchange, Inc.

State of New York Programs

For a complete listing of NY State grant and scholarship programs go to: http://www.hesc.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). HESC will use the FAFSA as part of your online TAP application. After completing your FAFSA, begin your online TAP application immediately using the link on your FAFSA Confirmation Page.

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 2011, 2012, 2013;
- Claimed as a dependent by parents on their federal or state income tax returns for 2010, 2011, 2012;
- Recipient of gifts, loans or other financial assistance in excess of \$750 from parents in calendar years 2011, 2012;
- 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 2012-13 ranged from \$500 to \$5,000 per year. Maximum TAP award is now \$5,165.

*The income measure is the family's (or independent student's) net taxable income from the preceding tax year plus certain non-taxable income (including pensions) and for dependent students, support from divorced or separated parents. This income is further adjusted to reflect other family members enrolled full time in postsecondary study.

Higher Education Opportunity Program (HEOP)

Application Procedures: Application is through the independent institution of higher education at which the applicant is enrolled.

Selection of Recipients and Allocation of Awards: The applicant must be: 1) a New York State resident; 2) a matriculated undergraduate student at an independent college or university in New York State; and 3) academically and economically disadvantaged according to guidelines approved by the Board of Regents and the director of the budget. Selection of eligible applicants for participation in HEOP is conducted by the institution and/or HEOP program at the institution.

Award Schedule: The amount of financial assistance and other support provided to HEOP participants is dependent on need as determined by the Colleges and the program, within the state guidelines. The maximum HEOP award is set each year through the New York State budget process and included in the student's financial aid award along with aid from the Colleges and other state and federal sources.

NYS Aid to Native Americans

Are you an enrolled member of a New York State tribe or the child of an enrolled member of a New York State tribe? You may be eligible for an award through the Aid to Native Americans Program.

Eligibility

Enrolled members of a New York State tribe and their children who are attending, or planning to attend, a college in New York State and are New York State residents. Awards are made to all eligible applicants. There is no qualifying examination. Awards are available for 2, 4 or 5-year programs.

Available Awards

Eligible and/or certified American Indian students are eligible to receive grant awards of up to \$2,000 per year for up to four years of full-time study (five years for specific programs requiring five years to complete degree requirements). If funding is available, eligible students may receive aid for summer course work. Any aid a student receives for summer school study is deducted from the student's maximum entitlement for four years of full-time college study.

Application Process

Applications must be postmarked by July 15 for the fall semester, by December 31 for the spring semester, and by May 20 for the summer session. There are no fees for submitting an application. Students must apply for each semester (not annually).

More Information

Specific eligibility criteria and information can be found by writing to:

Native American Education Unit
NYS Education Department
Room 374 EBA
Albany, New York 12234
(518) 474-0537

Federal Programs

To apply and determine your eligibility for all federal student aid programs, you must complete the Free Application for Federal Student Aid (FAFSA) and meet certain requirements:

- Be a U.S. citizen or eligible noncitizen.
- Have a valid Social Security Number (unless you're from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service if you are male and 18 to 25 years of age (go to www.sss.gov for more information).
- Have a high school diploma or a General Education Development (GED) Certificate or pass an exam approved by the U.S. Department of Education.
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the federal student aid programs.
- Not have a drug conviction for an offense that occurred while you were receiving federal student aid (such as grants, loans, or work-study).

Also:

- You must not owe a refund on a federal grant or be in default on a federal student loan.
- You must demonstrate financial need (except for unsubsidized Direct Loans).

Other requirements may apply. Contact the office of financial aid services and student employment for more information.

***With all Federal Programs, students must maintain satisfactory academic progress in order to maintain federal awards. See Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for Financial Aid.

Federal Pell Grants

The Federal Pell Grant Program is an entitlement program. Eligibility and award amounts are based on the results formulated by the FAFSA and are based on need rather than academic achievement. Currently, (for the 2013-2014 academic year) annual awards range from \$555 to \$5,730.

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 7.21 percent; repayment begins within 60 days of disbursement. Deferments on loan payments are possible for up to 48 months.

Additional Loan Programs

Creditworthy applicants may be eligible for supplementary

educational loan programs. Amounts available range from \$500 to cost of attendance minus other financial aid each year. Credit line, mortgage-secured loans and tuition-prepayment options exist, as well. Borrowers frequently can choose among interest rate options and may be able to defer principal payments while the student is enrolled. Repayment periods range from four to 20 years, depending on amount borrowed. Further information is available from various lenders and from the Colleges' Office of Financial Aid Services and Student Employment.

Loan Consolidation Program

This is a federal program that allows borrowers with student loans in excess of \$5,000 from more than one federal Loan program to consolidate these loans into one loan for repayment. The interest rate will be a weighted average of the interest rates of the loans to be consolidated. This program will most benefit students who incur high-interest graduate and professional school loans.

Veteran Benefits

HWS Colleges are Veteran friendly. We participate in federal and state Veteran's benefit programs. For more information and a listing of these programs, please go to Veteran web link at: <http://www.hws.edu/admissions/veteran.aspx>

APPENDIX A:

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

The Center for Teaching and Learning offers a range of services designed to create learning opportunities that can assist students in meeting their educational goals and the academic standards of the Colleges. The CTL staff includes individuals who specialize in helping students with reading, writing, time management, and general study skills. The Coordinator of Disability Services is available for advising, consulting, and arranging services and accommodations for students who have or believe that they may have disabilities that require such services. See Appendix A for a complete description of policies, procedures and services for students with disabilities. Other services include course-specific tutoring for all students, and individualized programs for students for whom English is a second language.

Policies and Procedures for Students with Disabilities

The students and prospective students of Hobart and William Smith Colleges are protected from discrimination on the basis of disability Section 504 of the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act (ADA) 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)

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. 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 Web site, www.hws.edu/disabilities. Submission of these forms to the CTL will initiate the registration process. Students who submit these forms will be contacted by the Coordinator of Disability Services in a timely manner.

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 Web site. Although many disabilities are acknowledged to be life-long, functional limitations can vary over time; hence currency of testing is essential.

Related Information

An Individualized Education Plan (IEP) or a 504 Plan summary is not automatically sufficient to determine reasonable accommodations. If either of these documents includes test results or other professional findings that establish a basis for services or accommodations, they may be submitted as part of the professional documentation.

Note: Individualized Education Plans and 504 Plans are procedural documents covering children ages 3-21. They are documents that summarize the needs and services deemed essential to their students and limited to their K-12 setting. These students are guaranteed a free and appropriate public education until they graduate from high school or reach the age of 21. Colleges and universities, on the other hand, are obligated to abide by the Americans with Disabilities Act (ADA), in particular, and Section 504 of the Rehabilitation Act of 1973. Both of these are civil rights laws which prohibit discrimination based on disability. The provision of services and accommodations are ways in which the Colleges can assure equal access to a college education to students with disabilities. Colleges and universities are not required to provide a free and appropriate public education. Educational plans and special education services are not mandated.

Accommodations and Services

In order to receive accommodations and special services, it is the responsibility of the student to voluntarily self-disclose his or her disability and then to provide documentation meets eligibility criteria. It is the responsibility of the Colleges to review all relevant documentation and discuss with the student the range of possibilities for accommodations and/or services.

Recognizing that disabilities vary widely in their impact on the academic life of students, the determination of reasonable accommodations is achieved on an individualized basis. Prior history of an accommodation is not, in and of itself, sufficient to establish the need for the provision of an accommodation. Providing unbiased and reasonable access to all programs and activities of the Colleges is the purpose of accommodations. Ultimate responsibility for determining reasonable accommodations and services lies with the Colleges.

Once disability status is established, each student is required to meet with a disability specialist each semester to determine the services and accommodations that are necessary for that term. Individualized letters are then prepared for each of the student's professors, outlining the accommodations that are appropriate for that course. The student presents these letters to the professors from whom the student seeks accommodations.

The student is expected to discuss with each professor the details about how accommodations will be handled for each course. The student then procures the professor's signature

on an instructor notification form, and when all signatures are obtained, returns form to the CTL. No accommodations are provided until the signed form is returned.

Typical Accommodations (granted depending on documented need):

- extended time for all timed examinations;
- alternative site for examinations;
- use of word processor for written examinations;
- alternatively formatted books
- permission to record lectures;
- assistive technology.

The following accommodations will be considered, provided there is no fundamental alteration to a program or a degree and when supportive evidence is furnished. These accommodations are not typical:

- reduced course load;
- course substitutions or waivers.

An accommodation will not be authorized under the following conditions:

- when it is not supported by clear, supportive documentary evidence;
- when it may require a substantial alteration to a fundamental element of the curriculum or academic program;
- when it may require a substantial alteration to a co-curricular or extra-curricular activity or poses a direct threat to the health or safety of others;
- when it poses an undue financial or administrative burden to the Colleges;
- when it falls under the definition of a personal service.

Procedure for Receiving Non-Academic Accommodations

To request accommodations of a non-academic nature such as special housing needs, dietary concerns, or physical accessibility issues, students must meet with the 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.

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