HOBART AND
WILLIAM SMITH

CATALOGUE
2026 – 2027

HOBART AND WILLIAM SMITH

CATALOGUE

This Catalogue has been prepared for the benefit of students, faculty and administrators of Hobart and William Smith (HWS), and others wishing to know more about the HWS' 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 – is available online and from the Office of Campus Life. Published annually. (https://www.hws.edu/offices/campus-life/community-standards/default.aspx)
- The Hobart and William Smith website: HWS' online presence, with a variety of information about HWS and its programs, particularly upcoming activities and events, and links to departments, programs, students and faculty. Updated regularly. (https://www.hws.edu/default.aspx)
- Crime Statistics: Crime statistics as reported to the United States Department of Education can be accessed at the following link, or by contacting Martin Corbett, Associate Vice President of Campus Safety at 315–781-3000. (https://www.hws.edu/offices/campus-safety/default.aspx) Crime statistics can also be found at the United States Department of Education (http://ope.ed.gov/campussafety/#/)

The information in this Catalogue is accurate as of the date of publication (July 2026), but this information is constantly being updated. HWS reserves 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 is committed to providing a nondiscriminatory and harassment free educational, living and working environments for all members of the HWS community, including students, faculty, staff, employees or applicants, volunteers, and visitors. HWS prohibits discrimination and harassment in their programs and activities based on race (including traits historically associated with race, such as hair texture and protective hairstyles), color, religion, creed, national origin, ancestry, sex (including pregnancy, childbirth, or related medical conditions), gender, gender identity or expression, age, sexual orientation, physical or mental disability, citizenship, genetic information or predisposing genetic characteristics, marital status, familial status, domestic violence victim status, caregiver status, military status, including past, current, or prospective service in the uniformed services, social class, or any other category or characteristic protected by applicable 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

Academic Calendars 4
About HWS 7
The Curriculum 10
Academic Policies 18
Academic Policies for Undergraduate Students 31
Academic Policies for Graduate Students 43
Honors and Awards 50
Student Life 52
Admissions, Expenses and Financial Aid 58
Course Codes 68

Courses of Instruction 69
First-Year Seminars 69
Bidisciplinary Courses 77
Aesthetics 81
Africana Studies 86
American Studies 92
Anthropology 101
Aquatic Science 108
Art and Architecture 110
Asian Studies 128
Athletics, Physical Education and Recreation 138
Biochemistry 140
Biology 143
Business Management and Entrepreneurship 153
Centennial Center 173
Chemistry 174
Child Advocacy 179
Computer Science 182
Critical Museum Studies 187
Dance and Movement Studies 194
Data Analytics 201
Economics 203
Educational Studies 218
English and Creative Writing 230
Environmental Science 242
Environmental Studies 245
European Studies 256
French, Francophone and Italian Studies 260
Gender, Sexuality, and Intersectional Justice 272
Geoscience 291
German Area Studies 300
Greek and Roman Studies 303
Institute for Global Studies 311
History 316
Holocaust Studies 331
Individual Majors 333
International Relations 334
Law and Society 342
Master in Higher Education Leadership 345
Mathematics 349
Media and Society 354
Music 371
Philosophy 377
Physics 383
Politics 388
Psychological Science 396
Public Health 405
Public Policy Studies 414
Religious Studies 417
Russian Area Studies 432
Sociology 434
Spanish, Latin American, and Bilingual Studies 442
Theatre 450
Writing and Rhetoric 458
Writing Colleagues Program 465

Directories 466

2026–2027 ACADEMIC CALENDAR

Fall Semester

August 26 – 30	Wednesday – Sunday	New Student Orientation
August 30	Sunday	Campus residences open
August 31	Monday	First day of classes
Aug 31 – Sept 4	Monday – Friday	Student add/drop period | Work due for spring semester incompletes
September 5 – 11	Saturday – Friday	Restricted add/drop period (last day to add or drop a course)
September 11	Friday	Grades due for spring semester incompletes
September 25	Friday	Last day to change grading basis (CR/DCR/NC) for spring semester courses
October 16	Friday	Midterm Statuses due
October 17 – 20	Saturday – Tuesday	Fall recess
November 2 – 13	Monday – Friday	Advising Period
Nov 16 – Dec 2	Monday – Wednesday	Spring Semester 2027 Registration
November 25 – 29	Wednesday – Sunday	November Recess
December 11	Friday	Last day of classes/Last day to withdraw from a course Last day for January graduates to change a grading basis (CR/DCR/NC)
December 12 – 14	Saturday – Monday	Reading Days
December 15 – 18	Tuesday – Friday	Final Examinations
December 18	Friday	Semester ends after last exam
December 19	Saturday	Residences close at noon
Dec 19 – Jan 18	Saturday – Monday	Winter Break
January 2 – 17	Saturday – Sunday	J-Term
January 10	Sunday	No Class

Spring Semester

January 18	Monday	Campus residences open
January 19	Tuesday	First day of classes
January 19 – 25	Tuesday – Monday	Student add/drop period
January 26 – Feb 1	Tuesday – Monday	Restricted add/drop period (last day to add or drop a course)
February 12	Friday	Work due for fall semester incompletes
February 26	Friday	Grades due for fall semester incompletes
March 5	Friday	Midterm Statuses due/Deadline for Juniors to have declared a minor
March 12	Friday	Last day to change grading basis (CR/DCR/NC) for fall semester courses Deadline for Sophomores to declare a major
March 13 – 21	Saturday – Sunday	Spring Break
March 22 – Apr 2	Monday – Friday	Advising Period
April 5 – 14	Monday – Wednesday	Fall Semester 2027 Registration
April 9	Friday	Last day for Seniors to withdraw from a spring course or change a grading basis (CR/DCR/NC)
April 21	Wednesday	HWS Day
April 30	Friday	Moving Up Day
May 3	Monday	Last day of classes/Last day to withdraw from a course (for non-Seniors)
May 4 – 6	Tuesday – Thursday	Reading Days
May 7 – 10	Friday – Monday	Final examinations
May 11	Tuesday	Residences close at noon
May 11	Tuesday	Spring Semester Grades Due
May 16	Sunday	Commencement
May 17	Monday	Senior residences close
June 4 – 6	Friday – Sunday	Reunion
May 17 – June 4	Monday – Friday	Maymester
May 31	Monday	Memorial Day Holiday

2027–2028 ACADEMIC CALENDAR

Fall Semester

August 25 – 29	Wednesday – Sunday	New Student Orientation
August 29	Sunday	Campus residences open
August 30	Monday	First day of classes
August 30 – Sept 3	Monday – Friday	Student add/drop period | Work due for spring semester incompletes
September 4 – 10	Saturday – Friday	Restricted add/drop period (last day to add or drop a course)
September 10	Friday	Grades due for spring semester incompletes
September 24	Friday	Last day to change grading basis (CR/DCR/NC) for spring semester courses
October 15	Friday	Midterm Statuses due
October 16 – 19	Saturday – Tuesday	Fall recess
November 1 – 12	Monday – Friday	Advising Period
Nov 15 – Dec 1	Monday – Wednesday	Spring Semester 2028 Registration
November 24 – 28	Wednesday – Sunday	November Recess
December 10	Friday	Last day of classes/Last day to withdraw from a course Last day for January graduates to change a grading basis (CR/DCR/NC)
December 11 – 13	Saturday – Monday	Reading Days
December 14 – 17	Tuesday – Friday	Final Examinations
December 17	Friday	Semester ends after last exam
December 18	Saturday	Residences close at noon
Dec 18 – Jan 23	Saturday – Sunday	Winter Break
January 3 – 19	Monday – Wednesday	J-Term
January 9	Sunday	No Class
January 17	Monday	No Class

Spring Semester

January 23	Sunday	Campus residences open
January 24	Monday	First day of classes
January 24 – 28	Monday – Friday	Student add/drop period
January 29 – Feb 4	Saturday – Friday	Restricted add/drop period (last day to add or drop a course)
February 11	Friday	Work due for fall semester incompletes
February 25	Friday	Grades due for fall semester incompletes
March 10	Friday	Midterm Statuses due/Deadline for Juniors to have declared a minor
March 17	Friday	Last day to change grading basis (CR/DCR/NC) for fall semester courses Deadline for Sophomores to declare a major
March 18 – 26	Saturday – Sunday	Spring Break
March 27 – Apr 7	Monday – Friday	Advising Period
April 10 – 19	Monday – Wednesday	Fall Semester 2028 Registration
April 14	Friday	Last day for Seniors to withdraw from a spring course or change a grading basis (CR/DCR/NC)
April 26	Wednesday	HWS Day
May 5	Friday	Moving Up Day
May 5	Friday	Last day of classes/Last day to withdraw from a course (for non-Seniors)
May 6 – 8	Saturday – Monday	Reading Days
May 9 – 12	Tuesday – Friday	Final examinations
May 13	Saturday	Residences close at noon
May 16	Tuesday	Spring Semester Grades Due
May 21	Sunday	Commencement
May 22	Monday	Senior residences close
June 2 – 4	Friday – Sunday	Reunion
May 22 – June 9	Monday – Friday	Maymester
May 29	Monday	Memorial Day Holiday

PROJECTED 2028–2029 ACADEMIC CALENDAR

Fall Semester

August 23 – 27	Wednesday – Sunday	New Student Orientation
August 28	Monday	First day of classes
October 14 – 17	Saturday – Tuesday	Fall recess
November 22 – 26	Wednesday – Sunday	November Recess
December 8	Friday	Last day of classes
December 9 – 11	Saturday – Monday	Reading Days
December 12 – 15	Tuesday – Friday	Final Examinations
January 2 – 18	Tuesday – Thursday	J-Term

Spring Semester

January 22	Monday	First day of classes
March 17 – 25	Saturday – Sunday	Spring Break
May 4	Friday	Last day of classes
May 5 – 7	Sunday – Monday	Reading Days
May 8 – 11	Tuesday – Friday	Final examinations
May 20	Sunday	Commencement
May 21 – June 8	Monday – Friday	Maymester

PROJECTED 2029–2030 ACADEMIC CALENDAR

Fall Semester

August 22 – 26	Wednesday – Sunday	New Student Orientation
August 27	Monday	First day of classes
October 13 – 16	Saturday – Tuesday	Fall recess
November 21 – 25	Wednesday – Sunday	November Recess
December 7	Friday	Last day of classes
December 8 – 10	Saturday – Monday	Reading Days
December 11 – 14	Tuesday – Friday	Final Examinations
January 2 – 17	Wed. – Wed.	J-Term

Spring Semester

January 22	Tuesday	First day of classes
March 16 – 24	Saturday – Sunday	Spring Break
May 6	Monday	Last day of classes
May 7 – 9	Tuesday – Thursday	Reading Days
May 10 – 13	Friday – Monday	Final examinations
May 19	Sunday	Commencement
May 20 – June 7	Monday – Friday	Maymester

ABOUT HWS

Overview

Hobart and William Smith prepares students to lead lives of consequence. A liberal arts and sciences institution, HWS is known for consistent success in preparing students for meaningful lives and fulfilling careers through an outcomes-based focus on their futures. The faculty are nationally recognized and accessible teachers and scholars known for the impact of their research and distinguished by the depth of their mentorship. Emerging world challenges are previewed in the classroom while critical thinking, problem-solving and communication skills are honed. More than 60% of students study abroad, spurring cultural exploration and global citizenship. HWS' sophisticated career services program includes a guaranteed internship or research opportunity with funding available.

Hobart and William Smith offers more than 70 academic programs; the most popular include Economics, Media & Society, Environmental Studies, Psychological Science, English, Biology and Health Professions, Business Management and Entrepreneurship, and Architectural Studies. Graduate programs include a Master of Arts in Higher Education Leadership and a Master of Science in Management.

Students complement their broad interdisciplinary study through programming provided through 12 HWS Centers for research, action and thought:

- Adams Intercultural Center
- Bozzuto Center for Entrepreneurship
- Centennial Center for Leadership, Entrepreneurship and Innovation
- Center for Community Engagement and Service Learning
- Center for Global Education
- Center for Teaching and Learning
- Finger Lakes Institute for Environmental Research
- Fisher Center for Gender and Justice
- LGBTQ+ Resource Center
- Office of Spiritual Engagement
- Salisbury Center for Career, Professional and Experiential Education
- Trias Residency for Writers

Originally founded as Hobart College for men and William Smith College for women, today's institution – Hobart and William Smith – is united and has always had one campus, one faculty and one administration.

Located on the shore of Seneca Lake in the heart of the Finger Lakes, the campus is situated on the traditional territory of the Onondowaga or "the people of the Great Hill." The location allows faculty, staff and students an opportunity to live and work collaboratively on the banks of a resource-rich lake.

Hobart and William Smith sponsors 31 varsity sports, which compete in NCAA Division III – with the exception of Hobart lacrosse which competes in Division I. Student-athletes play for championship caliber teams without sacrificing academic pursuits. The Statesmen and Herons have a legacy of success in the athletic arena that boasts 26 team national championships, including the three-time NCAA Division III Men's Ice Hockey Champions, and nearly 700 All-Americans.

Accreditation

Hobart and William Smith is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.). Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact: New England Commission of Higher Education, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803–4514; (781) 425 7785; E-Mail: info@neche.org

Registered Programs

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

Undergraduate Programs

Africana Studies, B.A., 0305

American Studies, B.A., 0313

Anthropology, B.A., 2202

Anthropology and Sociology, B.A., 2208

Architectural Studies, B.A., 0202

Art History, B.A., 1003

Asian Studies, B.A., 0301

Biochemistry, B.S., 0414

Biology, B.A., B.S., 0401

Bodies, Disabilities, and Justice, B.A. 2299

Business Management and Entrepreneurship, B.S., 0506

Chemistry, B.A., B.S., ACS B.S., 1905

Classics, B.A., 1504

Computer Science, B.A., B.S., 0701

Dance, B.A., 1008

Economics, B.A., 2204

Educational Studies, B.A., 0801

English, B.A., 1501

Environmental Science, B.S. 0420

Environmental Studies, B.A., 0420

French and Francophone Studies, B.A., 1102

Gender and Feminist Studies, B.A., 4903

Geoscience, B.A., B.S., 1999

Greek, B.A., 1110

Greek and Roman Studies, B.A., 1504

History, B.A., 2205

Individual Studies, B.A., B.S., 4901

International Relations, B.A., 2210

Latin, B.A., 1109

Latin American Studies, B.A., 0308

LGBTQ+ Studies, B.A., 4903

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

Politics, B.A., 2207

Psychological Science, B.A., B.S., 2001

Public Health, B.A., 1214

Religious Studies, B.A., 1510

Sociology, B.A., 2208

Spanish and Hispanic Studies, B.A., 1105

Studio Art, B.A., 1002

Theatre, B.A; 1007

Writing and Rhetoric, B.A., 1599

Graduate Programs

Master of Arts in Higher Education Leadership (08.05)
Master of Science in Management (905.06)

Teacher Certification

The Teacher-Education Program (TEP) combines one of six teacher certification majors (Adolescent Education, Art Education, Childhood Education, Inclusive Adolescent Education, Inclusive Childhood Education, TESOL) in Educational Studies Department with extensive classroom experience in local schools.

In addition to the teacher certification major, additional majors or coursework may be required, as outlined below. Students can receive New York State initial teacher certification in the following areas:

- Adolescence Education (Biology, Chemistry, Earth Science, English Language Arts, French, Mathematics, Physics, Social Studies, Spanish): Major in Adolescent Education; Major in content area
- Adolescence Education (Biology, Chemistry, Earth Science, English Language Arts, French, Mathematics, Physics, Social Studies, Spanish) and Students with Disabilities (All Grades): Major in Adolescent Education; Major in content area; 8 additional content core courses
- Childhood (1–6): Major in Childhood Education
- Childhood (1–6) and Students with Disabilities (All Grades): Major in Inclusive Childhood Education; 8 additional content core courses
- Teaching English to Speakers of Other Languages (PK-12): Major in TESOL
- Visual Arts (PK-12): Major in Art Education; Minor in Studio Art; 2 additional Art History courses

Graduation Rate

The graduation rate for students entering in the fall of 2020 and graduated by 2026 (six years later) was more than 81% Additional information on graduation rates and student retention is available from the Office of the Registrar.

THE CURRICULUM

The Bachelor's Degree

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

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

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

Degree Requirements

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

- 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 letter grade of C- or higher. At least 30 of these courses must be full-credit courses (i.e., only four 1⁄2 credit courses can be counted toward graduation).
- 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). For transfer students, the residency requirement may be reduced to two years depending on the number of credits transferred in.
- Passed a First-Year Seminar with a grade of C- or higher.
- Completed the requirements for an academic major, including a capstone course or experience, and an academic minor (or second major). Students cannot major and minor in the same subject.
- Completed any faculty-mandated writing requirement(s).
- Complete a course of study, designed in consultation with a faculty advisor, which satisfies the two Integrated Goals of critical thinking and communication, and the four Perspectives of Liberal Arts. The four Perspectives are satisfied through the completion of one unique course in each of the four Perspectives, a list of which can be found online: The Four Perspectives of Liberal Arts.

The Integrated Goals of Critical Thinking and Communication

Critical thinking and communication comprise the foundation of any liberal arts education. The ability to articulate a question, identify and gain access to appropriate information, organize and present evidence, and construct complex, elegant, and persuasive arguments in written and oral forms are integral to HWS's vision to "Explore, Collaborate, and Act."

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

- The First-Year Experience (FYE) introduces students to critical thinking and communication skills through introductory courses in disciplines across the curriculum. At the center of the FYE is the writing-intensive First-Year Seminar, which introduces students to the intellectual community of HWS and provides academic mentorship. The First-Year Seminar introduces and integrates many of HWS's academic resources.
- The senior capstone experience is both a continuation and culmination of the student's development in critical thinking and communication. Specific to each major, the capstone experience demands substantial understanding of the field's central questions and literacy in its modes of reasoning and communication.

The Four Perspectives of Liberal Arts

Along with our integrated goals of critical thinking and communication, the HWS curriculum exposes students to critical, analytical, and creative modes of inquiry. These perspectives provide students a broad foundation of knowledge, foster intellectual curiosity, and analytical reasoning, and encourage the exploration of multiple academic disciplines and approaches. These perspectives underscore the imperatives of a liberal arts education to provide a breadth of knowledge and the means to engage that knowledge effectively.

Scientific and Quantitative Reasoning (P1)

The scientific and quantitative reasoning perspective introduces students to methodical, analytical, and systematic modes of inquiry that address complex problems. Students learn to interpret data, evaluate mathematical arguments, and/or apply scientific reasoning in decision-making.

Artistic and Creative Expression (P2)

The artistic and creative expression perspective provides students with the skills to think and express themselves imaginatively and reflectively. Students explore their unique voices while they refine their creative abilities through performance-, studio-, or workshop-based learning, as well as through studies that integrate performance or creative activity with topics related to the art form.

Global and Cultural Connections (P3)

The global and cultural connections perspective introduces students to new ideas, languages, and/or cultures from across the globe. By interacting with different cultural traditions, histories, and practices and, by integrating these experiences into their own worldviews, students enrich their understanding of and preparation for an interconnected world.

Ethical and Social Responsibility (P4)

The ethical and social responsibility perspective equips students to analyze critically the unequal distribution of wealth, power, and privilege through socio-historical factors. It fosters an understanding of ethics, responsibility, and justice, empowering students to engage in informed and socially responsible action.

Addressing the Four Perspectives

Students work with their faculty advisors to design a program of study that meets both their individual academic

interests and addresses the four perspectives of the curriculum. To complete this graduation requirement, students must pass one course in each perspective, with a C- or better (CR courses also count). At least three of the four perspective courses must be taken from different subject codes. Courses taken to address the perspectives requirements may also count towards a student's academic major and/or minor. Students are encouraged to complete the four perspectives within their first two years. A list of courses addressing the four perspectives can be found online at: https://www.hws.edu/offices/registrar/perspectives-curriculum.aspx.

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 letter 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 HWS requires ten to twelve courses in the major department and may require additional courses from related departments. The total number and sequence of courses needed to complete the major are determined by the department or program. All departments and programs require a capstone course or experience, typically completed in a student's senior (or junior) year, to complete a major. Students should consult departmental or program offerings in this catalogue or discuss requirements with the department chair or program coordinator. In the case of individual majors (see below), the student should consult with their advisor 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 declare a major by the deadline set by the Deans and the Registrar will result in the student being blocked from registration. In addition, students are responsible for ensuring that prerequisites for the major are met as they plan their schedules. Some students choose to do two majors rather than a major and a minor, but this is not a requirement. Of the courses required for a major, six must be unique to that major (i.e., cannot be counted toward another major or minor).

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 five or six 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).

Individual Studies Majors and Minors

The Individual Majors and Minors program provides students with the opportunity to design an individually tailored major or minor when the focus of study lies outside an established department, discipline, or program-based major or minor, and/or combines multiple disciplines. To create an Individual Major or Minor proposal, the student works closely with a faculty advisor and designs a specific curriculum of study, articulating the focus and goals of the program. The student's proposal, along with the advisor's recommendation, is submitted to the Individual Majors Committee, which reviews the proposal. Once an Individual Major or Minor is approved, any subsequent changes to the major or minor must be approved by the Individual Majors Committee through a formal course change request. The Committee also serves as the departmental/program chair for certifying the completion of the student's major

or minor (senior audit).

Individual Major Requirements: All Individual Majors must include a capstone course or experience. While most Individual Majors require at least 10 full-credit courses to earn a B.A., a B.S. is possible with a minimum of 16 major courses from within the natural sciences division. All coursework must be passed with a grade of C- or better, including any courses taken credit/no credit.

The process of designing and submitting an Individual Major requires a substantial time commitment. Students who are interested in pursuing an Individual Major are encouraged to begin the process in the first semester of their sophomore year by contacting a faculty advisor, reviewing the Individual Major proposal form, and contacting the Individual Majors Committee.

Individual Minor Requirements: An Individual Minor requires at least five full-credit courses—of which at least three courses must be unique to the minor—organized around a self-defined theme. The theme must be substantially distinct from any minor currently offered at HWS. Typically, no more than two courses taken at the 100-level can be counted towards the minor and at least one course must be taken at the 300-level or higher. An Individual Minor may include a course equivalent, a course taken from study abroad, an Honors course, and/or an independent study, but normally does not include more than one course from amongst 450, 495/496, and 499.

All coursework for the minor must be passed with a grade of C- or better. Credit/no credit and half-credit (0.5) courses typically are not included in the minor and require special approval from the Individual Majors Committee. The Committee normally will not approve more than two courses taken from another institution (with an exception for transfer students) or more than two courses from any program or department offering its own minor.

Degree Audit Plan

Late in their third year, all students must complete a degree audit plan with their faculty advisor. This plan records a student's progress in addressing HWS's educational goals and perspectives, and progress in completing a major and minor (or second major). The plan identifies work to be done in the senior or baccalaureate year to complete all requirements. If any substitutions for any requirement for the major or minor have been granted, including use of an abroad course, an updated major or minor audit form must be submitted to the Registrar's Office. 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 the permission and under the guidance of a faculty instructor, register for independent study. Each department sets its own qualifications for such advanced work.

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

- Extensive reading from a bibliography, ordinarily compiled in consultation with a faculty member, and a final examination.
- An individual research topic approved by the instructor and culminating in a substantial course paper.
- A scientific experiment, a musical composition, an art project, a play, or some other individual work approved and supervised by the instructor.

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

Independent study is listed on the student's record and confers credit. Both full credit and half credit opportunities are available for independent study, depending on the scope and depth of work and hours committed to the independent study.

Credit Bearing Internships

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

- Half Credit Internship – Students may register for a half-credit (.50) internship INT 199. The INT 199 credit-bearing internship course registration allows students to receive half credit for an approved internship. Half-credit internships must include a minimum of 85 hours, of which at least 60 must be on-site contact hours, and supplemental activities regarding the experience as required by the faculty advisor.
- Full Credit Internship - Some programs and departments offer a 499 full credit (1.00) internship course. Full-credit internships must include a minimum of 170 hours, of which at least 120 must be on-site contact hours, and supplemental activities regarding the experience as required by the faculty advisor. Additionally, working with a faculty advisor and the Office of the Deans, students may pursue the INT 299 full credit internship. The INT 299 experience requires a minimum of 170 on-site hours as well as an academic component including a reflective essay.

A maximum of 2 credits of INT 199, INT 298, and/or INT 299 coursework may be counted toward the 32 courses required of the undergraduate degree.

Students are advised to be in close contact with their advisor as they plan their internship experience. Students may receive financial compensation for their internship, including wages. Students should meet with their faculty advisor to discuss the internship, and to make sure all required documentation has been submitted and received. Once their advisor has approved the internship, students should bring the form to their dean for final approval. An evaluation from the site supervisor should be sent to the advisor after the internship is completed, and the advisor will submit a grade. Any international student doing an INT 199 or INT 299 must have the signature of approval from the Director of International Students Affairs.

UNDERGRADUATE PROGRAMS

Hobart and William Smith awards two undergraduate degrees, the Bachelor of Arts and the Bachelor of Science, and two graduate degrees the Master of Science in Management and the Master of Arts in Higher Education Leadership. In addition, HWS participates in several joint degree programs leading to a Hobart or William Smith undergraduate degree and a specialized degree from another institution.

Bachelor's degrees

Graduating seniors are awarded either a Bachelor of Arts or a Bachelor of Science depending on the area of study and number of credits and provided they meet departmental requirements and apply to receive approval from the chair of the major department.

Teacher Education Program

Hobart and William Smith offers New York State initial teacher certification in thirteen different areas. Teacher education students join the program by declaring one of six teacher certification majors in the Educational Studies Department. The program includes extensive fieldwork in local classrooms, including a full semester of student teaching. Depending on certification area, it may also require an additional content area major, minor, or other coursework.

Joint Degree and Accelerated Pathway Programs

BUSINESS. HWS has established articulated pathways and accelerated degree programs in business with the University of Rochester's Simon Business School, the Johns Hopkins University Carey Business School, and the Rochester Institute of Technology.

Through these pathways, students complete the undergraduate degree at Hobart and William Smith and graduate degrees in business through a variety of program models. These include 4+1 pathways with the Simon Business School and the Carey Business School leading to master's degrees in fields such as accounting, artificial intelligence in business, business analytics, finance, health care management, marketing analytics, real estate and infrastructure and related disciplines.

In selected programs, students begin graduate coursework during the senior year and complete the remaining requirements in one additional year of full-time study, allowing completion of both degrees on an accelerated timeline.

Through the agreement with the Rochester Institute of Technology, qualified students may accelerate progress toward the Master of Business Administration through advanced standing based on undergraduate coursework, with the possibility of completing the degree in as few as three to four academic quarters, depending on preparation and course waivers.

These pathways are designed to facilitate a smooth transition from undergraduate study to graduate education through coordinated advising and streamlined admissions processes.

Upon completion, the student receives a B.A. or B.S. from Hobart or William Smith and a graduate degree in a business field.

For more details, consult Professor Tom Drennen, Department of Business Management and Entrepreneurship.

CRIMINOLOGY. HWS has an accelerated pathway in criminal justice with Niagara University.

In this program, students complete the undergraduate degree at Hobart and William Smith and may apply selected coursework toward the M.S. in Criminal Justice at Niagara University through a portfolio assessment process. Upon enrollment at Niagara University, students may receive up to nine graduate credits through portfolio review and then complete the remaining requirements in two semesters of full-time study. Upon completion, the student receives a B.A. or B.S. from Hobart and William Smith and an M.S. in Criminal Justice from Niagara University. For more details on this program, consult Professor Jim Sutton, Department of Sociology.

ECONOMICS. HWS has an articulated pathway with the Levy Economics Institute providing opportunities for guaranteed admission to selected graduate programs in economics.

In this pathway, students complete the undergraduate degree at Hobart and William Smith and upon meeting the designated criteria admission to master's programs in economic theory and policy at the Levy Economics Institute of Bard College.

This pathway is designed to facilitate a smooth transition from undergraduate study to graduate education through coordinated advising and a streamlined application process.

Graduate study typically requires one to two years of full-time study beyond the bachelor's degree, depending on the program.

Upon completion, the student receives a B.A. or B.S. from Hobart and William Smith and a master's degree from the Levy Economics Institute. For more details, consult Associate Professor Josh Greenstein, Department of Economics.

ENGINEERING. HWS has joint degree programs in engineering with the School of Engineering and Applied Science at Columbia University and the Thayer School of Engineering at Dartmouth College and direct admissions to Master's programs at Syracuse University.

For the Columbia program, students spend three years at Hobart and William Smith, and then two years at Columbia. At the end of five years, the student receives a B.A. or B.S. from Hobart or William Smith and a B.S. in engineering from Columbia. In some cases, a student can arrange to receive the degree from Hobart or William Smith at the end of the fourth year, and the degree in engineering from Columbia at the end of the fifth year.

The Dartmouth program is structured a little differently. Typically, a student spends the first two years at Hobart and William Smith, the third year at Dartmouth, the senior year in Geneva at HWS, followed by the fifth and final year at Dartmouth. Upon completion, the student receives two degrees, a B.A. or B.S. from Hobart or William Smith and a B.E. from Dartmouth; again, 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 Dartmouth at the end of the fifth year.

Through the Syracuse University program, students who complete designated majors at Hobart and William Smith may receive direct admission to selected master's degree programs in engineering and computer science, facilitating a streamlined transition to graduate study.

For more details on joint degree programs in engineering, consult Professor Donald Spector or Associate Professor Ileana Dumitriu, Department of Physics.

INTERNATIONAL RELATIONS AND PUBLIC ADMINISTRATION. HWS has an articulated two pathways for students interested in graduate degrees in International Relations and Public Administration. The first features accelerated graduate admission to Syracuse University's Maxwell School of Citizenship and Public Affairs, allowing students to apply as juniors and complete their undergraduate requirements at Hobart and William Smith while beginning a graduate program in International Relations or Public Administration at the Maxwell School. This pathway, which includes a substantial scholarship, combines the transfer of approved graduate-level HWS courses and direct enrollment in Maxwell School courses to allow students to complete their master's degree up in International Relations and/or Public Administration up to one semester early.

HWS has also articulated a pathway with Tufts University providing priority admission and guaranteed scholarships to selected graduate programs in international affairs through the Fletcher School for Law and Diplomacy. The agreement allows students to apply in the senior year and, if admitted, to hold their place and financial aid offer for up to two years while they pursue an approved post-graduate experience, such as completing a Fulbright, serving in the Peace Corps, or undertaking similar work.

Both pathways are designed to facilitate a smooth transition from undergraduate study to graduate education through coordinated advising and a streamlined admissions process. Graduate study in these fields typically requires one to two years of full-time study beyond the bachelor's degree, depending on the program. Upon completion, the student receives a B.A. or B.S. from Hobart and William Smith and a master's degree from Syracuse University or Tufts University. For more details, consult Professor Kevin Dunn, Department of International Relations.

LAW. HWS has a joint degree program in law with Cornell Law School called the Law Early Admission Program (LEAP). Qualifying students who are accepted by Cornell spend the first three years at Hobart and William Smith and the following three years at Cornell Law School. Students may receive their B.A. from Hobart and William Smith after the fourth year and their Juris Doctor degree from Cornell Law School after the sixth year. For more details on the LEAP program, consult Professor Beth Kinne, Associate Professor of Environmental Studies.

NURSING. HWS has an affiliation program with the University of Rochester School of Nursing. In this program, students first complete an undergraduate degree at Hobart and William Smith and then complete either the Accelerated Bachelor of Science in Nursing (ABSN) program or the Master's Direct Entry (MDE) in Nursing Practice program at the University of Rochester School of Nursing. The ABSN program may be completed in 12 months and the MDE program is a 16-month, full-time program. Upon completion, the student will have received a B.A. or B.S. from Hobart or William Smith and either a B.S. in Nursing (BSN) or a Master of Science in Nursing (MSN) degree from the University of Rochester. For more details, consult Pre-Health Advisor, Scott MacPhail in Career Services.

Off-Campus Study

We live in an increasingly interdependent world. Economic problems that challenge the European Union affect investors on Wall Street and consumers on Main Street; political tensions in the Middle East affect farmers in Iowa; and cultural trends emerging in the Pacific Rim influence the music and film industries across the U.S. Given the pressing issues facing the world today and the accelerating pace of technological change, we cannot be satisfied with an existence that is isolated from and unconcerned with events that occur in the world around us.

Nearly 60% of all Hobart and William Smith students engage in off-campus international learning before they graduate. Whether they study identity and conflict in the Caucasus region, healthcare in Santiago, Chile, or art in the south of France, students at HWS understand the value of jumping into a new environment, creating the opportunity to discover something about themselves and others that cannot be as easily discovered in the familiar setting of our small, vibrant campus in Upstate New York.

Hobart and William Smith encourages students to look for an off-campus experience that supports their academic and personal interests. To that end, Hobart and William Smith offers credit-bearing off-campus study via semester and short-term programs, many of which offer experiential learning through service or internship placements or courses that include field work. Study abroad offers deep engagement with a different place and often, a different pedagogical process; it is not "time off," but "time *in*" a new academic setting. HWS offers a wide variety of programs in different academic disciplines in a multitude of locations across the globe. Moreover, 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.

In recent years, HWS has offered semester-long study programs on six continents. A sampling of our more than fifty locations includes Aix-en-Provence, France; Amman, Jordan; Auckland, New Zealand; Berlin, Germany; Copenhagen, Denmark; Galway, Ireland; Makhanda, South Africa; Nicosia, Cyprus; Santiago, Chile; Seoul, South Korea; Taipei, Taiwan; Tbilisi, Georgia; Thessaloniki, Greece; and Townsville, Australia. Some programs are led by Hobart and William Smith faculty from a wide range of disciplines; these faculty directors design courses that engage the sites and resources of the host country. Other faculty-led programs are offered through a long-standing partnership with Union College. Additional off-campus study opportunities are available through partner institutions in the New York Six Liberal Arts Consortium, international education organizations, and direct enrollment at selected foreign universities. For students seeking to merge academic rigor with deep cultural immersion, we offer an honors program in Maastricht, The Netherlands, for academically independent students of sophomore standing or above. Highly engaged first-year students may apply at the end of their first semester to study abroad in sophomore fall with the Sophomore Global Scholars program.

In addition to semester programs, there are other opportunities for Hobart and William Smith students to gain international experience and awareness. The Center for Global Education offers a variety of short-term program options during the summer and over winter break, making international study accessible for students who may be unable to participate in a semester program. Students may also engage in international learning through internships via the Salisbury Center for Career, Professional and Experiential Education, training trips as part of a varsity athletics team, and other international opportunities such as debate tournaments, conferences, and field work.

A full listing of offerings, as well as information about these programs, is available from the Center for Global Education. Using these resources and being open to multiple program locations that meet the student's academic, extra-curricular, and personal needs is key to finding a good program fit. Students should consult the website and individual program pages for details such as program dates, course offerings, eligibility, financial aid and cost information, and accommodations, as well as to learn more about the application process. Every semester, the Center for Global Education hosts one HWS Abroad information session and multiple hour-long Study Abroad 101 workshops to help students understand the process and refine their options.

GRADUATE PROGRAMS

Master of Arts in Higher Education Leadership

Hobart and William Smith offers a Master of Arts in Higher Education Leadership (MHEL) program. The MHEL is designed to engage students who wish to pursue a variety of careers in higher education, with an emphasis on social justice, systemic change, and student development. The program will engage and graduate students who are well-suited to the unique nature of small, residential institutions with a focus on the liberal arts.

The MHEL is a dynamic program that prepares students to apply effective and creative leadership in ways that challenge assumptions about higher education, strengthen capacity for systemic change, and support a contemporary generation of college students. Alongside compelling internships and graduate assistantships that offer future practitioners immersion experiences and practice in a wide array of campus offices and neighboring campuses, students take courses that encourage them to analyze and critique the history and policy of higher education, identify ways in which they can act on their personal commitments as they relate to diversity, equity and inclusion, and have opportunities to investigate leadership and innovation techniques. Ultimately, graduates are ready for a wide spectrum of entry-level and middle-management positions in student affairs as well as other professional areas within colleges, universities, community colleges, and policymaking organizations.

Upon graduation, MHEL students will be able to:

- Support a contemporary generation of college students within a rapidly changing social, cultural, political, and economic landscape.
- Analyze and critique the history and politics of higher education in ways that reflect their lived experiences, best-practices, and professional aspirations.
- Advocate for students in ways that demonstrate a thorough understanding of diversity, equity, and inclusion and foster student success.
- Contribute to higher education as emerging practitioners who can act on their personal commitments, skills, and abilities.
- Demonstrate effective and creative leadership as they advocate for positive personal, inter-personal, structural, and institutional change to promote inclusive and innovative organizations and programs.

The MHEL requires completion of 10 courses including eight courses (4 core courses, 4 elective courses) and four half-credit assistantship or internship placements. In the spring of their second year, each student will also complete a graduate seminar which allows the student to connect their academic and practical experiences and demonstrate their learning through a comprehensive portfolio.

Master of Science in Management

This one-year Master of Science in Management (MSM) program builds on the value of our undergraduate liberal arts education, providing students with the additional skills, knowledge and insight necessary to enable students to have a rewarding career. Coursework includes a combination of required management core courses and electives selected in consultation with their advisor. Students also complete an internship and participate in a series of skill building and experiential learning activities designed to set graduates apart from their peers.

Upon graduation, master's in management students will be able to:

- Develop the critical analysis and communication skills necessary for leaders in the public or private sector.
- Recognize the importance of fostering inclusive workplaces with diverse teams and cultivating organizational cultures that allow for creative ideas and evidence-based solutions to tackling significant issues on a local and global scale.
- Engage in targeted internships selected to advance each student's professional goals.

The Master of Science in Management and the Advanced Certificate in Management are open to all students regardless of major as an undergraduate.

ACADEMIC POLICIES

For more information about policies and procedures, visit the Office of the Registrar.

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

Starting with adherence to the principle of academic integrity, the individual student bears responsibility for their own education and must undertake all academic work with complete honesty and integrity. As well, each student must do their 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 that are not the student's own, without due acknowledgment, is considered plagiarism and violates this principle.
- ***Library Use:*** Failure to sign for materials taken from the library, destruction or theft of any library materials, and similar abuses of library privileges infringe upon the rights of other students to fair and equal access and violate this principle.
- ***Reports and Laboratory Exercises:*** Giving or receiving unauthorized assistance and the fabrication of data or research results violate this principle.
- ***Computer Use:*** Any deliberate attempt to prevent other users' access to computer services, deprive them of resources or degrade system performance violates this principle. The use of programs or files of another computer user or the use of another person's account number or password without permission also violates this principle. Failure to attribute the source for any information or writing derived from any computer source (database, website, internet, etc.) and incorporated in any academic work submitted is also a violation.
- ***Advising and Registration Forms:*** Forging an advisor'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 advisor 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, a faculty, student and administrative committee charged with enforcing the academic and behavioral expectations of the HWS community. (For more information about the Committee on Standards, please review the Disciplinary Process section of the Handbook of Community 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 The Handbook of Community Standards below.

Communication

Official correspondence from HWS is sent to students' HWS email (***name@hws.edu***). Students are responsible for checking this email account regularly and consistently.

Student Information

Family Educational Rights and Privacy Act (FERPA)

The maintenance and disclosure of education records are regulated by the Family Educational Rights and Privacy Act (FERPA). Education records generally include files, documents and material in whatever medium (handwriting, print, electronic files/documents, tapes, film, microfilm and microfiche) maintained by the HWS or by a party acting for HWS, which are directly related to students. This policy will be interpreted consistent with FERPA and does not expand upon or diminish any rights provided under FERPA.

Education records do not include:

- Records of instructional, supervisory, administrative and certain educational personnel which are in the sole possession of the maker thereof and used only as a personal memory aid, and which are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- Records created by a law enforcement unit of the institution, which are maintained solely for law enforcement purposes and not disclosed to individuals other than law enforcement officers of the same jurisdiction;
- Records relating to individuals who are employed by the institution, which are made and maintained in the normal course of business, relate exclusively to individuals in their capacity as employees and are not available for use for any other purpose. (By contrast, records of individuals in attendance at HWS who are employed as a result of their status as students are education records, e.g., work-study.);
- Records relating to a student who is 18 years of age or older, which are created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional to be used solely in connection with the provision of the treatment to the student; and not disclosed to anyone other than individuals providing such treatment; and
- Records created or received by the institution after an individual is no longer a student in attendance, and that are not directly related to the individual's attendance as a student.

Guide To Release of Student Information. Hobart and William Smith uses the highest standards of reasonableness both in providing students access to their records and in assuring the confidentiality of these records in terms of their release to third parties.

Directory Information. HWS may release directory information about a student without prior permission. Directory information is defined as certain information contained in an education record that would not generally be considered harmful or an invasion of a student's privacy if disclosed. Hobart and William Smith has designated directory information, according to the Family Rights and Privacy Act of 1974 as Amended, to be the student's:

- Full name
- Address
- Email address
- Telephone number
- Class/year level
- Dates of attendance
- Date of graduation
- Degree and major, awards or honors received
- Most recent previous educational institution attended by the student
- Date and place of birth
- Activities list
- Height and weight of athletes
- Photograph
- Pronouns

The above information may be released by HWS at any time to any persons or agencies deemed to have a legitimate interest. Students have the right to limit disclosure of directory information. Students are given the opportunity during the course-registration process to check the accuracy of any directory information maintained by HWS and to restrict the right of HWS to release the directory information listed. Such requests must be filed annually (by the third week of fall semester classes) or through the student self-service system via the HWS PeopleSoft website. (See "Campus Personal Information" and click on "FERPA Restrictions".)

Restricted Information. Generally, HWS will not release information in a student's education records to third parties except at the written request of the student or as required or permitted by law. The following categories of information are considered confidential information and cannot be released to a third party without written consent from the student. The written consent must indicate which records are to be released (including copies of grade reports), to whom and for what purpose.

- Student ID numbers (SSN or College ID)
- Courses elected
- Schedule of classes
- Student's gender
- Grades, academic evaluations, GPA, number of courses completed
- Academic transcripts
- Information directly relating to a student that is not specified as "Directory Information"

There are, however, exceptions to this release policy. Federal law allows HWS to release education records under specified circumstances, without the permission of the student, to certain external parties (e.g., government offices, accrediting agencies, the College Entrance Examination Board) and to certain internal HWS personnel with a legitimate educational interest in the information. Among other things, HWS may disclose education records without written consent of students to the following:

- School officials determined to have a legitimate educational interest. A school official is a person employed by HWS in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom HWS has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.
- Officials of other institutions in which the student seeks to or intends to enroll, or is already enrolled, on the condition that the issuing institution makes a reasonable attempt to inform the student of the disclosure; in connection with a student's application for or receipt of financial aid.
- Organizations conducting studies for, or on behalf of educational agencies or institutions, to develop, validate or administer predictive tests, to administer student aid programs, or to improve instruction.
- Accrediting organizations carrying out their accrediting functions.
- Parents of a student who have established the student's status as a dependent as defined in section 152 of the Internal Revenue Code of 1986 (parents may be required to show proof of the student's dependency by submitting a copy of their income tax statement).
- In compliance with judicial orders or lawful subpoenas. In such cases, HWS will first make a reasonable effort to notify the student of such lawful order or subpoena before the records are released (unless otherwise specified according to the provisions outlined in FERPA regulations § 99.31(9)(ii)).
- Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of the student or other persons.

Notification of Rights Under FERPA. The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day HWS receives a request for access.

   Students should submit to the registrar or dean written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official

shall advise the student of the correct official to whom the request should be addressed. There is no charge for this service; however, if a student wishes a copy of any records and the College permits copying, a fee to cover the cost of copying will be charged.

The following are exceptions of education records that students may not inspect: confidential letters and confidential statements of recommendation placed in the student's education records prior to January 1, 1975; financial information provided by parents or guardians; or any recommendations written after January 1, 1975, to which the student has waived (in writing) the right of access.

If the education records of a student contain information about other students, the requesting student may inspect and review or be informed of only the specific information about that student.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights.

   A student who wishes to amend any portion of their education records should write to the College official responsible for keeping the record in question, clearly identify the part(s) of the record they want changed, and specify why it is inaccurate or misleading. (Students may challenge the accuracy of a recorded grade, but not the legitimacy of the grade per se.)

   If HWS decide not to amend the record as requested by the student, HWS will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. The student will have the right to appeal the decision to the Committee on Standards. The members of this committee will be convened promptly, and the student will be given their decision in writing by the Vice President for Campus Life or their designee. At the hearing, the student has the right to be represented by any member of the College community. If the decision of the Committee on Standards is unfavorable to the student, the Vice President for Campus Life or designee will inform the student of their right to insert a comment about or an explanation of the record in question in their own file. The Vice President for Campus Life or designee will also inform the student of their right to file a complaint with the United States Department of Education. If the Committee on Standards recommends that the record in question be amended, the amendment will be made promptly and the student will be given a copy of the revised record. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that §99.31 of the FERPA regulations authorize disclosure without consent (see above).
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Hobart and William Smith to comply with the requirements of FERPA.

   The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U. S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202–5920
   Phone: 1–800-USA-LEARN (1–800–872–5327)

CHOSEN NAME, GENDER, AND PRONOUN

Hobart and William Smith recognizes students' rights to self-determine their chosen names, gender identities and/or pronouns. HWS also acknowledge that a student's chosen name, gender and/or pronouns should be used whenever possible during a student's education to ensure a supportive academic and living environment. We strive for a welcoming educational and personal experience for all students at HWS. Therefore, consistent with its general practices for amending other students' records, HWS will permit use of a chosen name, gender and/or pronouns, provided that such use is not for the purpose of misrepresentation.

Chosen Names: HWS offers three levels of name changes: Legal Name, HWS Name and Nickname.

***Legal Name*:** Unless you update your HWS Name or Nickname, your **legal name** will be used as the default across the campus systems. If you have legally changed your name, you may update it through the Registrar's office by completing the Request for Legal Name and/or Legal Sex Designation Change form. Note that you do not need to change your sex to change your name and vice versa.

***HWS Name*:** If you change your HWS Name, this name will appear on internal HWS documents, including but not limited to: Canvas, class rosters, email, Peoplesoft profile, OneCard, the Parent Portal (if you have given your parents and/or guardian's access), residence hall paperwork, internal health records and transcripts. It will also appear on any campus communication to your parents and/or guardians. Please note that your HWS name will not appear on financial or tax documents (e.g., W-2s), as they require a legal name change. To update your Chosen Name, please complete the Legal Name Change Form.

***Nickname*: Adding a nickname** is a more private name change option and does not require submitting a form. You can update your Nickname directly in Peoplesoft. Your nickname in Peoplesoft will appear on Canvas, class rosters and in your residence hall paperwork. It will not appear in the Parent Portal or be used in campus communications to your parents and/or guardians.

Gender: Students may list a gender other than sex assigned at birth on the Name, Gender and/or Pronoun Change Form. Your gender identity will be reflected in all HWS systems. In alignment with New York State's guidelines, HWS currently support the following gender identity options: man, woman, agender, gender neutral, non-binary and prefer not to disclose. By default, a student's gender identity will be aligned to their sex unless explicitly elected by the student.

Pronouns. Your pronouns will appear on course rosters and in other educational records. You can expect your chosen name, gender identity, and pronouns to be honored in all interactions within the HWS community with other students, faculty and staff. Based on New York State guidelines, HWS currently supports the following pronoun determinations: He/Him/His, She/Her/Hers, They/Them/Theirs, Ze/Zie/Hir and Use Name Only (no pronouns). By default, as student's set of pronouns will align to their sex unless explicitly changed by the student.

Advisement: Please note that updating your name and/or gender in the HWS student records is not the same as legally changing your name and/or sex through the courts (or in the case of sex, through a birth certificate in some states). You may be required to provide legal documentation for employment or government purposes, such as obtaining a passport.

HWS encourages all students to thoughtfully consider the use of a chosen name, gender and/or pronouns as part of their identity at HWS. Students are welcome to select their chosen primary names, gender and/or pronouns provided it is not for the purpose of misrepresentation. Inappropriate use of this policy, as determined by the Vice President for Campus Life, may result in a denial of the request.

Enrolled students who wish to change their legal name and/or sex in official HWS records must follow the legal name and/or sex change process by completing the Request for Legal Name and/or Legal Sex Designation Change form.

If the HWS policies on name, gender or pronoun pose any barriers to how you would like to identify on campus, please contact the LGBTQ+ Resource Center at lgbtqrc@hws.edu or the Office of Diversity, Equity and Inclusion at odei@hws.edu. We respect each student's right to self-determination and will review and revise policies with that goal in mind.

FERPA Directory Exclusion: Any student requesting a chosen name, gender, and/or pronoun who does not want HWS to share their legal name with external organizations may request a FERPA (Family Educational Rights and Privacy Act) directory exclusion, which revokes the HWS's right to share any of the student's information with any outside source. Requesting a FERPA exclusion means that the student will not be listed in the directory and HWS cannot confirm the student's status (e.g., for the purposes of credit card and insurance verifications, etc.). In

addition, please note that there are some exclusions to FERPA that require HWS to disclose Chosen names, as well as any previous names, such as to Homeland Security, and local, state, and federal law enforcement. For more information, please contact the Registrar's Office located in Demarest, 315–781–3651. Please note that it is not possible for a student to change to a Chosen primary name in the HWS system and simultaneously be listed by their legal name in the directory.

Previous Students and Alumni. Students who have transferred or withdrawn from HWS, and alumni seeking to change their legal name and/or sex on HWS records, must follow the process for changing a legal name and/or sex on official HWS records. Information on changing legal information can be found here.

Questions: If you have any questions about name, gender, or pronoun changes, please contact the Registrar's Office at registrar@hws.edu or the LGBTQ+ Resource Center at lgbtqrc@hws.edu.

Student Location Policy

Hobart and William Smith (HWS) maintain this Student Location Policy to comply with federal and state regulations governing distance education and State Authorization, including 34 CFR § 600.9(c)(2)(ii), which requires institutions to document and provide student location determinations to the U.S. Secretary of Education upon request. This policy supports consumer protection, licensure disclosures, and compliance with SARA participation guidelines.

- **Initial Determination of Student Location.** At initial enrollment, HWS determines student location using the physical address provided in the student's application (local and permanent, when available). Students living in oncampus housing are considered located in New York State.
- **Subsequent Determinations:** After enrollment, HWS determines the student's location from the most recently updated address in the student information system. A local address takes precedence over a permanent address.
- **Student Responsibility:** Students must maintain accurate address information at all times. Students are required to update their physical location within 14 calendar days of any change and to submit the change using the Registrar's official changeofaddress mechanism.
- **Institutional Responsibility:** HWS will apply this policy consistently to all students; maintain documentation of each student's determined location and the basis for each determination; provide documentation to the U.S. Secretary of Education upon request, as required by § 600.9(c)(2)(ii); and use student location data when making required licensure disclosures under 34 CFR § 668.43 for both enrolled and prospective students.
- **Licensure and Authorization Implications:** If HWS determines that a program ***does not meet*** professional licensure requirements in the student's location, HWS will issue a direct written disclosure within 14 days (for enrolled students), or prior to enrollment (for prospective students). Students in licensurerequired fields may be prohibited from continuing in a program while located in an unauthorized state unless they submit an attestation acknowledging the risk.
- **Recordkeeping:** HWS maintains address history, student-submitted location change forms, licensure disclosures and attestations, and documentation of state authorization determinations. Records are maintained in accordance with institutional retention schedules and federal expectations for documentation under § 600.9(c)(2)(ii).

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

The Disability Services team is housed in the Center for Teaching and Learning which offers a range of services designed to create learning opportunities that can assist all students on campus in meeting their educational goals and the academic standards of HWS. The CTL staff includes individuals who specialize in helping students with reading, writing, time management and general study skills. The Disability Services team is available for advising, consulting and arranging accommodations for students.

The students and prospective students of Hobart and William Smith are protected from discrimination on the basis of disability in line with 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 one or more major life activities.

A disability determination, however, should not be based on abstract lists as categories of impairments, as disability is a spectrum, and every individual is unique. 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 one or more major life activities 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 the Center for Teaching and Learning seeks to provide students with disabilities access to HWS educational programs, activities, and facilities. The CTL also offers all 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 HWS. The goals of Disability Services at HWS are as follows:

- 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's understanding of the rights and needs of students with disabilities.
- Assist HWS in complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) and subsequent reauthorizations, as well as other relevant disability law.

Rights and Responsibilities

STUDENTS

Students with disabilities have the right 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 ensure that students with disabilities have access to all programs and activities of HWS if they are otherwise qualified to participate. To receive disability-related accommodations, students must voluntarily self-identify their disability by completing the registration process via the online Accommodate Portal and provide 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: https://www.hws.edu/centers/ctl/disability-services.aspx.

HOBART AND WILLIAM SMITH

In order to establish eligibility for disability related services and to provide reasonable and appropriate accommodations, HWS has 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 HWS to provide reasonable accommodations that will not pose an undue financial or administrative burden on HWS.

HWS reserves 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.

Application for Services

Students are not obligated to self-identify a disability. However, self-identification is required in the disability registration and accommodation request processes that are integral in establishing eligibility for disability related services and accommodations.

When students anticipate such needs, they must identify themselves to the Disability Services team in the Center for Teaching and Learning. Submission of the Accommodation Request Form on Accommodate will initiate the registration process. Students who complete this form with sufficient documentation will be contacted by the Disability Services team in a timely manner to set up an Accommodation Meeting.

Students may initiate the process and complete the Accommodation Request Form at any point in their college career.

Disability Documentation

Written documentation must be provided by a qualified professional with training and experience relevant to the diagnosed disability. 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. Examples of supporting documentation include:

- Individualized Education Program (IEP)
- 504 Plan
- Summary of Performance (SOP)
- Educational/Neuropsychological Evaluation
- Medical documentation
- Doctor's note (must include physician number and credentials)

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 settings. 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) and Section 504 of the Rehabilitation Act of 1973. Both are civil rights laws which prohibit discrimination based on disability. The provision of services and accommodations are ways in which HWS 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-identify their disability and then complete the interactive process. It is the responsibility of HWS 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 HWS is the purpose of accommodations. Ultimate responsibility for determining reasonable accommodations and services lies with HWS.

Once disability status is established, each student is required to meet with a member of the Disability Services team to determine the services and accommodations that are necessary. Once the initial Accommodation Meeting is completed, students can request their accommodations digitally via the Accommodate portal each semester. Individualized letters are then prepared for each of the student's professors, outlining the accommodations that are appropriate for that course. These letters are sent on the student's behalf by the Disability Services team.

The student is encouraged to discuss with each professor the details about how accommodations will be handled for each course.

Accessing one's approved accommodations is the student's prerogative and responsibility. It is the student's responsibility to communicate with instructors and the Disability Services team in advance if the student has any questions or concerns about their approved accommodation(s) or implementation of accommodation(s).

Some accommodations require additional forms and agreements to be signed and uploaded to Accommodate for the accommodation to take effect. Examples of such accommodations include:

- Permission to record lectures
- Consideration accommodations

Temporary Accommodations

Disability Services provides temporary accommodations to students with temporary medical related needs, such as:

- recovery from surgery
- concussion

Procedure for Receiving Non-Academic Accommodations

Students may require meal plan and/or housing accommodation(s) if their disability limits one or more major life activities. All Non-academic Accommodation requests are reviewed by a committee. To request accommodations of a non-academic nature such as special housing needs, dietary concerns, or physical accessibility issues, students must complete and submit the appropriate documentation. If this is a first request for an accommodation, students must complete the Accommodation Request Form on Accommodate. If this is an additional request to existing accommodations, students must complete a Supplemental Request on Accommodate. Students are strongly encouraged to schedule a meeting with Disability Services to discuss their non-academic accommodation request.

Requests which are supported by the documentation, and which are deemed appropriate and reasonable, will be approved in as timely a manner as possible. Students may submit a request at any time; however, there are deadlines to ensure that requests are reviewed prior to the housing selection process. Requests submitted by December 1 will be considered for the following spring semester. Requests submitted by February 15 will be considered for the following fall semester. Requests received after these dates may face a delay in processing and if approved are subject to availability.

Additional information, documentation forms, and materials that fall under the purview of this committee can be found on the disability services website: https://www.hws.edu/centers/ctl/disability-services.aspx.

Non-Academic Reconsideration and Appeal Process

If new information or additional documentation that was not available at the time of the original request becomes

available, you are encouraged to continue to engage in the interactive process with the Disability Services team to determine reasonable accommodations. This can be done by submitting new or additional documentation via the "Supplemental Request" function of Accommodate [click here for directions on submitting a supplemental request], and scheduling a follow-up meeting with a member of the Disability Services team to discuss the disability-related barrier(s) that you are experiencing.

Students may submit an appeal to the Non-Academic Accommodation Committee within 10 business days of receiving the official decision letter. The appeal must be based upon one of the following criteria: Procedural errors occurred in managing the request, or the NAAC reviewed the submitted information improperly or unfairly. Filing an appeal can be done by completing the appeal form linked here [click here for the appeal form]. Decisions by the Non-Academic Accommodation Appeals Committee will be emailed within five business days of receiving the completed appeal form.

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 specific action on the student's behalf.

When a student with a disability request 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 HWS's obligation to provide equal access under ADA and Section 504 of the Rehabilitation Act.

The Right to Review a File

Students have access to all their disability-related documentation, requests and letters on the Accommodate profile.

Accommodation Disputes and ADA Grievance Procedure

INFORMAL DISPUTE RESOLUTION PROCESS

Students may appeal a decision regarding an accommodation or service.

HWS protects the rights of individuals with disabilities to be free from harassment and discrimination and offer reasonable accommodations. HWS has adopted an internal grievance procedure providing prompt and equitable resolution of complaints alleging discrimination based on disability, which is prohibited by Section 504 of the Rehabilitation Act of 1973. If a student feels that they have been subjected to discriminatory actions on the basis of disability, they may file a grievance with the HWS 504 coordinator: Tabatha Spinner, Associate Vice President of Human Resources, spinner@hws.edu.

*More information regarding Section 504 can be found in the Handbook of Community Standards.

Online Student Complaint Process

Hobart and William Smith operates under the approval of "NC-SARA," National Council for State Authorization Reciprocity Agreements. As required by the NC-SARA student complaint process, a student must first attempt to resolve their complaint at the institutional level.

For out-of-state distance education students, SARA provides important consumer protection mechanisms while establishing clear procedures for handling complaints. If you encounter issues with your distance education program, SARA ensures you have access to a formal complaint process, first through our institution's standard grievance procedures, and then, if necessary, through the SARA State Portal Entity in New York State. It's important to note that SARA policies specifically exclude complaints about grades or student conduct violations – these matters

remain under the exclusive jurisdiction of our institution. For complaints that do fall under SARA's scope (such as advertising/recruiting practices, billing problems, or program quality), you have the right to appeal our institution's decision to the SARA State Portal Entity in New York State. This appeal must be filed within two years of the incident that prompted the complaint.

If any student participating in distance learning has a concern about the course and/or its instruction, they are asked to first try to resolve instructional concerns with the faculty member teaching the course. If the student concern is not resolved at this level, students are encouraged to meet with the chair of the department or program or the Associate Provost who oversees our intersession programs. The specific Associate Provost may be reached through email at oafa@hws.edu.

Depending on the type of complaint, the student may be directed to their academic dean. The deans have procedures and practices in place to work with students to resolve most issues and are able to involve other campus resources as needed. Because HWS is a small liberal arts college, practices are specific to each individual and circumstance.

After all instructional or administrative remedies have been exhausted with HWS, the student may submit a SARA Complaint with the New York State Education Department (NYSED).

Andrea Richards
Supervisor of Higher Education Programs
518.474.1551
IHEauthorize@nysed.gov
New York State Education Department
89 Washington Ave
Albany, NY 12234
New York State Education Department (Office of Higher Education)

NC-SARA Student Complaints Procedure

Students whose complaint is not resolved within the institution may choose to file a written complaint with the New York State Education Department (Office of Higher Education).

The New York State SARA complaint process is available here.

For more information about NC-SARA and the support it provides to students enrolled in distance education programs, visit their website here.

NON-SARA Student Complaints Procedure

For residents not located in a SARA member state with complaints not resolved at the institutional level, you may contact the appropriate authority in your state of residence.

Academic Day Schedule
(Beginning Fall 2025)
Monday
Tuesday
Wednesday
Thursday
Friday
C1 MWF 8:30-9:30
C6a & C6b MW or MWF 8:00-9:30
C9 TR 8:10-9:40
C5 TR 8:40-9:40 & F 1:10-2:10
C1 MWF 8:30-9:30
C6a & C6b MW or MWF 8:00-9:30
C09 TR 8:10-9:40
C5 TR 8:40-9:40 & F 1:10-2:10
C1 MWF 8:30-9:30
C6b MWF 8:00-9:30
C2 MWF 9:40-10:40
L1 M 9:40-12:40
C10 TR 9:50-11:20
L3 T 9:50-12:50
C2 MWF 9:40-10:40
L5 W 9:40-12:40
C10 TR 9:50-11:20
L7 R 9:50-12:50
C2 MWF 9:40-10:40
C3 MWF 10:50-11:50
C11 TR 11:30 AM-1:00 PM
C3 MWF 10:50-11:50
C11 TR 11:30 AM-1:00 PM
C4 MWF 12:00-1:00
C4 MWF 12:00-1:00
C7 MW 1:10-2:40
L2/51 M 1:10-4:10
C12 TR 1:10-2:40
L4/52 T 1:10-4:10
C7 MW 1:10-2:40
L6/53 W 1:10-4:10
C12 TR 1:10-2:40
L8/54 R 1:10-4:10
C5 TR 8:40-9:40 & F 1:10-2:10
C8 MW 2:50-4:20
C13 TR 2:50-4:20
C8 MW 2:50-4:20
C13 TR 2:50-4:20
Common Time Faculty/ Students 2:30-4:20
C14 MW 7:30-9:00
L10/55 M 7:30-10:30
C14 MW 7:30-9:00
L11/56 W 7:30-10:30

Class Periods

Period	Days	Times	Duration of Meetings	Meetings per Week	Contact Hours per Week
C1	MWF	8:30 am – 9:30 am	1 hr	3 times	3 hrs
C2	MWF	9:40 am – 10:40 am	1 hr	3 times	3 hrs
C3	MWF	10:50 am – 11:50 am	1 hr	3 times	3 hrs
C4	MWF	12:00 pm – 1:00 pm	1 hr	3 times	3 hrs
C5	TR and F	8:40 am – 9:40 am 1:10 pm – 2:10 pm	1 hr	3 times	3 hrs
C6a	MW	8:00 am – 9:30 am	1.5 hrs	2 times	3 hrs
C6b	MWF	8:00 am – 9:30 am	1.5 hrs	3 times	4.5 hrs
C7	MW	1:10 pm – 2:40 pm	1.5 hrs	2 times	3 hrs
C8	MW	2:50 pm – 4:20 pm	1.5 hrs	2 times	3 hrs
C9	TR	8:10 am – 9:40 am	1.5 hrs	2 times	3 hrs
C10	TR	9:50 am – 11:20 am	1.5 hrs	2 times	3 hrs
C11	TR	11:30 am – 1:00 pm	1.5 hrs	2 times	3 hrs
C12	TR	1:10 pm – 2:40 pm	1.5 hrs	2 times	3 hrs
C13	TR	2:50 pm – 4:20 pm	1.5 hrs	2 times	3 hrs
C14	MW	7:30 pm – 9:00 pm	1.5 hrs	2 times	3 hrs

Labs

Period	Days	Times	Duration of Meetings	Meetings per Week	Contact Hours per Week
L1	M	9:40 am – 12:40 pm	3 hrs	1 time	3 hrs
L2	M	1:10 pm – 4:10 pm	3 hrs	1 time	3 hrs
L3	T	9:50 am – 12:50 pm	3 hrs	1 time	3 hrs
L4	T	1:10 pm – 4:10 pm	3 hrs	1 time	3 hrs
L5	W	9:40 am – 12:40 pm	3 hrs	1 time	3 hrs
L6	W	1:10 pm – 4:10 pm	3 hrs	1 time	3 hrs
L7	R	9:50 am – 12:50 pm	3 hrs	1 time	3 hrs
L8	R	1:10 pm – 4:10 pm	3 hrs	1 time	3 hrs
L9	F	9:40 am – 12:40 pm	3 hrs	1 time	3 hrs
L10	M	7:30 pm – 10:30 pm	3 hrs	1 time	3 hrs
L11	W	7:30 pm – 10:30 pm	3 hrs	1 time	3 hrs

Seminars

Period	Days	Times	Duration of Meetings	Meetings per Week	Contact Hours per Week
S1	M	1:10 pm – 4:10 pm	3 hrs	1 time	3 hrs
S2	T	1:10 pm – 4:10 pm	3 hrs	1 time	3 hrs
S3	W	1:10 pm – 4:10 pm	3 hrs	1 time	3 hrs
S4	R	1:10 pm – 4:10 pm	3 hrs	1 time	3 hrs
S5	M	7:30 pm – 10:30 pm	3 hrs	1 time	3 hrs
S6	W	7:30 pm – 10:30 pm	3 hrs	1 time	3 hrs

Dance Studios

Period	Days	Times	Duration of Meetings	Meetings per Week	Contact Hours per Week
D1	MWF	9:40 am – 11:10 am	1.5 hrs	3 times	4.5 hrs
D2	MWF	11:20 am – 12:50 am	1.5 hrs	3 times	4.5 hrs
D3	MWF	1:10 pm – 2:40 pm	1.5 hrs	3 times	4.5 hrs
D4	MWF	2:50 pm – 4:20 pm	1.5 hrs	3 times	4.5 hrs
D5	TR	2:50 pm – 4:50 pm	2 hrs	2 times	4 hrs

Art Studios

Period	Days	Times	Duration of Meetings	Meetings per Week	Contact Hours per Week
A1	MW	9:40 am – 12:25 pm	2.75 hrs	2	5.5 hrs
A2	MW	1:10 pm – 3:55 pm	2.75 hrs	2	5.5 hrs
A3	TR	9:50 am – 12:35 pm	2.75 hrs	2	5.5 hrs
A4	TR	1:10 pm – 3:55 pm	2.75 hrs	2	5.5 hrs

ACADEMIC POLICY FOR UNDERGRADUATE PROGRAMS

Residency

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 after normal registration for all students. 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 graduate, and likely incurring additional financial obligation. 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 advisor.

Full-time enrollment is defined as three or more full-courses in a semester.

Good academic standing will be defined as maintenance of a minimum GPA of 2.0 (C), while accruing seven courses passed in the First Year, 15 by the end of the Sophomore Year, 23 by the end of the Junior Year, and 32 by the end of the Senior Year.

Course withdrawals 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 Supplemental Work

Hobart and William Smith is 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 complies with the New York State definition of semester hours. (See: http://www.nysed.gov/common/nysed/files/core-regs-task3.docx) 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. At HWS, that means that one course requires at least 45 hours (of 50 minutes each) of instruction and at least 120 hours of supplemental assignments.

Full-Credit Requirement

A minimum of 30 of the required 32 courses presented in satisfaction of HWS graduation requirements must be full-credit courses. At least 28 of these courses must be passed with a grade of C- or higher. No more than four half-credit courses can be counted towards the 32 courses.

Senior Standing

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

Academic Residency Restrictions

All requirements for the degree must be completed by the end of the student's 10th semester in residence. If requirements are not completed at that point, the Committee on Standards will review the student, with permanent separation the likely outcome.

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. Approval of the student's dean is required. HWS is not obliged to accept toward the degree coursework for which prior tentative approval had not been procured.

Policies governing medical leaves of absence are different and explicated in The Handbook of Community Standards.

Academic Deans

The academic deans of Hobart and William Smith expect that all students, including incoming first-year students, will work with their assigned dean from the First-year Seminar (FSEM) experience through their graduation. All new first-year students are assigned an academic dean through their FSEM. New transfer students are assigned a dean early on in their transfer process. Over the course of study at HWS, it arises occasionally that a student may want or could benefit from consulting with another dean. In that case, the student's dean will confer with the other deans and connect the student with the dean whom they deem best able to help meet the student's specific needs. The contact with the other dean might be brief, might run in parallel with the work of the student's dean, or might turn into longer-term work. It will be up to the student and deans involved to decide whether and when a change of dean will take place.

Transfer and Course Credit for Non-HWS Learning Experiences

There are three types of credit granted for non-HWS learning experiences: credit by exam, transfer credit and dual enrollment. First-year HWS students who are not transfer students are allowed to receive up to seven full credits for non-HWS learning experiences completed prior to beginning at HWS, including all transfer credit, credit by exam and dual enrollment courses. Students may additionally receive transfer credit for courses taken at another institution after they have started their program at HWS, for a total of sixteen transfer credits all together. Current students may obtain pre-approval regarding if and how a course will transfer into HWS by emailing the Registrar's Office at registrar@hws.edu. Students who transfer to HWS from another school may be granted a total of sixteen credits for prior non-HWS learning experiences (transfer, credit by exam and dual enrollment) that meet all criteria. No student will receive more than a total of sixteen credits for non-HWS learning experiences. There are additional specific limits to the numbers of credits that can be earned for each type (described below).

The courses and exams for which credit is granted must be distinct from the courses taken at HWS. That is, credit will not be granted for a learning experience that is substantively the same as a course taken while at HWS. Credit previously granted may be removed should a student subsequently take a similar course. Discretion to exclude credit on this basis belongs to the department chair.

Transfer Credits

Transfer credit may be granted for college-level courses completed at another institution prior to beginning study at HWS. Transfer students may be granted up to sixteen credits for work completed at another institution. Entering first-year students may be granted up to seven credits for courses taken elsewhere. Transfer credit may also be granted for college-level courses completed after an HWS student has begun their study at HWS. Evaluation of transfer credit occurs automatically upon receipt of an official transcript sent directly from the credit-granting institution. Courses may also be evaluated before they are taken at another institution by sending the school name, course subject and number and course title to the Registrar's Office.

Transferred courses fulfill general elective requirements and may be counted toward the thirty-two credits required for the degree. These courses may additionally be used to satisfy major and/or minor requirements, or serve as prerequisites, upon evaluation by the individual department or program.

Courses taken at another institution through an approved HWS program, such as Global Education, are not considered transfer credits and do not require transfer approval for general credit. However, they may require departmental approval to be used to address a major or minor requirement.

Transfer credit is granted only after receipt of an official transcript from the other institution, and only courses passed with a grade of C- (1.7) or better are accepted. When transfer credit is awarded, grades for the courses do not appear on the HWS transcript and are not calculated as part of a student's grade point average (GPA).

Please note these additional restrictions on the awarding of transfer credit:

- Courses must be taken at a regionally accredited institution, must be in the liberal arts, and must have content relevant to the current academic departments at HWS.

- Only letter-graded courses may be transferred. Courses taken pass/fail or credit/no credit are ineligible for transfer.
- 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 toward a full credit transfer course.
- Courses from for-profit institutions are not typically accepted for transfer credit, but students may petition for individual exceptions.
- Online courses that are taught asynchronously (i.e., without regular meeting times with the instructor) do not generally transfer, but individual departments may make exceptions.
- To receive transfer credit for courses taken outside the U.S. a student must submit a course-by-course evaluation by an evaluation service that is a member of either the National Association of Credential Evaluation Services, Inc. (NACES) or the Association of International Credentials Evaluators (AICE).
- HWS does not accept credit for NOLS or Semester at Sea.
- EMT courses are not generally accepted. However, if an EMT course has substantial academic content (e.g., the EMT course taken at Finger Lakes Community College), a student may submit a syllabus along with their transcript for review by the Chair of the Health Professions department.

Credit by Exam

HWS recognizes established credit by examination programs and grants general elective credits for incoming first-year students as outlined below. Taken together, credit by exam and dual enrollment course transfers may not exceed seven course credits. These credits may additionally be used to satisfy major and minor requirements, but only with the expressed approval of the individual department or program. The use of credit by exam credits to satisfy prerequisite requirements for other parts of the curriculum also requires approval by the individual departments or programs. Exams must have been taken prior to beginning at HWS. Credit by exam courses may not be used to satisfy the goals or perspectives of the curriculum. Students must request that their scores be sent from the institution administering the exams directly to HWS; scores cannot be taken from the student's High School transcript or personal copy.

Advanced Placement (AP). Admitted students who have earned a score of four or five on an Advanced Placement test may receive general elective course credit toward graduation in accordance with published guidelines of The College Board. Additionally, some AP exams are considered equivalent to HWS courses and may be used toward major or minor requirements and prerequisites in the same manner as the equivalent HWS course. See the table below. Generally, each exam with a score of four or five represents a semester of work and will count for one course credit. Examinations that cover a full year's work allow a student to earn two credits.

Exam Name	# of Course Credits	Equivalent HWS Course(s)
AP African American Studies	1	AFS 180
AP 2-D Art and Design	2	At discretion of Department
AP 3-D Art and Design	2	At discretion of Department
AP Art History	2	1 100-level Art History course (ARHT 1AP) credit and 1 general elective credit
AP Biology	2	BIOL 167
AP Calculus AB	1	Math 130
AP Calculus BC	2	Math 131
AP Chemistry	2	General Elective
AP Chinese Language and Culture	1	General Elective
AP Comparative Government & Politics	1	General Elective
AP Computer Science A	1	CPSC 124
AP Computer Science Principles	2	General Elective
AP Drawing	2	At discretion of Department
AP English Language and Composition	2	General Elective
AP English Literature and Composition	2	General Elective
AP Environmental Science	1	General Elective
AP European History	2	General Elective
AP French Language and Culture	2	General Elective
AP German Language and Culture	2	General Elective
AP Human Geography	1	General Elective

AP Italian Language & Culture	1	General Elective
AP Japanese Language & Culture	1	General Elective
AP Latin	2	General Elective
AP Macroeconomics	1	General Elective
AP Microeconomics	1	MGMT 120
AP Music Theory	2	General Elective
AP Physics 1	2	At discretion of Department
AP Physics 2	2	At discretion of Department
AP Physics C: Electricity and Magnetism	1	At discretion of Department
AP Physics C: Mechanics	1	At discretion of Department
AP Psychology	1	Psychology 100
AP Spanish Language and Culture	2	General Elective
AP Spanish Literature and Culture	2	General Elective
AP Statistics	1	General Elective
AP United States Gov and Politics	1	General Elective
AP United States History	2	General Elective
AP World History: Modern	2	General Elective

College Level Examination Program (CLEP). HWS participates 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 HWS curriculum. The HWS credit-granting score is 50 or higher on a CLEP exam, as recommended by the American Council on Education (ACE). Students are allowed a maximum of four CLEP course credits.

International Baccalaureate (IB). Hobart and William Smith recognizes academic work taken toward the International Baccalaureate program and grants 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 Office of the Registrar. Guidelines for the granting of credit are comparable to those for Advanced Placement (AP) exams, with scores of 5, 6 or 7 on HL exams generally receiving credit.

The Regents College Examination Program (RCE). HWS participates in the Regents College Examination Program, 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 exams in a variety of fields corresponding to the HWS's curriculum. HWS 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 only. HWS does not award course credit for RCE exams taken for a Pass/Fail grade. Students are allowed a maximum of four RCE course credits.

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.

General Certificate of Secondary Education Advanced Level (GCSE A-Level). Hobart and William Smith awards two credits for each A-level exam passed at the grade of C or higher. An official copy of the results must be sent to the HWS Office of the Registrar. International General Certificate of Secondary Education Advanced Level (IGCSE A-Level) courses are also accepted given the same criteria.

Dual Enrollment

Dual enrollment (DE) credit is defined as college credit earned during a student's high school experience prior to high school graduation. Examples of dual enrollment courses are those taken through the Gemini Program of the Geneva City School District and the Syracuse University Project Advance (SUPA) program. Taken together with credit by exam, students may request credit for up to seven courses toward the thirty-two credits required of the degree. DE course credits may additionally be used to satisfy major and minor requirements, but only with the expressed approval of the individual department or program. The use of DE credits to satisfy prerequisite requirements for other parts of the curriculum also requires approval by the individual departments or programs. DE course credits may not be used to satisfy any of the goals or perspectives of the curriculum.

Dual enrollment courses are evaluated for transfer credit upon receipt of an official college transcript sent directly to the Registrar's Office (registrar@hws.edu; Office of the Registrar, attn: transcripts, 300 Pulteney Street, Geneva, NY 14456). Courses may be approved for general elective credit to count toward the 32 required courses for the degree but may additionally be approved to satisfy individual major or minor requirements.

Registration

Registering for Courses

All students are encouraged to register on days and times specified and published by the Registrar. However, class or scheduled laboratory time may not be used for the purposes of registration. No registration is accepted after the fifth day of classes, and students who have not registered are asked to leave campus. Students who fail to meet their financial obligations to the Institution may be denied registration or deregistered from classes. (See "General Payment Schedule" in the Tuition and Expenses section below.)

All students are required to consult with their faculty advisors prior to registration. If a student registers for a course without meeting all prerequisites and without written approval of the advisor, their enrollment in the course may be canceled at any time by the instructor offering the course. Students declare their course selections via the online registration system or by submitting a registration form signed by their faculty advisor.

Hobart and William Smith reserves 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, they do not have the required prerequisite for course entry, or they have not met the required financial obligations to the Institution or made arrangements with the Student Accounts Office to do so.

In the event of deregistration for financial reasons, 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. Students are urged, therefore, to resolve all financial responsibilities within the established deadline.

Dropping and Adding Courses

Students are allowed to add and drop courses via the online registration system without restriction during the first five instructional days of the semester. This is the normal add/drop period and students are typically expected to have chosen and committed to their courses within this time.

After the first five instructional days and up until the tenth instructional day of the semester, students have a restricted ability to add and drop courses. Adding a course in this period requires the permission of the instructor. Dropping a course in this period requires the student discuss the drop with their advisor. To add and/or drop a course during the restricted add/drop period, a student should submit the Add/Drop Form with the instructor's signature for an added course and their advisor's signature for a dropped course.

All students are expected to have finalized their semester registration by the end of the tenth instructional day. After this time, students are accountable for the courses on their schedule which will remain on their permanent academic record. If a student stops attending a course but fails to drop or withdraw properly, a failing grade may be assigned by the instructor. Courses dropped after the tenth instructional day are indicated as withdrawn and permanently remain on the student's transcript. (See Course Withdraw below.)

The restricted add/drop period does not apply to half credit courses. With the instructor's permission a half credit course may be added or dropped until the eleventh week of class. 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.

Course Audit Policy

Matriculated HWS students and current faculty/staff who wish to audit a class must obtain approval from the instructor offering the class. This approval must be granted either using the Course Audit Registration Form or an email

from the instructor to the Registrar's Office. Matriculated students can only audit one class in a given semester and no more than four course audits during their undergraduate career; there are no limits to the number of courses a faculty/staff member can audit. There is no additional tuition for matriculated students or current faculty/staff who register to audit a course.

Non-matriculated HWS students who wish to audit a class must obtain approval from the instructor offering the class. This approval must be granted either using the Course Audit Registration Form or an email from the instructor to the Registrar's Office. There is a nominal fee to audit a course as a non-matriculated student. More information can be found on the Registrar's Office webpages.

The following conditions apply when auditing a course:

- Audits may be added only during the add/drop period of the semester.
- Audited classes carry no credit and do not apply toward graduation requirements, or enrollment status.
- Auditors are not expected to submit any work for the course unless the instructor requires it as part of the auditing arrangement.
- The instructor of an audited course is not expected to grade any work from an auditing student, nor track an auditing student's participation or attendance.
- Auditors cannot change a course from an audit to a graded course (including CR/DCR/NC).
- The instructor of record reserves the right to de-register an auditor at any time.
- A notation of "AUD" will appear on auditors' transcripts for audited courses.

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" 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:

- Half Credit Internship – Students may register for a half-credit (.50) internship INT 199. The INT 199 credit-bearing internship course registration allows students to receive half credit for an approved internship. Half-credit internships must include a minimum of 85 hours, of which at least 60 must be on-site contact hours, and supplemental activities regarding the experience as required by the faculty advisor.
- Full Credit Internship - Some programs and departments offer a 499 full credit (1.00) internship course. Full-credit internships must include a minimum of 170 hours, of which at least 120 must be on-site contact hours, and supplemental activities regarding the experience as required by the faculty advisor.

Students are advised to be in close contact with their advisor as they plan their internship experience. Students may receive financial compensation for their internship, including wages. A maximum of two INT 199 internships may count toward graduation requirements. Students should meet with their faculty advisor to discuss the internship,

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

Attendance

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

- **Hobart and William Smith**: No student shall be suspended or refused admission because they are unable to participate in any examination, study, or work requirement because of religious obligations and practices. HWS 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, their 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, HWS's 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 themself HWS policy on religious observances.

  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.

- **The Faculty:** Each faculty member is responsible at the beginning of the semester for announcing in writing their 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.
- **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 themselves. 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 their priorities lie before enrolling in the course. By remaining in the course, the student agrees to accept the attendance policy set by the professor.

Intercollegiate Athletics and Post-Season Competition. The Hobart and William Smith Faculty recognize that intercollegiate athletics is an activity endorsed and supported by HWS. Whenever a student represents HWS in

post-season competition, and such representation occurs when the student is scheduled to complete an academic activity or requirement (test, lab, paper, assignment, etc.), or attend class, the professor will permit the student to complete that academic activity or requirement at some other appropriate time or place under appropriate supervision. Immediately upon notification of the post-season competition, the Deans' Office will circulate to the faculty a list of students entitled to such an accommodation for the required academic activity or requirement and students will consult with their faculty members regarding an alternative time or place for the academic activity or requirement. The Deans will resolve any difficulties in implementing this accommodation.

The policy governing the relationship between athletics participation and academic requirements is founded upon several premises. First and foremost, students' academic work and participation take precedence over athletics participation. A second premise is that HWS values the benefits of intercollegiate activities for participants and the HWS community and consequently support strong athletics programs. Finally, as members of a shared community, faculty, coaches and student athletes can and will operate within a spirit of cooperation. All these following policy guidelines are in accord with NCAA Division III rules:

- The director of athletics will arrange the schedules of competition to minimize missed class time.
- Coaches may not require student-athletes to miss class to attend practices or meetings with the exception of NCAA Championship competition.
- Coaches will advise student-athletes of the schedules of competition prior to registration in order to help student-athletes choose classes that minimize class conflicts and, at the same time, maintain the integrity of their academic needs.
- Faculty members will announce class attendance policies and other requirements at the beginning of their courses.
- Faculty members will generally avoid the situation where the only opportunity for a student to make up a test or complete a required activity outside of the regularly scheduled class or designated evening hours occurs.
- Student-athletes are responsible for making arrangements for completing any work missed because of an athletic competition.
- Participation in post-season, tournament competitions necessitate prompt notification by the athletic director to the Dean of the student's college. The Deans' Office will circulate to faculty a list of students and encourage attendance flexibility on the part of the faculty.

Grading

Grades

Students' transcripts include a record of each course taken at HWS.

For the purpose of calculating grade point averages, the following designates the numerical values of various grades: A+ = 4.0; 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.

Change of Grading Option

All courses are to be offered as graded only with the exception of those approved by the Committee on Academic Affairs (CoAA) to be offered as CREDIT/D-CREDIT/NO CREDIT only. A full-credit course may only be changed to a CR/DCR/NC grading option after the course is completed and the instructor has submitted a final letter grade to the Registrar. Students may change from a letter grade to a CR/DCR/NC grade anytime between when their letter grade is posted until two weeks after the deadline for Incomplete grade submissions. For courses taken in the Fall semester, students would have until the eighth week of the Spring semester to make a change. For courses taken in the Spring semester, students would have until the end of the fourth week of the Fall semester to make a change.

Seniors in their final semester will be able to change their grading option up until the end of the eleventh week of the same semester they are taking the course.

A student may change a full credit course from a letter-graded option to a CR/DCR/NC graded option by submitting a form, approved by the student's advisor, to the Registrar under the timelines mentioned above. However, students may not change a full credit course from a letter-graded option to a CR/DCR/NC graded option if they stand accused of a violation of the principle of academic integrity or if they have been found responsible for such a violation. Students also may not change a course they are repeating to a CR/DCR/NC grading option, unless that course is designated as a Topics course and they are taking a different topic than the one they were previously enrolled in.

Changing a full credit course from letter-graded option to CR/DCR/NC graded option is not reversible. Once the action has been taken, the change is final and no petitions to the Committee on Standards will be allowed, unless a student is petitioning to use the course toward a major and/or minor. The Change of Grading Option policy limits students to a total of four CR/DCR/NC grades (five if one is in a First Year Seminar).

Grade Appeals

The assignment of grades remains in all cases the final responsibility and prerogative of the instructor, subject only to the HWS policies on authorized withdrawals and changes of grade, as described above. Disagreement with or disappointment in an instructor's evaluation of their 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:

- A student considering such an action must first consult with their 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.
- In the event that the dean is unsuccessful in resolving the student's concern, that student may submit their 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 advisor, ask the instructor formally to reconsider their 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.
- If the instructor does not respond to a request for information within one month or, when a case arises at the end of the semester, until the end of the fourth week of the following semester, the chairperson of the department or program can consult with the student's dean and work with the Provost to evaluate the student's work and consider revising the grade. All decisions by the provost are final.

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 to 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, advisor and dean. Approved retroactive authorized withdrawals will be communicated immediately to the

student's advisor 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.

Course Withdrawals

There are two kinds of course withdrawals. The *voluntary course withdrawal* and the *authorized course withdrawal*. The authorized course withdrawal 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 one calendar year from the last day of the semester of the course in question.

Voluntary Course Withdrawal. A voluntary course withdrawal may be performed by a student at any time up to and including the last day of classes of the semester in which the student is enrolled in the course. However, spring semester seniors will only have until the end of the 11th week of classes to withdraw from a course so that graduation requirements can be finalized. For a voluntary course withdrawal not allowed by the above process, the student must petition the Committee on Standards. Students will be required to obtain a signature from the Office of Financial Aid prior to any other signatures on the course withdrawal form to ensure there are no unanticipated financial aid consequences. If the voluntary course withdrawal is in order, it is communicated immediately to the student's advisor and instructor. Students may not use a voluntary course 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.

Authorized Course Withdrawal. With the exception of voluntary course 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 advisor 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.

Students who are not approved for either voluntary or authorized withdrawal remain enrolled in the course and will receive a grade. 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.

Incompletes

The incomplete, or "I", is a temporary grade indicating that a student has been granted permission by the instructor or the dean to complete work for a course after the end of the semester without penalty. A request for an incomplete must be supported with a credible account of the student's problem and with documents (a note from a physician, for example) wherever appropriate. An instructor may grant an incomplete for any part of the semester's work except the final examination; only a dean can excuse a student from a final examination.

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

week of spring semester and the final grade submitted by the faculty member to the registrar by the end of the sixth week. For spring semester incompletes, it is required that all outstanding student work be completed and submitted by the end of the fall semester drop/add period and the final grade submitted by the faculty member to the registrar by the end of the second week. In the event the student does not complete the outstanding work for the incomplete, the student's grade earned in the course will be determined by the professor and will include zero credit for any assignments that were not completed (e.g. if the missed assignment is worth 20% of the final grade the student would receive a zero for that assignment and the final grade would include that zero score).

An extension in time to complete the work may be granted if a petition is submitted to the Deans' 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 Repeat (Does Not Apply to 'Repeatable Courses')

Students may repeat courses in which they have earned a grade below a C-. 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 HWS 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. Courses can only be repeated for a letter grade and not for CR/DCR/NC. The letter grade will be used when repeating a course with any instance of the course having earned a grade of NC or DCR.

Academic Standing

How to Calculate Grade Point Average (GPA)

Grade	Quality Points
A+	4.0
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-	0.7
F (Failure)	0.0

GPA is calculated by first summing the earned Quality Points and dividing by the total Graded Course Credits.

- Quality Points = points awarded based on grade received times the credit that each course is worth.
- Graded Course Credits = graded course credits that count toward the degree.

Example:

Course	Course Credit	Graded Course Credit	Quality Points
ENG 214 Victorian Poets	1.00	0.00 CR	0.000
HIST 228 African-American History II	1.00	1.00 B+	3.300
HIST 231 Modern Latin America	1.00	1.00 B	3.000
HIST 327 Central America and the US	1.00	1.00 A-	3.700
TERM TOTALS:	4.00	3.00	10.00

TERM GPA: 3.330 (Total Quality Points (10.00) divided by Graded Course Credit (3.0) = 3.330 GPA)

Note the following grades are not calculated as part of the grade point average:

- CR = Credit (Passed with C- or better)
- DCR = Passed with a D+, D or D- grade
- NC = Not sufficient for credit toward the degree (Prior to 2012, NC included courses passed with a D+, D or D- grade)
- AW = Authorized course withdrawal
- VW = Voluntary course withdrawal
- W = Withdrawn from course(s) and left College
- I = Incomplete

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:

- Academic Warning is the likely outcome when a student's semester average falls below 2.000, but above 1.000.
- 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.
- 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. Suspended-Academic is the likely outcome of a review when a student earns less than a 2.0 term average while on academic probation or continued academic probation. A student may also be suspended for academic reasons when they fail to gain good standing (2.0 GPA) after being on continued academic probation, or if they earn less than 1.0 for the semester, regardless of the student's cumulative average.
- Dismissal is the likely outcome of a second academic suspension, either for academic deficiency or social conduct or a combination of the two. Any student dismissed from HWS loses their standing as a matriculated student and may not receive an HWS degree.
- 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 HWS.

Transcript Notation Policy for Crimes of Violence

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

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

Where the sanction is expulsion, the following notation will be used: "EXPELLED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT VIOLATION."

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

Students who withdraw from HWS and decline to complete the student conduct process forfeit any right to resume the conduct proceedings at any point in the future.

Conduct charges are considered "pending" once a student is informed in writing that there are allegations that the student may have violated HWS's Code of Conduct.

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

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

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

If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

Graduation and Commencement

Conferral Dates

Degrees are conferred three times each year. In May degrees are voted and conferred on students who complete their requirements in the spring semester. Students who complete over the summer have degrees conferred in August and students who complete their requirements during the fall semester have degrees conferred in January. Commencement in May is meant to celebrate all students who graduate in August, January and May together in one ceremony.

Once a student has graduated, no changes may be made to their academic record. This includes changes to the grading basis, grade changes (including incompletes), or changes to majors or minors.

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 2.0 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.

Latin Praise

This is the highest recognition the faculty can bestow on a student for general academic excellence during their college career. Latin praise is voted for seniors only each year at the final faculty meeting when degrees are voted. There are three degrees of praise: cum laude ("with praise"), magna cum laude ("with high praise") and summa cum laude ("with highest praise").

ACADEMIC POLICY FOR GRADUATE PROGRAMS

Residency

Course Load Policy

For students in one of the graduate programs, full-time enrollment is 3 to 5 courses as it is with undergraduate students, but the normal course load varies by program. Standard course load for the Master of Science in Management program is the equivalent of 4 full-credit courses each semester; 4 to 5 full-credit courses each semester for the Master of Art in Teaching program; and 3 full-credit courses each semester for the Master in Higher Education Leadership program.

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 Supplemental Work

Hobart and William Smith is on a course unit system. Each full credit course carries 1.00 unit and is equivalent to 4 semester hours.

Hobart and William Smith complies with the New York State definition of semester hours. (See: http://www.nysed.gov/common/nysed/files/core-regs-task3.docx) 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. At HWS, that means that one course requires at least 45 hours (of 50 minutes each) of instruction and at least 120 hours of supplemental assignments.

Leaves of Absence

Leaves of absence are not typically available to graduate students and students are directed to discuss their situation with their program director.

Transfer Credit for Graduate Students

Transfer credit is not generally allowed for graduate work at HWS. However, exceptions may be permitted by the program director.

Registration

Registering for Courses

All students are encouraged to register on days and times specified and published by the Registrar. However, class or scheduled laboratory time may not be used for the purposes of registration. No registration is accepted after the fifth day of classes, and students who have not registered are asked to leave campus. Students who fail to meet their financial obligations to the Institution may be denied registration or deregistered from classes. (See "General Payment Schedule" in the Tuition and Expenses section below.)

All students are required to consult with their faculty advisors prior to registration. If a student registers for a course without meeting all prerequisites and without written approval of the advisor, their enrollment in the course may be canceled at any time by the instructor offering the course. Students declare their course selections via the online registration system or by submitting a registration form signed by their faculty advisor.

Hobart and William Smith reserves 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, they do not have the required

prerequisite for course entry, or they have not met the required financial obligations to HWS or made arrangements with the Student Accounts Office to do so.

In the event of deregistration for financial reasons, 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. Students are urged, therefore, to resolve all financial responsibilities within the established deadline.

Dropping and Adding Courses

Students are allowed to add and drop courses via the online registration system without restriction during the first five instructional days of the semester. This is the normal add/drop period and students are typically expected to have chosen and committed to their courses within this time.

After the first five instructional days and up until the tenth instructional day of the semester, students have a restricted ability to add and drop courses. Adding a course in this period requires the permission of the instructor. Dropping a course in this period requires the student discuss the drop with their advisor. To add and/or drop a course during the restricted add/drop period, a student should submit the Add/Drop Form with the instructor's signature for an added course and their advisor's signature for a dropped course.

All students are expected to have finalized their semester registration by the end of the tenth instructional day. After this time, students are accountable for the courses on their schedule which will remain on their permanent academic record. If a student stops attending a course but fails to drop or withdraw properly, a failing grade may be assigned by the instructor. Courses dropped after the tenth instructional day are indicated as withdrawn and permanently remain on the student's transcript. (See Course Withdraw below.)

The restricted add/drop period does not apply to half credit courses. With the instructor's permission a half credit course may be added or dropped until the eleventh week of class. For a voluntary withdrawal, students only need the permission of their dean. Authorized withdrawals go through the graduate dean and require input from the instructor of the course and the student's dean.

Course Audit Policy

Matriculated HWS students and current faculty/staff who wish to audit a class must obtain approval from the instructor offering the class. This approval must be granted either using the Course Audit Registration Form or an email from the instructor to the Registrar's Office. Matriculated students can only audit one class in a given semester and no more than two course audits during their career; there are no limits to the number of courses a faculty/staff member can audit. There is no additional tuition for matriculated students or current faculty/staff who register to audit a course.

The following conditions apply when auditing a course:

- Audits may be added only during the add/drop period of the semester.
- Audited classes carry no credit and do not apply toward graduation requirements or enrollment status.
- Auditors are not expected to submit any work for the course unless the instructor requires it as part of the auditing arrangement.
- The instructor of an audited course is not expected to grade any work from an auditing student, nor track an auditing student's participation or attendance.
- Auditors cannot change a course from an audit to a graded course (including CR/DCR/NC).
- The instructor of record reserves the right to de-register an auditor at any time.
- A notation of "AUD" will appear on auditors' transcripts for audited courses.

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" 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.

Attendance

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

- **Hobart and William Smith**: No student shall be suspended or refused admission because they are unable to participate in any examination, study, or work requirement because of religious obligations and practices. HWS accepts 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, their 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, HWS 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 themself of HWS policy on religious observances.

  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.

- **The Faculty:** Each faculty member is responsible at the beginning of the semester for announcing in writing their 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.
- **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 program director cannot excuse a student from class. However, at the request of the student, the program director 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 themselves. 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 their priorities lie before enrolling in the course. By remaining in the course, the student agrees to accept the attendance policy set by the professor.

Intercollegiate Athletics and Post-Season Competition. The Hobart and William Smith Faculty recognize that intercollegiate athletics is an activity endorsed and supported by HWS. Whenever a student represents HWS in post-season competition, and such representation occurs when the student is scheduled to complete an academic activity or requirement (test, lab, paper, assignment, etc.), or attend class, the professor will permit the student to complete that academic activity or requirement at some other appropriate time or place under appropriate supervision. Immediately upon notification of the post-season competition, the Deans' Office will circulate to the faculty a list of students entitled to such an accommodation for the required academic activity or requirement and students will consult with their faculty members regarding an alternative time or place for the academic activity or requirement. The Deans will resolve any difficulties in implementing this accommodation.

The policy governing the relationship between athletics participation and academic requirements is founded upon several premises. First and foremost, students' academic work and participation take precedence over athletics participation. A second premise is that HWS values the benefits of intercollegiate activities for participants and the HWS community and consequently support strong athletics programs. Finally, as members of a shared community, faculty, coaches, and student athletes can and will operate within a spirit of cooperation. All these following policy guidelines are in accord with NCAA Division III rules:

- The director of athletics will arrange the schedules of competition to minimize missed class time.
- Coaches may not require student-athletes to miss class to attend practices or meetings with the exception of NCAA Championship competition.
- Coaches will advise student-athletes of the schedules of competition prior to registration in order to help student-athletes choose classes that minimize class conflicts and, at the same time, maintain the integrity of their academic needs.
- Faculty members will announce class attendance policies and other requirements at the beginning of their courses.
- Faculty members will generally avoid the situation where the only opportunity for a student to make up a test or complete a required activity outside of the regularly scheduled class or designated evening hours occurs.
- Student-athletes are responsible for making arrangements for completing any work missed because of an athletic competition.
- Participation in post-season, tournament competitions necessitate prompt notification by the athletic director to the Deans. The Deans will circulate to faculty a list of students and encourage attendance flexibility on the part of the faculty.

Grading

Grades

Students' transcripts include a record of each course taken at HWS.

For the purpose of calculating grade point averages, the following designates the numerical values of various grades: A+ = 4.0*; 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.

Note that for courses taken before the fall of 2026 an A+ counted as 4.3.

Graduate courses are not eligible for a change in grading option.

Grade Appeals

The assignment of grades remains in all cases the final responsibility and prerogative of the instructor, subject only

to the HWS policies on authorized withdrawals and changes of grade, as described above. Disagreement with or disappointment in an instructor's evaluation of their 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:

- A student considering such an action must first consult with the graduate 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.
- In the event that the dean is unsuccessful in resolving the student's concern, the dean will determine if there are grounds for a referral to the Graduate Committee on Standards 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 advisor, ask the instructor formally to reconsider their 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.
- If the instructor does not respond to a request for information within one month or, when a case arises at the end of the semester, until the end of the fourth week of the following semester, the chairperson of the department or program can consult with the graduate dean and work with the provost to evaluate the student's work and consider revising the grade. All decisions by the provost are final.

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 to the Registrar's Office. An instructor may change a grade only when a computational error exists. Such changes must be submitted to the graduate dean 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 graduate dean, when a computational error has been made; or (2) to a retroactive authorized withdrawal, in very extraordinary circumstances, by the Graduate Committee on Standards, acting in consultation with the student's instructor, advisor, and dean. Approved retroactive authorized withdrawals will be communicated immediately to the student's advisor and instructor. 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.

Course Withdrawals

There are two kinds of course withdrawals. The *voluntary course withdrawal* and the *authorized course withdrawal*. The authorized course withdrawal 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 one calendar year from the last day of the semester of the course in question.

Voluntary Course Withdrawal. A voluntary course withdrawal may be performed by a student at any time up to and including the last day of classes of the semester in which the student is enrolled in the course. However, spring semester graduates will only have until the end of the 11th week of classes to withdraw from a course so that graduation requirements can be finalized. For a voluntary course withdrawal not allowed by the above process, the student must petition the Graduate Committee on Standards by contacting the graduate dean. Students will be required to obtain a signature from the Office of Financial Aid prior to any other signatures on the course withdrawal form to ensure there are no unanticipated financial aid consequences. If the voluntary course withdrawal is in order, it is communicated immediately to the graduate program director and instructor. Students may not use a voluntary

course 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.

Authorized Course Withdrawal. With the exception of voluntary course 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 Graduate Committee on Standards (GCOS). GCOS 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 graduate program director 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.

Students who are not approved for either voluntary or authorized withdrawal remain enrolled in the course and will receive a grade. 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.

Incompletes

The incomplete, or "I", is a temporary grade indicating that a student has been granted permission by the instructor or the dean to complete work for a course after the end of the semester without penalty. A request for an incomplete must be supported with a credible account of the student's problem and with documents (a note from a physician, for example) wherever appropriate. An instructor may grant an incomplete for any part of the semester's work except the final examination; only a dean can excuse a student from a final examination.

It is understood by both the student and faculty member that when an incomplete is granted, the student is responsible for submission of work and the faculty member is responsible for submission of the final grade by the deadlines listed below. When a faculty member includes an "I" grade on the grade roster they will also be required to submit the "current" letter grade for the course, calculated including all incomplete work for the course, along with comments indicating what work is incomplete. The student's transcript will show an "I" for the course either until they complete the remaining work or until the deadline for incompletes passes. Once the completed work has been graded by the faculty member a final grade will be indicated on the transcript. If the deadline passes without an updated grade, the transcript will reflect the "current" letter grade submitted at the time of the incomplete. For fall semester incompletes, it is required that all outstanding student work be completed and submitted by the fourth week of spring semester and the final grade submitted by the faculty member to the registrar by the end of the sixth week. For spring semester incompletes, it is required that all outstanding student work be completed and submitted by the end of the fall semester drop/add period and the final grade submitted by the faculty member to the registrar by the end of the second week. In the event the student does not complete the outstanding work for the incomplete, the student's grade earned in the course will be determined by the professor, and will include zero credit for any assignments that were not completed (e.g. if the missed assignment is worth 20% of the final grade, the student would receive a zero for that assignment, and the final grade would include that zero score).

An extension in time to complete the work may be granted if a petition is submitted to the graduate dean 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.

Course Repeat for Graduate Students (Does Not Apply to 'Repeatable Courses')

Graduate level courses may be repeated if a grade below B- was earned, and not otherwise. 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.

Academic Standing

Academic Standing and Progress to the Degree for Graduate Students

Students in the graduate programs are held to a higher academic standard. A grade of B- or higher is required for most graduate courses to count toward the degree. Exceptions are adjudicated by the program director in conjunction with the dean. Students are required to maintain an overall GPA of 3.0 or higher.

Additionally, the following three criteria must be satisfied during each semester of the program to maintain satisfactory academic progress:

- Maintain a minimum grade point average (GPA) of 3.0 or higher.
- Maintain a completion rate (courses completed with grades of B- or better divided by all attempted courses) of 67% or higher.
- Successfully complete courses at a rate that allows graduation within 150% of the published length of the program. (For example, an 8-course program allows no more than 12 attempted courses.)

Failure to maintain a GPA of 3.0 will result in review by the Graduate Committee on Standards for possible probation, suspension, or dismissal.

Transcript Notation Policy for Crimes of Violence

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

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

Where the sanction is expulsion, the following notation will be used: "EXPELLED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT VIOLATION."

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

Students who withdraw from HWS and decline to complete the student conduct process forfeit any right to resume the conduct proceedings at any point in the future.

Conduct charges are considered "pending" once a student is informed in writing that there are allegations that the student may have violated HWS's Code of Conduct.

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

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

A student whose transcript states, "EXPELLED AFTER A FINDING OF RESPONSIBILITY FOR A CODE OF CONDUCT

VIOLATION" or "WITHDREW WITH CONDUCT CHARGES PENDING" is ineligible to appeal to have the notation removed. Students who were expelled or withdrew with such notifications on their transcripts will leave HWS with the status "not in good standing" and will be ineligible for readmission to HWS, absent any vacating of a finding of responsibility.

If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

Graduation and Commencement

Conferral Dates

Degrees are conferred three times each year. In May degrees are voted and conferred on students who complete their requirements in the spring semester. Students who complete over the summer have degrees conferred in August and students who complete their requirements during the fall semester have degrees conferred in January. Commencement in May is meant to celebrate all students who graduate in August, January and May together in one ceremony.

Once a student has graduated, no changes may be made to their academic record. This includes changes to the grading basis, grade changes (including incompletes), or changes to majors or minors.

Commencement Exercises

Commencement exercises are held annually at the end of spring semester. A graduate student who has a 3.0 GPA and who is within one full-course of completing all degree requirements is allowed to participate in Commencement exercises. By longstanding institutional policy, practice, and consensus, there are no exceptions to this rule.

HONORS AND AWARDS

Dean's List

The Committee on Standards has established the following standards for Dean's List 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 or withdrawn courses 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, and the list is posted outside the Office of the Deans and on the HWS website.

Honors Program

The Honors Program is a distinctive feature of Hobart and William Smith, open to qualified students seeking the depth of an independent study over two semesters within their departmental or individual majors. In collaboration with an Honors faculty advisor, a student designs and conducts a project focused on scholarly, experimental or artistic activity within a defined academic field. The Honors program provides students with the opportunity for sustained, sophisticated work modeled on post-graduate formats. Honors students complete three components: a written examination in the Honors field of study; a thesis paper or its equivalent in an artistic, musical, or theatrical production; and an oral examination of the Honors project. The Honors project is evaluated by a three-member committee convened by the Honors faculty advisor. The individual Honors committee includes an expert in the field from another institution or college and two faculty members from Hobart and William Smith. Successful candidates receive their degree with Honors, which is acknowledged in the Commencement program as well as on their permanent record. All Honors papers, including supplementary photographic materials and recordings, are kept in a permanent collection in the Warren Hunting Smith Library.

Honor Societies

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

Other scholastic collegiate honor societies are affiliated with Hobart and William Smith departments or programs including but not limited to: Dobro Slovo (the national Slavic honor society); Epsilon Alpha Kappa (the American Studies honor society); Eta Sigma Phi (the honorary society for classical studies); Japanese National Honor Society, College Chapter; Lambda Pi Eta (the national communications honor society); Omicron Delta Epsilon (the international honor society for economics); Pi Delta Phi (the national French honor society); Pi Sigma Alpha (the national political science honor society); and Psi Chi (the international honor society in psychology).

The Deans of the College oversee academic honor societies historically grounded in the traditions of Hobart and William Smith. Founded in 1953, the **Hai Timiai Society** honors seniors for their outstanding achievements in scholarship, leadership, character and service. Seven students are selected annually by their peers and the deans. Students of this historic William Smith College honor society have been female-identifying and/or gender inclusive. Members of The Society represent the student body and advise the deans on academic matters.

The **Druid Society** was formed by Hobart College in 1903 and honors senior student leaders to further the ideals of character, service, loyalty, and leadership. Seven students are selected annually by their peers and the deans. Students of this historic Hobart College honor society have traditionally been male-identifying and/or gender inclusive. Members of The Society represent the student body and are the official keepers of The Oar. The passing of The Oar at the induction symbolizes the link between generations of Druids.

The **Laurel Society** celebrates sophomore and junior students who have demonstrated an exceptional commitment to our Hobart and William Smith community through experiences that emphasize their academic accomplishments (***minimum cumulative GPA of 3.0***), leadership, and a deep commitment to life on campus. In addition, the Laurel Society especially values a strong commitment to mentorship. Fifteen to twenty students are selected annually by

the deans. Established in the 1990s by a former Dean of William Smith, students of this honor society historically have been female-identifying and/or gender inclusive.

Endowed Funds and Scholarships

A considerable number of endowed scholarships and prizes are among the memorial and commemorative funds that have been established at Hobart and William Smith 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.

STUDENT LIFE

Life at Hobart and William Smith is that of a thriving and diverse community built from a select student enrollment and a distinguished faculty to produce an atmosphere conducive to individual effort and achievement. In co-curricular, as in academic matters, students play a major role in the student experience. From overseeing many organizations and co-curricular programs to assisting in enforcing community guidelines in their residence halls, students are involved in shaping the campus lifestyle. Many campus committees encourage student membership, and two senior students are voting members of the Hobart and William Smith Board of Trustees.

A Residential Community

Hobart and William Smith are a residential campus. Hobart and William Smith seek to provide students with a comfortable and attractive living environment, designed to support the Hobart and William Smith mission and fostering a diverse community based on strong interpersonal skills, moral reasoning, sense of self and well-being.

Campus Housing

A variety of residences, including theme houses, townhouses and traditional residence halls are available. Over 20 theme houses exist on our campus including those with focuses on community service, campus leadership, substance-free living, international student success and more. These are student-initiated themes and many change year to year based on student interest.

All students are required to live in college residences. Housing for first-year students is based on multiple factors, including learning community selections, substance-free housing preferences and First-Year Seminar courses. After the first year, students select their own housing assignments by participating in the housing process conducted during spring semester. A limited number of seniors may be eligible to live off campus provided they show a dedication to positive citizenship and responsibility while living in the Geneva community. Students who abuse this responsibility may lose their privilege to reside off-campus.

Greek Housing

Members of Greek organizations are eligible to reside in Hobart and William Smith-operated Greek Housing. These houses may vary year to year based on organization type. Greek Life is available for students of all genders.

Meal Plans

All residential students except those residing in specific Greek organizations, and independent living environments (Village at Odell's Pond) are required to participate in a full meal 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 Campus Center. All first-year students are required to participate in the Finger Lakes meal plan. Students in small or themed houses have a choice of one of smaller meal plans which provide additional snack money and flexibility since a majority of their meals may be in residence. All meal plan changes must be completed via a student's housing portal based on the established deadlines posted at the beginning of each semester.

Alcohol and Other Drug Programs

The HWS Community takes a strong stance on the safety of our students around the topic of alcohol and other drug (AOD) use. Different offices within the Division of Campus Life, including Student Engagement, Campus Safety and Student Conduct put on a number of programs to promote AOD drug safety and education. These programs help promote harm reduction for all students at Hobart and William Smith through substance-free events to engage with. Through a campus social norms approach, students learn about their peers' values and attitudes toward alcohol and other drugs.

Additionally, to aid in AOD safety, Hobart and William Smith promote a medical amnesty policy for HWS students. More information on this policy can be found in The Handbook of Community Standards.

Student Governance

HWS Student Government is comprised of students who are elected to fill leadership roles and responsibilities. Working together, the student government funds clubs and maintain several joint committees. The student government has three major functions: being a student voice on campus committees, allocating student activity fee funding to student initiatives, registered student clubs and club sports, and leading discussions with students about campus life.

Campus Arts

Art

The Davis Gallery at Houghton House hosts six art exhibitions each year beginning with a faculty exhibition and ending the year with a show of student work created in studio art and architectural studies courses. In between, exhibitions include works by artists with international reputations, as well as those early in their careers. There are also a number of smaller exhibitions and pop-up galleries held throughout the year in the Solarium Gallery at Houghton House. Students enrolled in curatorial practicum courses organize an exhibition drawn from the Hobart and William Smith art collection, research and write a catalog for that exhibition, and study the collection to choose a work for acquisition, while also discussing the history and ethics of museums. In addition, the student driven Provenzano Art Gallery can be found in the Scandling Campus Center.

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

Dance and Movement Studies

Opportunities abound for students interested in studying dance technique, performing in student or faculty led ensembles, participating in guest artist master classes, learning backstage tech production skills or attending any of the faculty, student or guest artist dance performances.

The Department of Dance and Movement Studies encourages students to explore the wide range of movement practices we offer. Dance courses are open to all HWS students, regardless of major or minor, creating a diverse and student-centered learning environment. Current studio offerings include African Diasporic forms, ballet, hip hop, jazz and a variety of modern dance techniques. In addition to studio courses, students can regularly enroll in classes like dance composition and choreography, dance history, anatomy, kinesiology, somatics and arts education. Students may pursue a disciplinary major in Performance and Choreography or choose an interdisciplinary major with concentrations such as Dance Education, Movement Studies or Theory and Performance Studies. The department also offers both disciplinary and interdisciplinary minors in Dance and Movement Studies.

The Department of Dance and Movement Studies includes three full-time faculty members, one adjunct faculty member, a technical director and lighting designer, a full-time accompanist and music director, several student percussionists and one student office assistant. Housed within the Gearan Center for the Performing Arts, the department's facilities include the Deming Dance Theatre, Studio 104, a somatics studio, a seminar-style classroom, a costume suite, faculty offices, a student lounge and dressing rooms. The department also continues to utilize the Winn-Seeley Dance Studio for classes and rehearsals.

Opportunities to perform and experience live dance are abundant within the department. Dance Ensemble, the department's performance company, is featured annually in the spring Faculty Dance Concert, providing students enrolled in the course with the opportunity to participate directly in the creative and choreographic processes of faculty members and guest artists. Auditions for the Faculty Dance Concert are held each October before spring semester registration.

Additional opportunities throughout the year include field trips to local schools and community centers, campus club and social events, and informal studio showcases. Students with a particular interest in choreography and performance are encouraged to participate in the adjudicated Junior/Senior Choreographers Concert, where

they receive individualized mentorship and gain hands-on experience producing a full-length concert alongside their peers. In addition to the department's programs, students can participate in a variety of dance opportunities through student-led organizations, including Calentura (Latin dance styles), Hip-NotiQs (step), Kinetic Dance Collective (multiple dance styles) and the Executives (hip-hop).

Recent guest artists and visiting dance companies that have offered master classes and/or performances on campus include Kyle Abraham, Boston Dance Theater, Camille A. Brown, Darrah Carr, David Dorfman, Garth Fagan, Kinetic Light, Passion Fruit Dance, Cerqua Rivera Dance Theatre and Doug Varone and Dancers. Each year, the department also selects students to participate in the American College Dance Association Conference, where they can take classes and perform student and faculty choreography for national adjudicators.

Students of all experience levels are encouraged to explore dance in its many forms and become active members of the HWS dance community.

Music

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

The per-semester fee for 14 half-hour weekly lessons is $420. 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 $840 ($420 × 2).

Half-hour music lessons through the Department of Music earn 1/2 credit per semester (or a full credit for students taking lessons for an hour). The process for registering for private instruction is explained on the Music Departments web site: https://www.hws.edu/academics/music/instruction.aspx. It is recommended that students reserve a lesson time slot with the appropriate teacher as early as possible.

Students may participate in one or more of the departmental ensembles. Ensembles include String Ensemble, Wind Ensemble, Jazz Ensemble, HWS 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 attend an audition, often held at the first scheduled rehearsal of the semester.

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

Theatre

Share spaces. Raise voices. Craft stories. Make theatre. HWS Theatre offers opportunities to make and study theatre in the classroom, on stage and in the community and creates a wide array of theatre-going experiences for local audiences. The Theatre Department offers a major and minor and produces three mainstage faculty-directed shows per year in McDonald Theatre in the Gearan Center for the Performing Arts or elsewhere in the community. Productions such as ***Much Ado About Nothing, Antigone, Airness, Waiting for Godot, The One-Act Play That Goes Wrong, 5 Lesbians Eating a Quiche, The Etymology of Bird*** and a range of original work written or devised by students, attest to the department's emphasis on producing a broad range of plays from diverse eras, perspectives and theatrical styles. In conjunction with the active production season, the department regularly hosts guest artists and scholars and coordinates trips to see professional theatre in the region.

The Theatre Department organizes a short-term study abroad program in Bali, which explores theatre, music, and dance. Students also attend the Theatre Summer School in Bath, England, an affiliate program sponsored by Advanced Studies in England and regularly co-taught by an HWS faculty member. HWS Theatre regularly partners

with community organizations including Geneva Theatre Guild, Historic Geneva and The Smith Opera House. For eight summers the department has hosted the Quick Silver Theater Company's Playwrights of Color Summit. Finally, The Phoenix Players is a student-run theatre organization, which presents a variety of work designed, directed, and sometimes written by students.

Visiting Speakers and Performers

Although academic departments and programs and administrative offices play an important role in providing a wide variety of cultural offerings, many campus events are initiated, funded, and organized by students. Many clubs and organizations sponsor a varied program of speakers and performers. Visitors to campus have included Dr. Wangari Maathai, P'94, P'96, Sc.D. '94, Cornel West, Brad Falchuk '93, L.H.D. '14, Cecile Richards, James Carville LL.D. '13, P'17, Cantor David S. Wisnia, Jim Hightower, Carol M. Browner, David Gergen L.H.D. '15, Helen Thomas, Savannah Guthrie L.H.D. '12 and President Bill Clinton.

Club Sports

Club sports include alpine skiing, baseball, bowling, CrossFit, equestrian, fencing, figure skating, ice hockey, lacrosse, rugby, ultimate frisbee, and more. If a club sport isn't active, Hobart and William Smith will work with students to create new opportunities for engagement.

These sports are organized under the Office of Student Engagement and do not carry varsity or intercollegiate status. The Office of Student Engagement can help guide you through the steps to create a new club at HWS. More information and a list of HWS Clubs can be found online.

Spiritual Life

Located in Demarest 22, the mission of the Office for Spiritual Engagement (OSE) is to be a peaceful center and a place of exploration, support and welcome.

The Dean of Spiritual Engagement, the Director of the Abbe Center for Jewish Life, and the Muslim Life Center Director serve as on-campus pastors, teachers, spiritual advisors and resource persons. The Spiritual Engagement Team is available to students to discuss questions of belief and spirituality, family or personal issues, sexuality, adjustment to campus life and many other topics. The Dean of Spiritual Engagement is a member of the faculty, with a courtesy appointment in the Religious Studies Department. She invites students into her home regularly for Pasta Night and other special events. The Abbe Center serves a kosher Shabbat dinner every Friday evening during the academic year. The Imam who is the Muslim Life Center Director organizes special community dinners during Ramadan, celebrations for the Eid and many other student events.

Weekly services offered by campus groups include Episcopal, Jewish, Roman Catholic and Muslim traditions.

St. John's Chapel and Hobart College have historic and continuing ties with the Episcopal Church. Hobart and William Smith is a member of the Colleges and Universities of the Anglican Communion. The Chaplain, who serves all members of the HWS community regardless of religious affiliation, is an Episcopal priest. The Bishop of the Episcopal Diocese of Rochester serves on the Board of Trustees. Holy Eucharist in the chapel is available Sunday evenings when classes are in session and open to all regardless of denomination. The Dean of Spiritual Engagement also advises the Christian Fellowship Club, an ecumenical club for students which hosts weekly gatherings of Bible Study, various trips to local faith communities and other activities.

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

The Muslim Life Center Director leads weekly Jumu'ah Prayer in the Muslim Life Center every Friday along with other Muslim religious observance programming in coordination with the Muslim Student Association.

Updated information about on-campus programming and local congregations may be found on the Spiritual Engagement website.

Community Engagement

Hobart and William Smith is committed to the idea that civic engagement plays a central role in fostering students' personal and social development and is a vital component in a liberal arts education. Through participation in community service, students' assumptions are challenged, their perspectives are broadened, their voices strengthened, and they learn to become more active and engaged citizens. The Center for Community Engagement and Service-Learning (CCESL) is at the heart of this enterprise and offers a robust number of community inclusive and collaborative programs. The Center stands for learning through service that produces students who are civically engaged and graduates who are active, global citizens. A dedicated cohort of CCESL Civic Leaders work with staff to provide one-time and re-occurring civic engagement opportunities that help students build the skills necessary for active citizenship. Students learn about opportunities during First-Year orientation when they serve with partners throughout Geneva and the Finger Lakes, via the Compass Times e-newsletter, and from Civic Leader peer outreach.

HWS's commitment to service was recognized with inclusion as one of 81 colleges in the Princeton Review's inaugural edition of "Colleges with a Conscience" and has been consistently named to the Top five for Community Service in the Washington Monthly. In 2010 and again in 2020, the Center applied for and earned the Carnegie Community Engagement classification, one of only 28 baccalaureate colleges to gain the designation. HWS has also consistently ranked in the top five among small schools on the Peace Corps' list for "Top Volunteer-Producing Colleges and Universities" and HWS is one of only 100 colleges to partially match AmeriCorps education awards when applied toward tuition.

Through HWS Compass, students are encouraged to explore the many facets of service to society. A four-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 Geneva and in the Finger Lakes region.

These experiences are often threaded into course learning objectives, referred to as service-learning classes, and are meant to help students develop citizenship skills such as leadership, self-awareness and recognizing societal needs, while making a material change that will help address community identified challenges with support from CCESL. Several departments offer service-learning classes, including Sociology, Art and Architecture, Public Policy Studies, Education, Religious Studies, Psychological Science, Economics, Environmental Studies, Dance and Movement Studies 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 in immersive experiences with local community partners to extend traditional academic year commitments as well as maximize the non-profit's mission and outreach efforts.

Co-located in 603 South Main Street with the Centennial Center and Geneva 2030, the CCESL also oversees the HWS Tutor Corps, programs that were established in 1989 and which mobilize more than 100 HWS tutors annually to work in local elementary schools, the Boys and Girls Club of Geneva and after-school programs as part of their federal work-study financial aid package. Alternative Spring Break trips are week-long opportunities for HWS students who are interested in working with children in a North Carolina school, helping with environmental projects at a state park in Virginia and learning about public policies that impact rural farm workers in Lyons, NY. CCESL spearheads the annual Community Donation Effort, with support from other departments, where thousands of items donated by students at the conclusion of the academic year are recycled or redistributed to community partners. Since 2006, the effort has helped ensure items find a second use at local non-profit organizations and has diverted more than 100,000 pounds of materials from local landfills.

Many groups on campus direct their efforts toward community engagement. The Day of Service Club (founded in 1994) helps organize large scale volunteer events which connect HWS students with local non-profit organizations throughout the year. A campus chapter of Habitat for Humanity assists area affiliates with fundraising and home building and the Interact Club is affiliated with the Geneva Rotary Club. Students coordinate a variety of service projects including the annual Holiday Gift Project that provides gifts to local families in need and engages with the Community Lunch Program (local soup kitchen). HWS Votes! is the campus voter registration and education

program and remains active in voter engagement opportunities regardless of the election year cycle. CCESL happily supports any athletic teams, fraternities, and student groups that wish to engage in the local community.

HWS is an active partner with the Rochester Regional Network which offers summer and post graduate civic employment opportunities through AmeriCorps.

CCESL anchors the Geneva 2030 'cradle to career' initiative, which was highlighted in the successful application for Geneva to be recognized as an All-American City by the National Civic League. Geneva 2030 engages the entire community in an effort that supports students from the 'cradle to career' in our community. A cornerstone of that program, named "College + Career Bound with HWS" entails bringing all 2nd, 6th and 9th graders to campus in a college immersion and career awareness day. HWS students serve alongside Geneva community members on Geneva 2030 Action Teams and assist with data collection and analysis of key community indicators.

The ripple effect of civic involvement and service-learning can be far reaching and have both a personal and community impact. Service-learning collaborations and exceptional examples of civic partnership are highlighted at the annual Community Engaged Scholarship Forum on HWS 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. The entire community is invited to follow us on social media, visit our website or visit CCESL in the Centennial Center located at 603 South Main Street.

Athletics, Physical Education and Recreation

Hobart and William Smith Athletics seek to afford experience in intercollegiate sports to as many students as possible. Annually, about 40% of the HWS student body participates in intercollegiate athletics. Some 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, sports performance and sports medicine. Under the supervision of the Department of Athletics, HWS fields intercollegiate teams in alpine skiing, baseball, basketball, bowling, cross country, field hockey, flag football, football, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, swimming and diving, tennis and volleyball. HWS is a member of Division III of the National Collegiate Athletic Association (NCAA) and competes at the Division III level in all sports except Hobart Lacrosse which, since 1995, has competed at the Division I level.

Recreation, Intramurals and Fitness

Hobart and William Smith Department of Recreation, Intramurals and Fitness operates out of an 83,000 square-feet multi-purpose facility, consisting of a fitness center/weight room area, group fitness and indoor cycling room, an indoor track and a full-size artificial playing field that converts to five tennis and four basketball courts. Robert A. Bristol Field House was built in 1989 and adjoins with the Elliott Varsity House and the Dr. Frank P. Smith '36 Squash Center. A full-sized indoor turf-field field indoor dome facility was added in 2019. The Recreation Department offers inclusive programs and services for participants to increase their daily activity, improve their quality of life and enhance their knowledge on the value of health and fitness. Primarily these offerings consist of open recreation activities, group fitness classes, intramural sports, special events and external membership services.

Outdoor Recreation Adventure Program (ORAP)

ORAP provides both structured and unstructured recreational opportunities for outdoor enthusiasts in the Hobart and William Smith 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 include hiking and backpacking, kayaking, ice climbing, Nordic skiing, spelunking and rock climbing. Dates and times of programs are publicized and a fee is charged.

ADMISSIONS, EXPENSES AND FINANCIAL AID

Admissions

Admissions information is updated on the Admissions web pages: https://www.hws.edu/admissions/default.aspx.

Academic Preparation

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.

Secondary school criteria for graduation vary. HWS will consider applications from students whose preparation for college differs from the suggested plan of study. We consider alternative preparation for college when there is clear evidence of continuity in the study of fundamental subjects and readiness for college.

Application Process

HWS's application is available online at: https://www.hws.edu/admissions/apply/default.aspx.

Campus Visit

To plan a visit, please visit: https://www.hws.edu/admissions/visit/.

Early Decision

Students who have selected Hobart and William Smith as their first choice are encouraged to apply Early Decision. Early Decision is a binding agreement. If a student is admitted Early Decision, they agree to enroll and withdraw all other applications. HWS offers two deadlines to those students who wish to exercise this option: November 15, with notification in mid-December; or January 15, with notification in early February.

Students who seek financial assistance under the Early Decision plan should submit the FAFSA by the appropriate admissions deadline (either November 15 or January 15).

Early Admission

Students who intend to complete their secondary-school preparation and graduate in three years are encouraged to contact the Admissions Office for information about special application requirements.

Deferred Admission

First-year or transfer students who have been admitted to Hobart and William Smith may request to defer their enrollment for a future term for up to one year.

Students wishing to defer should submit an official request by visiting the Application Status Page and submitting the ***Reply to Offer Form*** and ***Deferral Request Form***. Students are required to submit the enrollment deposit to confirm the intent to enroll at HWS.

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: https://www.hws.edu/admissions/academic-opportunity-programs.aspx. HEOP Students should submit a FAFSA by their respective application deadlines.

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. More information can be found below under the section titled ***Transfer and Course Credit for Non-HWS Learning Experiences***

International Students

HWS welcomes applications from international students. More information can be found here: https://www.hws.edu/admissions/apply/international-students.aspx.

Transfer Students

HWS annually receives 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. More information can be found here: https://www.hws.edu/admissions/apply/transferring-to-hws.aspx.

Hobart and William Smith accepts 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 HWS. More information can be found below under the section titled ***Transfer and Course Credit for Non-HWS Learning Experiences.***

Lifelong Learners

This program provides an opportunity for adult learners to attend college, either full- or part-time. 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 HWS and take their courses for academic credit. For more information, contact the Office of Admissions.

Alumni Attendee Program

Graduates of Hobart and William Smith 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 pre-registered for the next semester, inclusive of seats in introductory courses held for entering first-year students.

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

Alumni attendees are registered, enrolled students and are subject to policies governing students' academic conduct and grading and withdrawal policies. Alumni 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 but is subject to the receiving institutions' policies and procedures.

Visiting Students

HWS welcomes 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 Office of the Hobart and William Smith Deans.

Non-Matriculated Students

Students who are not candidates for a degree are admitted to courses only with approval of the Deans 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 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. Forms should be submitted to the Office of the Hobart and William Smith Deans. For students in the Foreign Language Teacher/Scholars Program, the form should be submitted to the Associate Provost (Coxe Hall, Second Floor, Geneva, NY 14456).

The following may apply for 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 Alumni Attendee Program and who are five or more years beyond graduation.
- Students enrolled as Foreign Language Teacher/Scholars.
- 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.

Non-matriculated students are strongly recommended to 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 and Expenses

Tuition information in this section is expanded upon and regularly updated on the Student Accounts web pages.

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

The following table contains standard tuition and fees for the 2026–2027 academic year. Note that other fees and deposits may be established from time to time by action of the Board of Trustees. Books, personal expenses, travel, recreation, laundry and incidentals vary with the individual. Charges of HWS are subject to adjustment, as authorized by the Board of Trustees. In such cases, due notice is given.

Annual Standard Tuition and Fees for Undergraduates

Tuition: $66,612

Standard Room and Board: $17,790*

Technology Fee: $556

Health & Wellness Fee: $408

Student Activity Fee: $554

Total: $85,920

A meal contract is mandatory for all students. Refer to the meal plan webpage for options. The rate for the Seneca meal plan is included in the above rates.

Fees

HWS reserves 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 HWS, as well as to new students.

HEALTH AND WELLNESS *FEE – $408 ANNUALLY*. The Health and Wellness Fee is required of all full-time students and provides support for a broad range of services including mental health counseling, drug and alcohol counseling programs and wellness activities at Bristol Field House. Please note that this fee is not associated with the domestic Student Health insurance option, which is an opt-in program at an additional cost.

TECHNOLOGY FEE – *$556 ANNUALLY.* The Technology Fee is required of all full- and part-time students. This fee enables technology-related student services like help desk support, wireless networking, access to instructional technology tools and software and training classes.

STUDENT ACTIVITY FEE – *$554 ANNUALLY.* The Student Activity Fee is required of all full-time students. The student government has established a student activities fee that is billed and collected by HWS on behalf of student government. This fee covers the expenditures of student organizations and is subject to change by student referendum.

FIRST-YEAR ORIENTATION FEE - $284 flat fee billed for the student's first fall term.

LOCK REPLACEMENT FEE – $30–75

REPLACEMENT OF ONE CARD – $35

CAR REGISTRATION FEES – $175/year or $125/semester

ENROLLMENT DOWN PAYMENT FOR ENTERING STUDENTS – $500

Payable on the candidates reply date by May 1. The enrollment down payment is posted to the student's upcoming first term and is applied as a payment to their first semester bill. Should a student decide not to matriculate into HWS, the enrollment down payment is forfeited.

General Payment Schedule

The charges for the fall semester are billed in early July and are due in early August, unless on an active Nelnet payment plan contract. The charges for the spring semester are billed on December 1 and are due early in January, unless on an active Nelnet payment plan contract. The Student Accounts Department also sends out periodic mid-term billing statements during each semester, reflecting additional incidental charges and other account activity.

Payments of fees, room and board charges, and deposits can be paid by the following methods: (1) online via the student or authorized party's Nelnet account, (2) mailed or (3) wired directly to the school account. Checks, bank drafts, or money orders should be drawn to the order of Hobart and William Smith for the exact amount due. All payment options are described on the Student Accounts Webpage (https://www.hws.edu/offices/student-accounts/default.aspx), which also includes the detailed wiring instructions and international payment options.

Monthly Payment Plans

Another payment option is to pay monthly by enrolling in a tuition payment plan administered by Nelnet Campus Commerce. As a reminder, do not include work study in the calculation for a payment plan contract. (Work study is not credited as a payment to the student account; rather paychecks are issued instead.) More information on payment plan options is available at mycollegepaymentplan.com/hws.

Past Due Accounts

Tuition and other charges not paid when due may be subject to a late payment charge. A minimum monthly penalty of $100 may be assessed upon any late account. Should the student account become past due, HWS reserves 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 fees for collections, including, without limitation, attorney fees, court costs, and other fees. Fees 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 HWS payment terms, may be dropped from the HWS's 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 HWS. Enforcement of this regulation does not relieve the student of the obligation to pay fees and other charges due.

Refund Policies

Notification of withdrawal requests must be made in writing and addressed to the appropriate Dean's Office. A full refund will be given to students who withdraw after tuition, room and board have been paid, but who withdraw prior to the first day of classes. After the beginning of classes, the refund of tuition, room, board 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. The official withdrawal date used to determine the enrollment period is determined by the appropriate Dean's Office. This policy applies only to charges processed by HWS on the student's account. The student activity fee, technology fee, health services fee, book rental fee, student 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 optional 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 http://www.collegerefund.com. Please visit their website for application deadlines.

Financial Aid

At Hobart and William Smith, we are committed to working with our students and families to ensure they can reach their educational goals. Students and their families assume primary responsibility for their educational costs.

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

Procedures

Financial aid applicants must complete the FAFSA or, if an international student, the College Board CSS Profile. The

FAFSA can be completed online at https://studentaid.gov/. Our school code for the FAFSA is 002731. The Profile is available online at https://cssprofile.collegeboard.org/, and the school code for Hobart and William Smith is 2294.

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

Returning student financial aid awards are generally renewed each year, 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.

Hobart and William Smith subscribes 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 Baccalaureate Degree Programs

In compliance with federal and New York State regulations and HWS policies, Hobart and William Smith has established satisfactory progress standards for financial aid. Students must meet these standards to be eligible to receive HWS, federal, or state financial aid. Please note this is separate from academic progress as monitored by the Deans' Offices.

Satisfactory Academic Progress (SAP) Requirements for Hobart and William Smith 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.

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 varies by the number of semesters/courses completed. The details are listed in the table below. By the end of a student's fourth semester, their CUM/GPA must be 2.0 or higher ('C' average) for undergraduate students. Graduate students are required to maintain a CUM/GPA of 3.0 every semester.

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.

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

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, this 2/3 completion ratio is over 66.5%. 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 66.5% of all courses attempted to demonstrate SAP for financial aid. For example, if a student attempted 9 courses during the first four semesters of enrollment, this student would need to successfully complete a minimum of 6 courses to satisfy the SAP minimum completion ratio requirement (6/9 = 66.666667).

Undergraduate Satisfactory Academic Standards for Financial Aid

Semester	Required Cumulative GPA	Required Completion Ratio
1st	1.8	60%
2nd	1.8	60%
3rd	1.9	65%
4th	2.0	66.6%
5th, 6th, 7th, 8th semesters	2.0	66.6%

This standard is measured by course units completed.

Grades of Incomplete: Grades of incomplete are not considered successfully completed. Please notify the financial aid office if you resolve the incomplete and would like your SAP status reviewed.

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 and those required for the degree, and must have the student's Dean's approval. Approved repeats will replace the previous grade with a recalculated GPA. Additional information on repeated courses can be found in the Academic Policies section of this publication.

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.

CUMULATIVE GRADE POINT AVERAGE (CUM/GPA)

The CUM/GPA is the CUM/GPA as determined and recorded by the HWS 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.

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 are also considered attempted courses.

EARNED COURSES

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

TRANSFER COURSES

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

Failure to Demonstrate Satisfactory Academic Progress

Students who do not meet the standards listed above will be placed on a Financial Aid Warning Status for one semester. Students in a warning status will be notified in writing by the Office of Financial Aid and will be allowed to receive HWS and federal aid for one subsequent semester. If the student fails to be in compliance at the end of the following semester, they 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.

Financial Aid Appeal Process/Financial Aid Probation

If at the end of the financial aid warning term, a student is still not meeting SAP requirements, the student may submit an appeal based on extenuating circumstances only. Extenuating circumstances would be considered personal illness or injury, a death of a close relative or other special circumstances. Students who believe their extenuating circumstances may qualify for an appeal should meet with the office of financial aid staff to review their situation and the appeal process. The completed SAP Appeal Form must be sent to the Financial Aid Office within three weeks of the receipt of the SAP failure notification and it must explain why satisfactory progress was not met and what has changed that will allow the minimum standards to be met. The appeal must also include an academic plan approved by their academic advisor and Dean. Academic plans should include a list of courses to be completed as well as specific information concerning academic and College resources that will be utilized. Late or incomplete appeals may not be considered. Appeals will be reviewed by the student's Financial Aid counselor, SAP coordinator in the Financial Aid Office and where necessary, the Satisfactory Academic Progress Appeals Committee.

Appeals containing significant coursework outside of the major or minor, extenuating circumstances which lack significant merit and personal plans which fail to address the original cause of the SAP problem are subject to denial. Appeals are not approved for the sole purpose of pursuing an additional major, minor or elective. If the appeal is denied, the student will not be eligible for federal or HWS financial aid in subsequent semesters until SAP standards are met.

A student who successfully appeals will be placed on financial aid probation and will be awarded federal and institutional aid for a subsequent semester. After this financial aid probationary period, the student's satisfactory academic progress will be reviewed. If an academic plan is in place that requires more than one semester, compliance with the academic plan must be confirmed by the deans.

An academic plan may extend beyond one semester for a maximum of three semesters. However, SAP review is conducted at the conclusion of each semester. If the student does not follow the academic plan in the first semester, they will not be eligible for financial assistance the following semester unless an appeal for a waiver based on different extenuating circumstances is submitted and approved.

Additionally, understand that a student who has been on Financial Aid Probation, regained SAP, who then later fails to meet SAP may appeal again based on additional extenuating circumstances that are different than the first appeal request. Approval of a second satisfactory academic appeal is rare.

Note: HWS policies regarding academic probation differ from Financial Aid Probation for SAP purposes and are separate from appealing to be readmitted to HWS after suspension. See the Academic Policies section for additional information.

Financial Aid Academic Plans

Upon successful appeal for reinstatement of federal aid, the student will be placed on Financial Aid Probation with an academic plan that will outline how the student will re-establish good standing within no more than three semesters/payment periods. If the student is able to regain eligibility within one semester, an academic plan may be waived. If the student does not follow the academic plan and is unable to regain good standing after this timeframe (no more than three semesters), federal and HWS aid will be suspended. The student may appeal a second time with extenuating circumstances that are different than the first appeal that resulted in their inability to regain eligibility and a new academic plan will be required.

Reinstatement of Aid Eligibility

If a student fails to meet the standards of SAP for HWS or federal awards, they are not allowed to receive further financial aid unless an appeal has been granted or until the student is again meeting minimum standards.

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.

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 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, CR or DCR 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. Additional information on repeated courses can be found in the Academic Policies section of this publication.

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***

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	4	1.8

4th	7	1.8
5th	10	2.0
6th	13	2.0
7th	17	2.0
8th	21	2.0
9th*	24	2.0
10th*	28	2.0

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

'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.

EVALUATION PERIODS AND FREQUENCY OF MEASUREMENT

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

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 three 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 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 for New York State is different than an appeal to be readmitted to HWS. See the Academic Policies section of this publication for additional information on the process for readmission.

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

COURSE CODES

Code	Department or Program
AFS	Africana Studies
AMST	American Studies
ANTH	Anthropology and Sociology
ARAB	Arabic
ARCH	Architectural Studies
ARCS	Architecture Studio
ARTH	Art History
ARTS	Studio Art
ASN	Asian Studies
ATMO	Atmospheric Science
BCHE	Biochemistry
BIDS	Bidisciplinary Courses
BIOL	Biology
CHEM	Chemistry
CHIN	Chinese
CLAS	Classics/Greek and Roman Studies
CMST	Critical Museum Studies
CPSC	Computer Science
DAN	Dance
DAT	Dance (1/2 credit courses)
DATA	Data Analytics
ECON	Economics
EDUC	Education
ENG	English
ENV	Environmental Studies
ESCI	Environmental Science
EUST	European Studies
FRN	French and Francophone Studies
FRNE	French and Francophone Studies (English)
FSEM	First-Year Seminar
GEO	Geoscience
GER	German Area Studies
GERE	German Area Studies (English)
GLS	Global Studies
GRE	Greek
GSIJ	Gender, Sexuality, and Intersectional Justice
HIST	History
INRL	International Relations
ITA	Italian
ITAE	Italian (English)
JPN	Japanese
LAT	Latin
LEAD	Leadership
MATH	Mathematics
MDSC	Media and Society
MGMT	Business Management and Entrepreneurship

MHEL	Master in Higher Education Leadership
MUS	Music
PBHL	Public Health
PER	Athletics and Physical Education
PHIL	Philosophy
PHYS	Physics
POL	Politics
PPOL	Public Policy Studies
PSY	Psychological Science
RCOL	Readers College
REL	Religious Studies
RUS	Russian Area Studies
RUSE	Russian Area Studies (English)
SLA	Spanish and Latin American Studies
SLAE	Spanish and Latin American Studies (English)
SOC	Sociology
THTR	Theatre
VIET	Vietnamese
WRRH	Writing and Rhetoric

COURSES OF INSTRUCTION

First-Year Seminars

First-Year Seminars provide a foundation for our students' intellectual lives both inside and outside the classroom by helping them to develop critical thinking, writing and communication skills and practices; to enculturate themselves within HWS's intellectual and ethical values and practices; and to establish a strong network of relationships with peers and mentors on campus. The seminar topics vary each year, as do the professors who teach them, so the classroom discussions are always fresh and interesting.

Each Seminar is constructed around a different interest, like magic, social responsibility or country music, and Seminar classes are small – usually about 15 students – which helps students feel more comfortable in a new environment and allows the students and faculty members to develop close working relationships.

First-Year Seminars are graded on a mixed grading scheme, with possible grades of A+, A, A-, B+, B, B-, C+, C, C-, DCR (D Credit), NC (No Credit). Failing and D grades are not calculated as part of the student's GPA.

Examples of First-Year Seminar courses includes the following:

FSEM 014 Science Versus Philosophy? World-renowned physicist Stephen Hawking has declared that "philosophy is dead." Neil deGrasse Tyson, a well-known astrophysicist, has dismissed philosophy as useless in contributing any understanding of the natural world. Is philosophy actually useless in telling us what the physical world is like? Some, like those mentioned above, think that philosophy can have nothing to say about the physical world. Others argue that philosophy inquiry into the world can still be insightful, but must be subservient to science. Some even argue that philosophy is integral to scientific investigation of the world. The exploration of these issues will determine to what extent philosophy should be a co-investigator with science in the task of understanding what the physical world is like or whether it should ultimately be abandoned. [Prerequisite: Open to incoming First Year students only.]

FSEM 015 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. [Prerequisite: Open to incoming First Year students only.]

FSEM 018 Genocide and the Modern Age We live in an age of genocide. Genocide is a crime against humanity because it negates human value itself. The 20th century began with the destruction of the Herrero people in what is now Namibia in Africa; there followed the genocide of the Armenians by the Turks, the mass murder of the Roma (Gypsies) and the Jews (Holocaust) by the Nazis, the cruelties of the Stalinist Gulag, the ravages of the Pol Pot regime in Cambodia, and the mutual genocidal massacres of Hutu and Tutsi in Rwanda and Burundi. Recent genocidal events in the Balkans and in the Darfur region of the Sudan underscore the persistence of the problem. These human tragedies have the potential to undermine the value of human life, the meaning of history and modernity, the relevance and truth of religion and culture, and the significance of social organization. Students in this course will examine the history of genocide and its impact on culture, politics and religion. Together we will confront the dilemma of how to orient life, thought and action around the memory of mass death and broken cultural traditions. [Prerequisite: Open to incoming First Year students only.]

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

FSEM 024 Podcasting America: Storytelling and Social Change Who lives, who dies, who tells your story? In this class, students will research, write, produce, and publish podcasts that explore aspects of American culture. While students will be introduced to the skills of podcasting: research, scriptwriting, interviewing, recording, editing, and producing, this course is primarily designed to help students become better storytellers. In doing so it also trains students to think critically about stories they consume, evaluating how podcasts share, tell, and construct American Culture. Finally, this course examines storytelling in the service of social justice, exploring how storytelling can promote social change. [Prerequisite: Open to incoming First Year students only.]

FSEM 035 The Grouchy Grammarian: Language, Power, and Belonging Ever been told the way you speak or write is "wrong"? This first-year seminar begins with everyday encounters with the grouchy grammarian: the person who corrects, polices, or judges language, and asks why ideas about "proper" English carry so much weight. Students will analyze the spoken and written language that surrounds them and consider how words aren't "just words," but reflections of values and beliefs with the power to shape opportunity, belonging, and exclusion. Language is a rich expression of culture and identity, yet not all ways of speaking are valued equally; labels like "Standard English," "broken English," or "English with an accent" often serve as proxies for deeper biases related to race, class, and power. Moving beyond low-stakes corrections, the course examines how linguistic discrimination plays out in higher-stakes contexts such as education, public policy, healthcare, policing, and immigration systems. Through real-world examples, discussion, and reflection, students will explore how language ideologies operate and how greater awareness of language can support more just and inclusive practices, while also developing the skills and habits needed for a successful transition to college. [Prerequisite: Open to incoming First Year students only.]

FSEM 038 Religion and Film: Exploring Religion and Meaning in Film The course examines religious themes and motifs as depicted in film. These include themes such as transcendence, the sacred, exile and home, ritual, faith and doubt, knowing God, mortality, reincarnation, the fall suffering , enlightenment, and so on, all having to do with the existential question of meaning in life. We will begin the term with a series of introductory essays that explore what is religion, the relationship between film and religion, and how to "read" or analyze film. We will then watch a series of feature-length films, about one every week and a half : read selected primary and secondary literature dealing with the religious theme depicted in the film as well as literature on the film itself ad /or the director: and discuss and interpret the film after watching it. Through the process first -year students will be introduced to the culture of the Humanities in general and methods of how to read and analyze written material and visual material while relating them together and to one's own life and the world one is familiar with. [Prerequisite: Open to incoming First Year students only.]

FSEM 053 Living with AI: Data, Society, and Machines that Learn Everywhere you turn these days, there it is: AI. It

talks to us online, creates art, writes code, evaluates job applications, and much more. But how did we get here? Where did these AIs come from? Do they really work? How? Are chatbots really "intelligent" in the ways humans are intelligent? Where is the line between fact and science fiction? What does it all mean for our lives, the environment, and society? In this course, we explore the history of our current technological moment. We look at how data helps us understand the world around us, how it has been leveraged into powerful new technologies, and how computation and humanity collide. We critically examine what can (and cannot) be accomplished with statistics, data science, machine learning, and artificial intelligence. [Prerequisite: Open to incoming First Year students only.]

FSEM 062 Game-Changers: Disease, Cures, and Social Change How did early thinking on the causes of disease impact society? What scientific breakthroughs lead to the development of vaccines and antibiotics? What was the role of government in the development of cures? What parallels exist between societal reactions to COVID and to prior diseases and medicines? We will examine the history and science of vaccine development, as well as the social implications and controversies that surrounded such developments. Public health measures and vaccinations have changed the landscape of childhood diseases, as well as helped control our most recent epidemic- COVID-19, but developing medication that is stable and can be transported is not an easy feat: money and support, particularly from the United States government, was essential for the work on penicillin, for example. We will focus on the 'game-changers,' key cases with significant impact: the few insightful individuals who figured out simple public health measures could prevent deadly infections in maternity wards and in cities such as London, the discovery of a mold that inhibited bacterial growth and led to the development of the first antibiotic, and other discoveries that continue to impact the way we live our lives today. [Prerequisite: Open to incoming First Year students only.]

FSEM 101 New Chemistry Meets Old Art Art and science sometimes seem incompatible. In this course, we will challenge that perception. We will begin by using art projects to help understand chemical principles. Using those principles, we then will explore art history to illustrate how science helps us understand art. For example, science can help us uncover lost secrets of past artists, offer us strategies to recognize art forgeries, and advise us on the conservation of art in museums. No previous skills in science or art are needed to enjoy this course. Typical readings: Ball, Bright Earth; White, Prehistoric Art; Woolfson, Colour: How We See It and How We Use It; Wieseman: A Closer Look: Deceptions and Discoveries; Bomford: A Closer Look: Conservation of Paintings. [Prerequisite: Open to incoming First Year students only.]

FSEM 107 Obsessed: Fandom, Identity, Power Why do people identify as Swifties, Trekkies, sports fans, or gamers? What happens when what we love becomes part of who we are? Fans don't just consume stories they interpret, argue, create, and persuade. This seminar explores fandoms as communities where people author stories, create art, debate meaning, and form identities. Students will study fan fiction, social media, sports cultures, music fandoms, and other communities while learning how scholars analyze culture, identity, and power. Assignments include readings of fandom texts and fandom scholarship, reflective and analytical writing, discussion, and a small research project on a fandom of the student's choice. [Prerequisite: Open to incoming First Year students only.]

FSEM 118 Latin America's Gastronomic Boom: Cooking, Eating, and Dining Out in Latin America (and Beyond) For the past couple decades, Latin America has been experiencing a gastronomic"boom," driven by a renewed appreciation for cultural heritage and authenticity, and an appetite for sustainable, native ingredients. Reversing centuries of culinary colonialism and racism that dismissed Latin American food as lowbrow and unsophisticated, the gastronomic boom lays bare the power of food to both include and exclude. While food can be a symbol of cultural pride, a social unifier, and an expression of love, it is also the cornerstone of patriarchal authority, a marker of class inequality, and a euphemism for ethnic "Otherness." Nowhere more so than in Latin America, where a long history of Indigenous empires, European conquest, African slavery, and mass immigration has yielded a cornucopia of diverse regional and national culinary practices, competing for prestige and profitability. In this class we will examine the gastronomic history of four nations – Mexico, Peru, Brazil, and Puerto Rico – from The Pantry (the ingredients) to The Cookbook (national cuisines), to The Table (the restaurant), to see how Latin American food has conquered the culinary world. This is a hands-on class: we will cook, from basic staples to complex dishes. But we will also read and write: about the meaning of authenticity, about haute cuisine, and what happens to popular foodways when they move from "the street" to The Table. The importance and meaning of dining out lay at the conceptual center of the class; for our final project, students will design their own Latin American restaurant: the concept, the name, the logo, and the menu. [Prerequisite: Open to incoming First Year students only.]

FSEM 133 Stories That Change Us: Social Justice through Children's Literature and Performance Stories shape identity-and they shape childhood. In this seminar, students explore how storytelling for young audiences can nurture empathy, confidence, curiosity, and social awareness. Through hands-on work in read-aloud techniques, poetry interpretation, script adaptation, and Readers Theatre, students will learn how voice, gesture, pacing, and structure allow a story to communicate meaning. Drawing on current children's books, poems, and scripts, we will examine how stories introduce themes such as fairness, belonging, courage, and community action to primary and elementary-age learners. Students will craft and perform stories designed specifically for young audiences and reflect on how these processes shape their own emerging identities as learners, citizens, and campus community members. [Prerequisite: Open to incoming First Year students only.]

FSEM 135 Talking with Strangers What happens when you talk with strangers? What can you learn by listening carefully to someone whose life is different from your own? In this hands-on course, you'll learn anthropology by doing it. Using the campus community as your field site, you will practice observation, interviewing, and reflective writing while completing a multi-stage research project. Along the way, you'll build confidence as a communicator, develop ethical awareness, and strengthen your academic writing skills while discovering how people make sense of their everyday worlds. [Prerequisite: Open to incoming First Year students only.]

FSEM 136 Dream Home Why are HGTV renovation shows and Zillow listings so compelling? What do images of tiny homes and "before-and-after" transformations communicate about what a home should be? In this First Year Seminar, we will explore the tensions between home and housing, asking whether what we idealize in housing aligns with what we idealize in a home. Students will share examples of dream houses in media and real estate listings that we don't live in but measure ourselves against and desire vicariously. We will also critically examine how the enactment of housing ideals can produce displacement, exclusion, and environmental change. The seminar invites students to reflect on whose dreams are realized through contemporary housing and what alternative visions of house and home might make possible. The course may include an excursion to a local eco-village or sustainable housing development. [Prerequisite: Open to incoming First Year students only.]

FSEM 137 Hidden Systems: How People Get Around and Get Things Done Why does it always seem like the other lane of traffic is moving faster than your lane? How does plumbing increase workplace productivity? What is a public good, and how do people manage to work together to get something really big done? Those might seem like three very different questions, but this class is going to find a link between them. We'll be studying how people, things, and data move through the world: traffic, water, electricity, and other networks of infrastructure. Along the way, we'll learn about psychology, sociology, geography, politics, and engineering. Infrastructure is the stuff that people rely on to get through their daily lives, but we often don't pay attention to it unless it breaks. This class will help us notice these ubiquitous systems and see how many interesting things they can teach us about humanity. [Prerequisite: Open to incoming First Year students only.]

FSEM 138 Happy on Purpose Why do some people thrive while others burn out? Is happiness something you have, or something you learn? And what do relationships, purpose, and community have to do with a good life? Happy On Purpose explores what science and cultures around the world tell us about happiness-and how to practice it. Through discussion, reflection, and hands-on service-learning, you'll build emotional intelligence, strengthen self-awareness and empathy, and learn skills that support well-being in college and beyond. This is a class for students who want to live well, connect deeply, and be happy on purpose. [Prerequisite: Open to incoming First Year students only.]

FSEM 150 When Life Gives You Tangerines When Life Gives You Tangerines is a critically acclaimed South Korean drama series released in 2025. It revolves around the ups and downs of the life of Ae-sun, born to a poor family in Korea's southern most island in 1951. This course aims to explore the events and processes that led South Korea's dramatic economic success in the 20th century through this K-drama series. Students will learn about how South Korea's economy has evolved in the 21st century, exploring unique as well as typical social issues the country currently faces. This course will allow students to discover South Korean and nearby countries' interesting cultural traits and traditions. [Prerequisite: Open to incoming First Year students only.]

FSEM 152 Revolutions in Modern Science In this course, we will study the historical narratives that led to the greatest revolutions in modern science and explore the emergence of experimentation as the dominant mode of determining what counts as scientific knowledge. Starting in the 16th century when Kepler and Galileo confirmed Copernicus's conjecture that the Sun, not the Earth, was the center of the solar system, and in the 17th century with the clash between Boyle and Hobbes over the possibility of the existence of a vacuum, we will identify the dramatic changes in scientific thinking and methodology that made these and future discoveries possible. We will go on to discuss additional stories of scientific revolutions from the 18th-20th centuries, including the birth of modern chemistry when Lavoisier supplanted phlogiston theory with the idea of oxygen; Darwin's groundbreaking theory of evolution through natural selection; Pasteur's assertion that germs, not "miasma", caused disease; Einstein's theory of relativity which overturned the fixed, static space-time of Newtonian Physics; and the theory of plate tectonics which overturned the idea of static, unmoving continents on Earth. Through these stories, we will investigate the nature of scientific discovery and the conditions that give rise to momentous paradigm shifts in scientific understanding. [Prerequisite: Open to incoming First Year students only.]

FSEM 154 The Science of Us How do immortal cells, airplane crashes, baseball skills, poker games, and stock options intersect in the realm of science? This course will address the connections among and between these ideas, as a means of understanding how scientific discovery shape human lives. Should the cells and tissues of our body be treated with the respects and rights of personhood? Can any talent be defined by the actions of molecules, proteins or cells? Is the performance of a baseball player predictable? Should we be able to patent our genes? These are among questions that we will explore through reading, analyzing and debating non-fiction books, scientific publications and media. We will discuss the diverse ways that scientific discovery happens, examining the places, people and institutions that drive scientific inquiry. The diversity of materials will appeal to students interested in science, mathematics, psychology, economics, sociology and anthropology. Writing assignments will include narratives that communicate scientific information to broad audiences, as well as reflective pieces that examine how personal histories interconnect with scientific knowledge. [Prerequisite: Open to incoming First Year students only.]

FSEM 155 Computer Brain: How Technology and Biology Do "Intelligence" How do brains and computers each produce "intelligence"? Whether the AI revolution thrills or worries you, learn what is really happening inside your head as well as the AI data center. Understand how a biological brain full of neurons compares to a computer full of transistors, and whether a brain that learns is really like an AI that is trained. Play with brain and computer simulators to perform your own virtual experiments. Gain insight into how a brain can understand, while a "large language model" is the ultimate copycat. The similarities and differences will inform us as we consider the impact of computer intelligence on society. With a firm understanding of the basic biology and technology, students will critique a relevant case study, such as an academic paper, opinion piece, or fictional story. [Prerequisite: Open to incoming First Year students only.]

FSEM 159 Pawprints! All Things Dogs Are dogs our oldest BFFs in history? Was it the mutual relationship between dogs and humans that shifted our own evolution? Does the tail of the dog wag our capacity for compassion and humanness? Beyond archeologists and paleogeneticists' efforts to pin down this story of mutual development, some say a story that began roughly twenty-three thousand years ago, dogs have their pawprints all over history, fiction, art, advertising, film, religion, television and digital media and the fields of history, psychology, economics, medicine, anthropology and canine cognition centers at major universities. Their pawprints cross worlds of adventure and discovery, tales of divination and evil as much as in worlds of violence in systems of apartheid and enslavement. Today commercials hound us to further domesticate our relations with dogs, inundating us with products, care, training, fashion, health, food, vet care and pet insurance – a multi-billion-dollar industry. Dogs are considered good (if not the best) therapists for medical and psychological needs; they are laborers in hospitals, classrooms, daycares, and hotels; they accompany people with emotional, neural diverse and physical needs; they are called on to sniff out disease, police airports, and lead rescue missions. At the heart of it all, however, dogs continue to walk beside us, showing us the way at times to take the lead, other times to chill and to play, nuzzle and bark or howl our way in this world. Dogs are in and of our world. Still, the question remains: What do we really know or understand about dogs or our relations with them? How does understanding them help us understand ourselves? This course follows the vast and sprawling pawprints across time and place, gender and race relations, to inquire into what these long standing and manifold connections may tell us about making worlds and humanity. [Prerequisite: Open to incoming First Year students only.]

FSEM 160 Matters of Memory What is your earliest memory? What is your favorite memory, or your worst? Do you think these might change? Are you afraid of forgetting any of them? Do you think societies, cultural groups, or institutions remember and forget things, in a way that individual people might? What should we remember, how should we remember, and what if anything might be best left in the past? How does memory shape identity? Who are we if we remember different pasts, or live in different realities in the present? In this class, we will tackle these questions and others by thinking first about ourselves and then connect that discussion to a broader on about the art and politics of remembrance. [Prerequisite: Open to incoming First Year students only.]

FSEM 161 The Spontaneous and the Ruthless At the polar ends of a spectrum there are essentially two modes for birthing and maintaining a complex social order: ruthlessness and spontaneity. The ruthless seek to carve a new order or sustain a dying one primarily through violence unconstrained by conventional ethics and law. By contrast, the advocate of the spontaneous sees the autopoietic emergence of durable but flexible complexity in the world all around them, for example, in language, natural selection, the ecosystem, the urban built environment, the free market, and even the international order. While ruthlessness requires certainty in both knowledge and the direction of history, the spontaneous is a product of radical uncertainty and knowledge that is understood to be infinitely and minutely dispersed, dynamic, and variable. Of course, this is not to argue that the spontaneous order has no ethics; the adherents of the spontaneous order furnish themselves with an ethos that is guided by their discovery of these hidden rules of nature, social systems, and the market and thus the need to limit willful intervention that disrupts the natural equilibrium. This course will examine both modes of social organization as ideal types and assess the morality of their morality. In essence, we will assess the tradeoffs of acting on the basis of these modes of seeing the world. The course seeks to understand if, when, what kind, and how much violence and coercion is necessary in the creation or preservation of order, as well as the responsibilities of actors towards the innocent and the prospects for the realization of justice in an unjust world. Moreover, the course seeks to complicate the range of possible positionalities beyond the unscrupulous and fanatical activist on the one hand, and the complicit individual on the other hand. The aim is thus to open space to think about the revival of a realistic liberalism in world where moral purity is impossible. [Prerequisite: Open to incoming First Year students only.]

FSEM 163 Screen Time Great movies prompt great conversations. Every week in this class we'll watch an engaging movie – a wide range of Hollywood blockbusters, cinema classics, foreign films, and documentaries – and use it as an opportunity to discuss interesting and challenging questions. These conversations are designed to introduce you to the wide range of possible paths that you might want to pursue in your time with us at HWS. Our movie discussions will cover everything from the psychology of characters, to the ethics of their choices, to the politics and economics of the societies they inhabit, to the ways that culture and technology shapes the world around them. Naturally we'll also talk a great deal about the artistry of filmmaking itself, both in terms of storytelling and in terms of visual art. [Prerequisite: Open to incoming First Year students only.]

FSEM 164 Encountering Difference Encounters happen every day. We encounter people of different civilizations, nations, races, faith, class, sexes, and genders at schools, workplaces, supermarkets, public squares, and other venues. What do we expect when we meet other people? How do we respond when we encounter difference? What constitutes difference? Why do we fear difference? Why do people stereotype? Could the fear of the other necessitate one to control the narrative, the people, or their resources? Or, could encounter with the other become a life-changing experience that affirms oneself and the other simultaneously? What needs to be done for us to have a meaningful encounter with the other? This seminar will particularly explore on two kinds of encountering difference: Christian Spaniards' encounters with Native Americans in early Americas, contemporary encounters between White Americans and American people of color including African-Americans and Arab-Americans, and interfaith encounters between Christians, Jews, and Muslims. [Prerequisite: Open to incoming First Year students only.]

FSEM 165 Puppet Cultures In 2021 giant animatronic puppet Little Amal walked over 5000 miles – from the border of Syria to the United Kingdom – in a traveling art festival that drew attention to the plight of displaced children and refugees. As she walked, Little Amal followed the footsteps of countless puppets before her: puppets have a long history of being used to express cultural critique. Students in this class will explore the global culture of puppetry as social commentary, cultural celebration, communal entertainment, and public education with a focus on puppets as media. Students will learn about and analyze the history, theory and practice of puppetry while having the opportunity to design, build, direct, and film their own puppet creations. [Prerequisite: Open to incoming First Year students only.]

FSEM 167 Dreams and Art: A Jungian Interpretation of the Unconscious This first-year seminar introduces students to the guiding ideas and practices of Jungian dream analysis while actively exploring the possible similarities between dreams and artistic expression. Through close reading of short Jungian and post Jungian texts, analysis of personal dreams using key Jungian concepts (such as symbol, archetype, persona/shadow, etc.), and discussion-based workshops, students will learn to approach dream imagery as an ever evolving and changing symbolic language rather than a puzzle with fixed answers where an image always means the same thing. The course also examines parallels between dreamwork and the creative process-how images emerge, repeat, distort, and transform-using selected works of visual art, literature, and film as case studies to see how unconscious content can be made conscious. Students will develop interpretive skills, reflective writing habits, and an ethical vocabulary for working with the intimate material of their psyches. [Prerequisite: Open to incoming First Year students only.]

FSEM 168 How COVID-19 Broke the Economy (and Who Paid the Price) How did COVID-19 affect our economic future? How did economic and social inequality impact health outcomes and job loss during the pandemic? What were some of the longer term effects of the crisis on student learning loss, economic policy, inflation, and the nature of work? In this course, we analyze the repercussions of the pandemic using concepts from economics, with a focus on how an individuals' economic and social position, identity, and type of work affected the way they were impacted by the crisis. We also examine economic policy responses and their effects on individuals across socio-economic groups. Students will learn to use economic tools to critically analyze social and historical events, and learn to communicate their understanding to diverse audiences. [Prerequisite: Open to incoming First Year students only.]

FSEM 169 History in Your Hands: The Archaeology of Orphaned Artifacts What does it feel like to hold an 8,000-year-old piece of history in your hands? Do artifacts "speak for themselves" or do we shape their story? Why do we collect artifacts, who really owns them, and what happens when we remove them from their archaeological context? What are our responsibilities in the present to relics of the past? These are some of the questions we will explore in this course as you, budding young scholars, are invited to work with the Anthropology Department's considerable collections of "orphaned" artifacts and return to them some of their lost histories. Ranging from Neolithic stone tools to the detritus of 19th century New York life, the Anthropology Department has for over a century been the final destination for a host of artifacts. Yet as the scholars who brought these finds to us have passed, so has the knowledge about their significance. Our responsibility now is to return to them their history so that they may again be useful objects for teaching and research, or perhaps be reunited with their source communities. Working closely with faculty, you will learn to do the kinds of work archaeologists and museum professionals conduct to restore an artifact's story. As you describe, document, and research objects from our collection, you will develop important college skills such learning where and how to access resources, think critically, and write coherently. You will end the semester collaborating with one another to curate your collection and present your findings to the HWS community. [Prerequisite: Open to incoming First Year students only.]

FSEM 170 Build your own Westeros: Experiments in Culture How would you like to produce Westeros, Hogwarts, Middles 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 t 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. [Prerequisite: Open to incoming First Year students only.]

FSEM 171 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. [Prerequisite: Open to incoming First Year students only.]

FSEM 172 Picturing Evolution: How Art and Film Capture Principles of Biological Evolution Charles Darwin's theory of biological evolution has withstood over 150 years of intense scrutiny from the scientific world and from society at large. Darwin's book, The Origin of Species, presents the basic tenets of evolution, and the evidence he marshaled to support it, in vivid prose. He based his theory in large part on direct observation of the natural world, and this was key to its success. Few people in Darwin's time or before had made such extensive and careful observations of nature. Today, we have access to countless images and films of the natural world, of a kind and quality that Darwin could hardly have imagined. These depictions not only richly illustrate Darwin's principles of evolution, they often do so with awe-inspiring artistry and beauty. In this course, we gain entry into the world of biological evolution through the medium of imagery, in the form of painting, photography, and film documentaries of yesterday and today. Birds in particular are a popular subject of art and film, and their diverse appearance and behavior give us a prime example of the influence of sexual selection on evolution. Our ape cousins have also been the subject of extensive and dramatic film representations, and we have learned a great deal about sociality, tool use, aggression, and many other aspects of hominid behavior from these depictions. This course uses imagery of the natural world to help illustrate and understand Darwin's writing and the modern synthesis of his theory. We also consider the beauty and drama of these depictions, and also discuss controversies surrounding some of them. [Prerequisite: Open to incoming First Year students only.]

FSEM 174 Speak, Memory: Writing from Life Emily Dickinson implores us, "Tell all the truth but tell it slant" – though what that "truth" is, and how to tell it, can be elusive. In this course, we will explore different traditions of creative writing-focusing first on nonfiction via the personal, lyric, and meditative essays, then folding in everything from poetry to autofiction, immersion journalism to the graphic memoir-all in an effort to better read and write our way towards "truth." You will learn to dissect critical and creative works that plumb memory and meaning-making. You will reckon with different traditions of scholarship and art, consider the unique "slant" of each, to gain purchase on the manifold partial truths across the liberal arts that you will encounter in your coming years at Hobart and William Smith. [Prerequisite: Open to incoming First Year students only.]

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. [Prerequisite: Open to incoming First Year students only. Must be taken concurrently with GEO 186.]

FSEM 193 Ghosts and Hauntings in the Americas Why is the figure of the ghost prevalent in stories across the Americas? What are these ghosts trying to tell us, and what would happen if we took seriously their demands? This seminar investigates the ghostly, the haunted, and the possessed within theater, literature, and film in the Americas, as well as in upstate NY and on our own HWS campus. Following Avery Gordon, this seminar begins with the suggestion that 'Haunting describes how that which appears to not be there is actually a seething presence, the ghost or apparition is one form by which something lost, or barely visible, or seemingly not there to our supposedly well-trained eyes makes itself known or apparent to us.' Our primary goal is thus to learn to read with an eye and ear for the ghostly: what is presumed missing, repressed, and/or underneath the surface. We will explore folktales of ghosts, examine the uncanny, and investigate narrative and performative forms talking to, with, and about ghosts. Throughout, we will consider the relationship of history and memory, both individual and collective. We will search for ghosts on campus, in stories, in the archives, in art, and in our cultural imaginary. [Prerequisite: Open to incoming First Year students only.]

FSEM 196 Bodies Politic How do you present yourself in everyday life? Your clothes, manners, haircut, and how you decorate your room are all `texts' through which you reveal (and sometimes hide) yourself from others. Are you a preppy, a punk, a goth, an urban hipster, or a chic hillbilly? In this seminar we will explore `the body'; as a site at which cultural, social, and political commitments are both constructed and challenged. In its traditional use, The Body Politic is a metaphor in which the members of a political community are thought to compose a single corporeal body. In this course, however, we will be less concerned about how individuals may be incorporated into a legitimate and politically authoritative collective; instead we will employ `Bodies' Politic to interrogate how society produces material bodies that are meaningful (and how those meanings often inspire resistance). Specifically, we will draw upon texts from history, anthropology, literature, film, and political theory in order to explore the body as a means of learning and self-expression, as a mechanism for social control, and as an object of political regulation. More specifically, we will examine what vampires, soccer hooligans, Civil War reenactors, cyborgs, and Japanese anime reveal about the changing and contested categories of class, race, gender, and sex through which our bodies are made comprehensible to others. [Prerequisite: Open to incoming First Year students only.]

LEAD 250 Leadership and Peer Mentoring in Theory and Practice This course is exclusive to First-Year Mentors. In this course, students will explore: learning theory, leadership theory, science of motivation, mind-set, and behavior, facilitation methods, public speaking, engagement models, as well as honing the skills of critical thinking, reflection, and analysis. They will have the opportunity to put their theory into practice as they support first-year students through their respective FSEM courses. This course will host a collective group of students to learn, collaborate and share best practices in a classroom setting to be directly applied to the FSEM course they are mentoring.

BIDISCIPLINARY COURSES

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

BIDS 112 Where the Wild Things Are: Memories and Representations of Nature This course explores nature in the Americas through its storytellers and factkeepers. When writers, artists, and filmmakers communicate stories, how do they retell natural history? How do scientists use the memories preserved in organisms, tissues and genes to reconstruct past environments? Where and when do animals and plants become iconic in historical memory, the collective imagination, and popular culture? How do diverse representations of the past inform present-day environmental policy? **P3, P4**

BIDS 130 Music, Mathematics, and Mystery This interdisciplinary course explores the deep connections between mathematics and music, revealing how numerical patterns shape rhythm, harmony, melody, and structure. Students will investigate topics such as frequency ratios, the mathematics of tuning systems, the physics of sound waves, and the role of symmetry in musical composition. Through hands-on activities, mathematical analysis, and listening exercises, participants will gain a deeper appreciation of how mathematical principles govern the way we create, perform, and perceive music. No advanced math or music theory background is required-just curiosity and a willingness to explore the fascinating intersection of these two disciplines. May not be used for a MATH major or minor requirement.

BIDS 204 Technical Art History and Applied Chemistry for Museum Studies Museums are responsible for curating a wide range of artifacts with the goal of preserving them indefinitely. Technical art history (using "art" in its broadest sense) begins with an understanding of the processes by which the artifacts are or were produced and combines it with an understanding of the science of the materials involved. This course will combine both subjects to understand the production of art objects and artifacts from a wide range of cultures and materials while simultaneously learning about the chemistry of the materials. The goal will be to understand the conservation of art, both the principles and practice. In the laboratory, students will produce a range of art forms and study them scientifically to gain practical experience in restoration and conservation of artifacts. Finally, the ethics of being sensitive to indigenous cultures while curating the products of those cultures will be explored. This course will require two 1/2-day weekend trips to conservation labs. (Bowyer and Leopardi, offered occasionally) **P2**

BIDS 208 Fermenting in the Finger Lakes: Wine, Labor and Place This course provides interdisciplinary, practical engagement in the concepts of Finger Lakes terroir, tradition/authenticity, cultural and social class practice, winemaking and appreciation, and agricultural ecology. It integrates academic coursework with a hands-on tasting lab to explore artisanal beverage production, primarily wine, in the Finger Lakes. Class meetings and local fieldtrips will focus on vineyard labor and production, vinifera grape history, agriculture, and recognition of associated cultural life and social class construction. The lab portion of the course (which may be taken separately) features hands-on learning with tasting and discussion through instruction from guest speakers working in the Finger Lakes wine industry. (Annear and Waller. Offered annually, fall semester) **P3** [Prerequisite: One course in ANTH or SOC or ANTH, ECON, MGMT, GLS, SOC or ENV major or minor or status as a non-credit bearing student]

BIDS 210 The Art of Resistance This bi-disciplinary course explores three interwoven threads: the ethics of resistance, the art of protest, and the politics of remembrance. The course focuses on the ethical dilemmas of resistance and poses tough questions about the moral costs of political struggle, the balance between personal survival and group solidarity and the obligations we have to both past victims and future generations. Students will consider the ways that art, from literature to digital media, can be a form of resistance itself. It addresses the question of how artists can ethically represent oppression without exploitation and use their work to advance justice. It asks how to memorialize resistance respectfully, the role of art in healing communities, and who has the right to tell these important stories.

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 and sex selection, assisted reproduction (e.g. surrogacy and in vitro fertilization), contraception, and abortion. 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, evolution. genetics, cell biology). (Kenyon and Munson, offered every other year) **P4** [Prerequisite: SOC 100 or FSEM 021 with grade of C- or better.]

BIDS 219 Imagining Environmental Apocalypse across the Muslim World Do disasters and climate calamity teach you to believe that the end is near? Are they caused by divine punishment or driven by anthropocentric power? This course proceeds from an understanding that there is a messy overlap between Islamic conceptions of apocalypse on the one hand, and capitalist-driven apocalypse on the other-these are not two distinct apocalypses; rather, they are co-constituting. The course texts reflect this overlap, with the aim of understanding the role of religion in either combatting or accelerating apocalypse broadly understood. This course considers traditionally-shaped apocalyptic narratives, as well as how they are reflected in the current debates of war and ten-or and the pursuit of climate justice. Although Islam is the primary lens through which we will consider apocalypse, we will also account for the intersectional impacts of race, ethnicity, nation, gender, sexuality, and class. Readings range from scholarly work to science fiction literature and film. (Anwar and Murphy, offered occasionally) **P4**

BIDS 220 Found in Translation: Japanese Literature Japanese literature is developing a global reach and many in Western cultures are avid fans of manga and anime and are interested in broadening their knowledge of Japanese culture through its literature. This course offers the opportunity to experience Japanese literature and film in English often translated/adapted with the direct input of the original author. To access these works, we will explore Japanese culture, particularly in the context of the works we'll be reading. What role does the translator play in making this literature available outside Japan? What tricks do they have up their sleeves? What problems do they encounter? How intellectually and aesthetically independent is the translated work from the original? What's involved in adapting a literary text to film and how do we access its riches from outside its cultural and linguistic context? Holland, Minott-Ahl. Offered every other year. **P3**

BIDS 234 Studio Ghibli and Anime Cultures This course will explore the cultures of Japanese animation, or anime, by way of examining the animated outputs of the world-famous Studio Ghibli. Specifically, the course will perform a guided investigation of the work of Hayao Miyazaki and how his animated cinematic construction, methods of adaptation, and genre variation highlight anime's potential for providing unique perspectives on the concepts of folklore, landscape, race, gender, identity, and human relations. The course will also incorporate basic animation production assignment as a hands-on practice to get students familiar with the nuts and bolts of Japanese animation production (e.g. character design and use of narrative space). While this course involves a focused study of Japanese animation and culture, the course does not have any prerequisites. So, no prior experience in animation, Japanese studies, or Japanese language is required. Offered occasionally. **P2, P3**

BIDS 235 Healer and Humanist: Frantz Fanon the Revolutionary It is fair to characterize Frantz Fanon as one of the most influential and one of the most controversial thinkers of his time. To some he was a liberator. To others he was a warmonger. In this course we will explore Fanon the humanist and Fanon the healer. One of Fanon's most notable contributions, the one highlighted in the course, is his understanding of the link between the individual's mental health and the socialization process for which he/she is embedded. A socialization process is a tool societies use to reproduce itself. It defines right; it defines wrong. A socialization process delimits normal human behavior, but more ominously, it circumscribes what is and thus names what is not human. Its purpose is to make and remake the society or rather to make and remake the individuals that inhabit the society throughout time. It's a survival mechanism. We will argue that Fanon believed that the socialization process could also be a process of individual un-making. Through his concepts of humanity, power, and violence, Fanon constructs a theory of social un-making or rather a theory of how the non-human is made. We will follow Fanon through his intellectual process by conducting an extensive analysis of his four major texts: Black Skin, White Masks, The Wretched of the Earth, Dying Colonialism, and Toward the African Revolution. Ultimately, we will attempt to locate Fanon's thought amongst other influential humanists of his time including: Paulo Freire, Antonio Gramsci, Malcolm X, Steve Biko, James Baldwin, Aimee Cesaire, and Patrice Lumumba. (McCorkle and Grayson, offered occasionally) **P4** [Prerequisite: Open to sophomores, juniors and seniors only.]

BIDS 251 Sovereignty, Power, and the People This course will explore theories of sovereignty from the history of political thought in the ancient, medieval, and modern world. In this bi-disciplinary course, taught by a political theorist and a historian of political thought, we will think about the tension between normative and historical approaches to political ideas. We will practice close, critical readings of mostly primary texts that range from ancient China, Japan, Greece, and Rome to medieval Christian and Islamic kingdoms, and on to questions of authoritarianism, liberal democracy, communism, international law and Indigenous sovereignty today. While a great deal of contemporary theory relegates notions of state sovereignty to an imagined pre-globalized, pre-democratized past, we will leap into the challenge of interrogating the notable persistence of the problems of territory, power, form, and justice in the world in which we live. (Crow and Dean, offered occasionally) **P3, P4**

BIDS 256 Libraries: Places of Memory Libraries symbolize exploration, learning, and knowledge, the possibility of encountering mysteries from the past. This course aims to ignite the love of libraries – to relish the beautiful spaces and find inspiration in the courage and ingenuity of librarians. It embraces the library as a storehouse of memory. Through readings, activities, discussions, and field trips, we will explore the critical role of libraries in preserving local, national, and world historical memory. (Dean/Bedauri, offered alternate years) **P4**

BIDS 286 Gender, Nation, 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 and Ristow, offered alternate years)

BIDS 293 Racial Utopias: Economizing Soul With the continued hunt of black lives and the rising social unrest that the hunt has engendered, this course asks: what would an ideal racial world look like? What would equality or equity be like in such a world? How do visions of the sacred have to compromise with the realities of the profane in such utopias? Utopian visions often include a message of oneness/sameness. How do questions of oneness and sameness apply to questions of race? Do they separate people? Do they homogenize people? How have they changed over time? What is the role of the religious leader in fashioning these ideal visions? For the economist interested not only in behavior but motivations, racial utopias present the opportunity to study how conflicts between worldview (religion) and habit/behavior (racism) are or are not resolved. For the scholar of religion, racial utopias are unique products of a religious imagination that seeks the Kingdom of God on earth. Interrogating racial utopias will allow all students to examine aspects of their own lives including their image of God, what they hope for, and what they can do to help create their ideal world. We will investigate a number of utopian projects that included racial components, including The People's Temple (Jim Jones), Father Divine, the Black Hebrew Israelites, and Star Trek. (Salter and Grayson, offered occasionallly) **P3, P4**

BIDS 296 Queer Death Studies The world is saturated with images and discourses of death and dying, from pandemics and famines, to war and natural disaster. Bringing together Gender, Sexuality and Intersectional Justice with Environmental Studies, this interdisciplinary course centralizes death, memory and mourning, critically examining engagements with death in our world today. This seminar will also examine how class, race, ethnicity, gender, sexuality, and bodily and cognitive ability render non-hegemonic lives more precarious, subjecting them to heightened surveillance, systemic violence and disposability. 'Queer Death Studies' will also examine how the erasure of queer deaths from public archives and the selective mourning of lives deemed socially valuable reflect deeper cultural anxieties around exclusion and belonging, illuminating the psychodynamics of collective memory. We will interrogate how institutions, media, and policy mediate remembrance, revealing the ways Western culture both represses and perpetuates histories of exclusion. Finally, we'll unpack Western understandings of death and mourning, which privilege linear narratives of grief on behalf of normative human subjects, and thereby dictate who or what is grievable, and which forms of remembrance are legitimized, and consider how such understandings of death and mourning relate to (neo)colonial extractivism and the concomitant climate change. By exposing how memory's politics are shaped not only by repression but also by the compulsive return of unresolved violence, structural neglect, and historical forgetting, this course will challenge students to reconsider whose deaths are grievable and whose are systematically disavowed. Ultimately, this seminar will lead students through an exploration of the stakes of studying death and memory as a tool for seeking justice for all living creatures. **P4**

BIDS 297 Jazz and American Democracy This interdisciplinary course examines the parallel developments of jazz and American democratic ideals, exploring how jazz embodies, challenges, and reimagines democratic principles through its emphasis on individual expression, collective cooperation, and cultural innovation. Through historical, musical, and sociological analysis, students will investigate how jazz reflects and shapes American democratic discourse and philosophy through race relations, cultural exchange, market forces, and artistic innovation. **P3** [Antirequisite: Students can't have taken MUS 207]

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

AESTHETICS

Program Faculty

Lisa Leininger, Philosophy
H. May, Theatre
Donna Davenport, Dance
Charity Lofthouse, Music
Michael Tinkler, Art and Architecture
Katherine Walker, Music

The Aesthetics program seeks to help students gain insight into the nature and importance of artistic creativity and expression, the role of criticism in the arts, the unique contributions of different art forms, the place of the arts in society and the nature and value of aesthetic experience. Thoughtful examination of these issues should enable a strong response to social forces which challenge the need for the arts and which aim to reduce government funding for these crucial human activities. 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.

Offerings:

AESTHETICS MINOR

interdisciplinary, 5 courses

Requirements:

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 theater), the student must choose two artistic disciplines and take two courses in each one. The two courses in each artistic discipline must involve both studio and theory work, according to one of the following combinations: a) one studio course and one theory course; b) two combined studio-theory courses; c) one combined studio-theory course and either one studio course or one theory course. The following list specifies the courses within each of the six artistic disciplines that are studio courses, theory courses, and combined studio-theory courses. New courses, studio courses, or occasionally offered studio courses may qualify for the minor with approval of the advisor.

ART COURSES

Studio Courses

ARTS 105 Color and Composition
ARTS 114 Introduction to Sculpture
ARTS 115 Three Dimensional Design
ARTS 125 Introduction to Drawing
ARTS 165 Introduction to Imaging
ARTS 166 Time in Art
ARTS 203 Representational Painting
ARTS 204 Abstract Painting
ARTS 209 Watercolor
ARTS 214 Metal Sculpture
ARTS 215 Sculpture Modeling
ARTS 225 Life Drawing
ARTS 227 Advanced Drawing
ARTS 245 Photo Screen Printing
ARTS 246 Intaglio Printing
ARTS 248 Woodcut Printing

ARTS 265 Intermediate Imaging
ARTS 305 Painting Workshop
ARTS 315 Sculpture Workshop
ARTS 345 Printmaking Workshop
ARTS 365 Imaging Workshop

Theory Courses

ARCH 312 Theories of Modern Architecture and Urbanism
ARTH 100 Issues in Art
ARTH 101 Ancient to Medieval Art
ARTH 102 Renaissance to Modern
ARTH 110 Visual Culture
ARTH 201 African American Art
ARTH 210 Woman as Image Maker
ARTH 211 Women in 19th Century Art and Culture
ARTH 255 French Roots of Modernism
ARTH 282 20th Century American Art
ARTH 306 Telling Tales: Narrative in Asian Art
ARTH 332 Roman Art, Architecture, and 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 Nonfiction 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 American Poetry: 1945 to Now
ENG 270 Globalism and Literature
ENG 300 Literary Theory Since Plato
ENG 302 Post-Structuralist Literary Theory
ENG 304 Feminist Literary Theory
ENG 305 Psychoanalysis and Literature
ENG 354 Forms of Memoir
ENG 360 Sexuality and American Literature
ENG 361 Readings in Multi-Ethnic Women's Literature

ENG 362 Body, Memory, Representation
ENG 395 Story and History
RUSE 208 Fantastika: Sci Fi & Fantasy in the Russian World
WRRH 322 Adolescent Literature

DANCE COURSES

Studio Courses

DAN 140 Dance Ensemble
DAN 200 Dance Composition I
DAN 250 Dance Improvisation
DAN 300 Dance Composition II
DAN 110 Intro to Global Dance: Dances of the African Diaspora
DAN 907 Intro to Jamaican Dance
DAN 950 Jamaican Dance II
DAN 955 Global Dance Techniques II: Dances of the African Diaspora
DAN 900s Any full-credit dance technique course or two half-credit technique courses (DAT).

Theory Courses

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

Combined Studio-Theory Courses

DAN 230 Community Arts (SLC)
DAN 305 Somatics
DAN/EDUC 335 Arts and Education
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 One
THTR 160 Introduction to Stagecraft
THTR 280 Stage Management for Theatre and Beyond
THTR 290 Theatre for Social Change
THTR 295 The Performing Arts of Bali
THTR 330 Acting Two
THTR 335 Acting Shakespeare
THTR 340 Advanced Acting Styles
THTR 360 Lights Up: Dynamic Lighting for Stage Performance
THTR 370 Playwriting
THTR 480 Approaches to Directing for the Stage
THTR 900 Theater Production (half credit course)

Theory Courses – Dramatic Literature, History, and Theory
MUS 210 American Musical Theatre
THTR 100 From Page to Stage: Introduction to Script Analysis
THTR 220 Theatre History I (Antiquity to 1700)
THTR 300 American Drama
THTR 308 American Experimental Theatres
THTR 309 Feminist Theatres
THTR 310 Black Theatres
THTR 320 Theatre History II (1700 – Present)
THTR 424 Writing About Theatre

FILM

Studio Courses
ENG 398 Screenwriting I
MDSC 305 Film Editing
THTR 130 Acting One
THTR 330 Acting Two

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

COURSE DESCRIPTION

PHIL 230 Aesthetics This course addresses a variety of philosophical issues relating to the arts, focusing on questions such as these: What is the nature of artistic creativity? What is the purpose of the arts? Is there a way for us to determine aesthetic value? Is there truth in art? How are emotions related to the arts? What role should art critics play? How are interpretations and evaluations of art influenced by factors such as culture, time period, race, gender, class? What role do the arts have in non-Western cultures? Are there aesthetic experiences outside of the arts? The course concludes by examining specific art forms chosen according to student interests. (Leininger offered alternate years)

AFRICANA STUDIES

Program Faculty

Christopher Annear, Anthropology
Alex Black, English and Creative Writing
Brian Clark, Anthropology
Kanaté Dahouda, French and Francophone Studies
Kevin Dunn, International Relations
Jessica Farrell, History
Janette Gayle, History
Keoka Grayson, Economics, Chair
Kelly Johnson, Dance
H May, Theatre
S. Ani Mukherji, American Studies
Virgil Slade, Africana Studies
Kellin Stanfield, Economics
Angelique Szymanek, Art History

The Africana Studies program offers an accredited interdisciplinary major in Africana Studies with concentrations in African, African-American, or Africana, and interdisciplinary minors in African, African-American and Africana studies. The aim of the program is to provide students with a broad, interdisciplinary understanding of the culture and history of the peoples of Africa and of African descent. We do so by offering courses that explore the dynamic intersections of race, ethnicity, gender, class and culture. These courses aim to foster an in-depth understanding of the history, culture, literature, intellectual heritage and social, political and economic development of people of Africa and its Diaspora.

All students are encouraged to share their enthusiasm and background in campus activities, with groups such as the Model African Union, Latin American Organization, International Students Club, the Pan-African Latin Organization and Sankofa, the Black Student Union. Students are encouraged to study abroad on short or semester-long programs to Kenya, Senegal, or South Africa. Through our work as teachers in the various sub-fields, hosting campus events, providing opportunities for off-campus study, and collaborative research, we seek to equip students with the skills, tools, sensitivities and the knowledge necessary to be responsible citizens in a diverse and global society.

Mission Statement

Africana Studies examines Africa and its Diaspora, through an examination of the centrality of racism and colonialism in the construction of the modern world, and the importance of opposition and resistance to these forces in the pursuit of social justice. The Africana Studies Program gives students the opportunity to complete a major in Africana studies or a minor in African studies, Africana studies, and African-American studies. The program faculty strive to enhance the educational development of students by providing them with academically challenging courses that develop students' analytic, critical and creative thinking, writing and research skills. Our curriculum focuses on impact of migration, imperialism, racism, nationalism, and globalization in shaping lives, ideas and cultural identities.

Offerings

AFRICANA STUDIES MAJOR (B.A.)

interdisciplinary, 10 courses

Learning Objectives:

- Foster a sense of belonging to an affirming community.
- An understanding of the historical legacies of enslavement, colonialism, and the post-colony.
- Develop an understanding of how race intersects with class, sexuality, and gender.
- Develop an understanding of the ongoing cultural expressions of the African Diaspora.
- Understand the historical contributions within the sweep of African and Diasporic cultures.
- Experience different modes of learning within and external to the classroom.

Requirements:

One introductory Africana Studies course (AFS 110 Introduction to Africa, AFS 150 Foundations of Africana Studies, AFS 180 Black Atlantic or approved substitute, such as FSEM 042), eight courses, and a 400-level capstone, seminar course, or internship. No more than two courses may be at the 100-level. 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 capstone if such a course is not offered.

AFRICANA STUDIES MINOR

interdisciplinary, 5 courses

An introductory course and four courses at the 200-level or higher. 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 advisor 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 115 Demythologizing Race: A Re-Education of Difference
AFS 150 Foundations of Africana Studies
AFS 180 Black Atlantic

Africana and Cross Listed Courses

AFS 208 Growing Up Black (AL)
AFS 211 Black Earth: Nature and African American Writing (AL)
AFS 230 Revolutionary Poetics of the Black Diaspora (AL)
AFS 235 Healer and Humanist: Frantz Fanon the Revolutionary
AFS 305 Revolutionary African American Autobiography (AL)
AMST 208 Race and Ethnic Relations (A, C)
ANTH 110 Introduction to Cultural Anthropology (A)
ANTH 217 Precolonial Africa (A)
ANTH 296 Africa: Beyond Crisis, Poverty and Aid (A, C)
ANTH 354 Food, Meaning and 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)
ARTH 201 African American Art (AL)
DAN 110 Introduction to Global Dance Forms (AL)
DAN 907 Introduction to Jamaican Dance (AL)
DAN/DAN 950 Jamaican II (AL)
DAN/DAT 955 Global Dance Techniques (AL)
ECON 210 Economic Inequality (C, CP)
ECON 243 Political Economy of Race (H, CP)
ECON 248 Poverty and Welfare (C, CP)

ECON 293 Racial Utopias (C, CP)
ECON 476 Political Economy of the Middle East and North Africa (C)
EDUC 081 Teaching for Equity (CP)
EDUC 337 Education and Racial Diversity in the U.S. (CP)
ENG 165 Introduction to African American Literature I (AL)
ENG 270 Globalization and Literature (AL)
ENG 362 Body, Memory, and Representation (AL)
FRN 253 Paris-outre-mer (CP, AL, C)
FRN 351 Francophone African Fictions (AL)
FRN 355 Caribbean Francophone Identities (AL)
FRNE 155 Memory, Culture and Identity in French Caribbean Literatures (AL)
FRNE 219 Beyond Colonialism: North African Cinema and Literature
GLS 101 Introduction to Global Studies (CP)
HIST 112 Soccer: Around the world with the Beautiful Game (H, CP)
HIST 227 African American History I (H)
HIST 228 African American History II: The Modern Era (H)
HIST 283 Apartheid South Africa: The Logics of Settler Colonial Patriarchy (H, CP)
HIST 284 Africa: From Colonialism to Neocolonialism (H)
HIST 306 Civil War and Reconstruction: 1845–1877 (H)
HIST 331 Law in Africa (H)
HIST 332 African Perspectives on Slavery, 1500 to the Present (H)
HIST 345 Race-ing America: An Exploration of Race in America (H)
HIST 348 Black Women in the Struggle for Rights in America (H)
HIST 353 The Invention of Africa (H)
HIST 354 Lives of Consequence (H, C, CP)
HIST 364 Seminar: African History (H)
HIST 371 The Civil War in American Popular Culture (H)
INRL 208 Gender & Politics in Middle East and North Africa (C, CP)
INRL 258 State, Society, and Market in the Middle East and North Africa (C, CP)
INRL 259 African Politics (C, CP)
INRL 260 Human Rights and International Law
INRL 285 Borders, Belonging, and Rights in the Middle East and North Africa (C, CP)
MUS 207 Big Band to Bossa, Bop to Blues: A History of Jazz (AL)
MUS 215 Power, Privilege, and the Other in US Popular Music (AL)
PHIL 210 Philosophy of Race and Racism (C, CP)
POL 333 Civil Rights (CP)
POL 370 Black Radical Political Thought (CP)
REL 241 Rastaman and Christ (C)
REL 293 Racial Utopias (C, CP)
SOC 221 Race and Ethnic Relations (A, C)
SOC 223 Inequalities (C)
SOC 251 Sociology of the City (C, CP)

SOC 353 Global Cities(C, CP)
SOC 357 Race and Education (C, CP)
THTR 290 Theater for Social Change (AL)
THTR 310 Black Theatres (AL)
GSIJ 213 Transnational Feminism and Performance (C)
GSIJ 219 Black Feminism (C, CP)
GSIJ 308 Chicana and Latina Art: Altars, Ofrendas, and Racial Acts (AL, C, CP)
WRRH 251 Black Talk/White Talk (C)

COURSE DESCRIPTIONS

AFS 115 Demythologizing Race: A Re-Education of Difference I don't see race... We have all encountered (or maybe even said) statements like this that generally attempts to project a recognition of equality: I see people, not color. Yet, what can often be heard is a denial of what it means to live in a particular body: You don't know what it means to be black.... These kinds of misfire of communication remain commonplace because we have been socialized to avoid speaking honestly about how we understand race, and what informs that understanding. This socialization has often rendered us as unprepared to make ourselves vulnerable or to meet other people where they are. Yet, while confronting the realities and violences of race can often lead to discomfort, if we all remain on the sidelines of this conversation then nothing in our world is going to change. This class, therefore, offers students the opportunity to interrogate the historic construction of race as we presently understand it; exposes the political, social, and economic agendas that informed this creation; and explores ways to think about racial difference that can dissolve the racial hierarchy we have inherited. (Slade, annually Spring) **P3, P4** [Prerequisite: Open to First Year or Sophomore students only, or open to HIST and AFS majors and minors.]

AFS 125 Documentaries and Decolonization It may still be partly true that "The Revolution Will Not Be Televised" (Scott-Heron, 1971), yet in the era of smartphones, it will certainly be documented. This course explores how independent documentary filmmaking challenges dominant narratives, constructs "counterinformation," and archives testimonies of resistance that serve as resources for transnational social movements. Focusing on Afro-Indigenous struggles across the Americas, students will examine how documentaries create spaces for cross-cultural dialogue and shared experiences of resistance. Engaging with decolonial theory, visual anthropology, and Black and Indigenous studies, the course investigates the politics of storytelling and visual sovereignty. Through hands-on exercises in mobile documentary production, students will research "untold stories" and critically examine the creation, collection, and circulation of narratives in times of social instability. **P3, P4**

AFS 150 Foundations of Africana Studies This course provides the foundations and context for Africana Studies from a historical and contemporary perspective. It defines the geographical parameters which include the study of Africans on the Continent and in the Diaspora (Europe, the Americas and the Caribbean). It also clarifies concepts and corrects false perceptions of Africa and Africans, with a focus on inclusiveness and diversity of both the traditional and the modern. This course is multidisciplinary cross-cultural, taught from an African-centered perspective sensitive to race, gender, and class. Faculty members from the departments of anthropology, economics, French, history, political science and sociology participate as guest lecturers. **P3, P4** [Prerequisite: Open to First Year or Sophomore students, or permission of instructor.]

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/culture around "race" creates a double consciousness and how, in spite of this, peoples of African descent have sustained cultural links that stretch across the Atlantic, uniting Africa, Europe and the Americas. Starting with possible pre-Columbian voyages, through the Middle Passage to the return voyages of contemporary Americans to Africa, we chart these connections across time and space. **P3, P4** [Prerequisite: Open to First Year or Sophomore students, or permission of instructor.]

AFS 203 African Voices The challenges to African literature described by Ngugi wa Thiong'o in his Decolonising the Mind form the basis for our discussions of recent African literature. Principal themes of the course then are the critique of social structures both traditional and colonial, the position of women, modalities of resistances, and the exploration of expression within and against the conventions of European literature. While relying primarily on the novel to represent diverse cultures and approaches to questions of identity, the course will also include essays, memoir, poetry, and film. **P3, P4**

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. (McCorkle, alternate years relative to AFS 230) **P3, P4**

AFS 222 Arabic Cinema and Literature For students most often introduced to the Middle East and North Africa through the lens of conflict and contention, this course offers an opportunity to explore the region through the lens of its cultural production and the role that fiction, poetry, and the arts play in meaning-making within and across borders. The course uses film and literature to explore dynamics of belonging within and across communities of different scales in Southwest Asia and North Africa, mapping some of the variation in experience over space and time, from small agricultural communities and nomadic trade routes to sprawling megacities that are hubs of cultural transformation. Selections and case studies vary by semester. (Offered alternate years) [Antirequisite: Students can't have taken ASN 222 or FRNE 222]

AFS 230 The Revolutionary Poetics of the Black Diaspora Among the aims of this course, and corresponding to the mission of Africana Studies, is to provide an understanding and appreciation of cultural transactions and movements centered on a poetics of Black aliveness and being. Secondly, the course will introduce the relationship of poetics to political and cultural movements. Exploring the Harlem Renaissance, Négritude, and the Blacks Arts Movement not only as aesthetic movements, but anti-colonial and emancipatory movements. Explores new structures of affective language, of re-encountering the Black archive, and world-making. Readings include works by Langston Hughes, Claude McKay, Leopold Sédar Senghor, Aimé Cesaire, Kamau Braithwaite, Derek Walcott, Audre Lorde, Edouard Glissant, Claudia Rankine, NourbeSe Philip, and Will Alexander. **P3, P4**

AFS 235 Healer and Humanist: Frantz Fanon the Revolutionary It is fair to characterize Frantz Fanon as one of the most influential and one of the most controversial thinkers of his time. To some he was a liberator. To others he was a warmonger. In this course we will explore Fanon the humanist and Fanon the healer. One of Fanon's most notable contributions, the one highlighted in the course, is his understanding of the link between the individual's mental health and the socialization process for which he/she is embedded. A socialization process is a tool societies use to reproduce itself. It defines right; it defines wrong. A socialization process delimits normal human behavior, but more ominously, it circumscribes what is and thus names what is not human. Its purpose is to make and remake the society or rather to make and remake the individuals that inhabit the society throughout time. It's a survival mechanism. We will argue that Fanon believed that the socialization process could also be a process of individual un-making. Through his concepts of humanity, power, and violence, Fanon constructs a theory of social un-making or rather a theory of how the non-human is made. We will follow Fanon through his intellectual process by conducting an extensive analysis of his five major texts: Black Skin, White Masks, The Wretched of the Earth, Dying Colonialism, and Toward the African Revolution. Ultimately, we will attempt to locate Fanon's thought amongst other influential humanists of his time including: Paulo Freire, Antonio Gramsci, Malcolm X, Steve Biko, James Baldwin, Aimee Cesaire, and Patrice Lumumba. **P3, P4** [Prerequisite: Open to sophomores, juniors and seniors only.]

AFS 305 Revolutionary 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? [Prerequisite: Open to Juniors and Seniors only, or permission of instructor.]

AFS 465 Africana Studies Capstone The capstone course in Africana Studies is a required seminar for senior majors to learn advanced forms of intensive writing, critical reading, oral presentation, and media application for conveying and analyzing Africana Studies knowledge. It reviews the major methodological and theoretical interventions of the field through the study of diverse topics (race, gender, ethnicity, and identity) that will model different ways of analyzing the Black experience in the contexts of political, cultural, and economic powers in North America, Africa, and the Diaspora. Students build on the fundamental interdisciplinarity of Africana Studies to design and present their own independent research projects. While the form of each course varies by the instructor, students will be guided in practicing the skills of developing a research project that centers Africana studies concerns; compiling or exploring an archive; applying Africana Studies methods in their analysis; and presenting their findings. Students must be senior AFS majors or have permission of the instructor. (Staff, offered annually) [Prerequisite: Open to AFS majors and minors only, or permission of instructor.]

AFS 495 Honors

AFS 499 Africana Studies Internship

AMERICAN STUDIES

Core Faculty

S. Ani Mukherji, American Studies, Chair
Elizabeth Belanger, American Studies
Kirin Makker, American Studies
Rebecca Burditt, Media and Society
Anna Creadick, English and Creative Writing
Alex Black, English and Creative Writing
Kendralin Freeman, Sociology
Michelle Martin-Baron, Gender, Sexuality, and Intersectional Justice
Whitney Mauer, Environmental Studies
Angelique Szymanek, Art and Architecture

Affiliated Faculty

Jeffrey Anderson, Anthropology
Laura Free, History
Christopher Hatch, Theater
DeWayne Lucas, Political Science
James Sutton, Sociology
Katherine Walker, Music
Christine Woodworth, Theater

Tasked to think about the familiar in an unfamiliar way, American Studies students are creative problem solvers, storytellers, educators, and activists. Our majors are known for a unique skill set within the liberal arts. They take information from disparate sources, evaluate and understand it, and weave it together to make sense of America. They work to make the invisible visible and amplify access for those unheard. They train in multiple critical approaches to interpret American culture, politics and society from an interdisciplinary point of view.

Transfer credit for courses taken at other institutions for either the major or minor, excepting HWS-sponsored abroad programs, are considered on a case-by-case basis. Students must petition the department for these courses to count towards the American Studies degree. Petition forms for transfer courses can be downloaded here.

Mission Statement

The American Studies program draws on multiple methodologies and critical interdisciplinary approaches to understand US culture, politics and society. The program is dedicated to developing student knowledge of American life and history with an emphasis on investigating problems of power and difference in local, national and global contexts. Grounded in creative and collaborative reflection, we prepare students to interrogate dominant ideologies and systems, produce knowledge in multiple forms and engage various publics.

Offerings

AMERICAN STUDIES MAJOR (BA)

interdisciplinary, 11 courses

Learning Objectives:

- Synthesize, analyze, and interpret a wide range of evidence of U.S. beliefs and practices while attending to patterns, absences, and differing interpretative strategies.
- Apply their growing and deepening understanding of the diversity of American life to advance the critical creation of new knowledge in various forms of communication.
- Describe how power and difference (race, class, gender, sexuality, ability, citizenship) have interacted at specific moments in time to shape subjectivities, groups, and a wide variety of political, economic, and cultural institutions.

- Work collaboratively with others to understand difficult issues and problems of American life.
- Conduct research in US history and life using appropriate methods and protocols.

Requirements:

One AMST 100-level course, AMST 201, AMST 465; two courses from the American Studies Foundations group (one can be a second 100-level AMST course); four AMST electives and two electives from the cross-listed courses or two additional AMST courses. At least two of the AMST electives must be at the 300-level or above. A cross-listed 300-level elective may be substituted upon approval by advisor and program chair. 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 major. No more than three courses can be taken in one department outside of American Studies.

AMERICAN STUDIES MINOR

interdisciplinary, 5 courses

Requirements:

One AMST 100-level course; one Foundations course (or a second 100-level AMST course); two AMST electives, one of which must be at the 300 level or above, and one cross-listed elective or AMST course. A cross-listed 300-level elective may be substituted upon approval by advisor and program chair. 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 two courses can be taken in one department outside of American Studies.

FOUNDATIONS COURSES

Foundations courses are 100-level courses in fields adjacent to American Studies in terms of their content, major questions, and/or methodologies. These courses are meant to provide a foundation for upper-level American Studies coursework, along with 100-level introductory courses in American Studies. Majors must take two foundations courses. Students may propose to count a course not listed with a solid rationale and the advisor's permission of the advisor and chair. Minors must take at least one foundations course.

AFS 115 Demythologizing Race
AFS 150 Foundations Africana Studies
AFS 180 The Black Atlantic
ECON 105 Introduction to Political Economy
ECON 120 Contemporary Issues
ECON 122 Economics of Caring
EDUC 100 Perspectives on Education
ENG 151 New York Literature and Culture
ENG 152 American Revolutions
ENG 155 Banned Books
ENG 165 Introduction to African American Literature
GSIJ 100 Introduction to Gender, Sexuality, and Intersectional Justice
GLS 101 Introduction to Global Studies
HIST 111 Topics in Introduction to American History
HIST 115 Demythologizing Race
MDSC 100 Introduction to Media and Society
PHIL 151 Crime and Punishment
PHIL 152 Continuing Issues: Philosophy and Feminism

PHIL 154 Environmental Ethics
POL 110 Introduction to American Politics
POL 175 Introduction to Politics of Women, Gender, Liberation
POL 190 Introduction to Power and Movements
REL 109 Imagining American Religion(s)
SOC 100 Introduction to Sociology

COURSE DESCRIPTIONS

AMST 110 Inequality, Power, and Violence in the Contemporary US This course introduces students to three defining themes in contemporary American life: poverty and inequality; mass incarceration; and militarism and empire. Students will learn about forces that drive impoverishment and inequality in the US, why America cages over two million people, and the effects of imperial ambitions. They will also learn how these threads of American life are intertwined, and how we might begin to unravel them to imagine life differently. Assigned course material will include relevant scholarship, journalism, documentary films, and memoirs. **P4** [Prerequisite: Open to First Year or Sophomore students, or AMST majors or minors, or AFS majors or minors]

AMST 111 Myths and Paradoxes How do American ideals such as freedom and individualism relate to American inequalities? Who counts as 'American' in particular places and times in the nation's history? Is 'America' itself a place or an idea? This introductory course in American Studies will engage several questions central to the field by focusing on how questions of power and difference shape tensions and contradictions in American culture. Students will examine American paradoxes such as the "American Dream," freedom and equality, immigration and the "melting pot," as well as infrastructures like consumer culture, democracy, and national borders, through an interdisciplinary lens. The course also introduces students to American Studies methods through a close interdisciplinary analysis of a variety of cultural artifacts such as popular fiction, leisure, music, performance, propaganda, and social practices. Readings are drawn from a range of sources, including politics, history, popular culture, literature, media studies, and contemporary theory. **P4** [Prerequisite: First Year and Sophomore students, or AMST majors or minors, or permission of instructor]

AMST 112 Popular Culture This course examines American culture through popular forms-novels, amusement parks, music, advertising, and comics-exploring how pop culture shapes and reflects historical developments, power dynamics, and social struggles. We analyze how it unites and divides Americans while studying 20th-21st century intersections of everyday life, mass media, and identity. Students learn American Studies methods through interdisciplinary analysis of cultural artifacts, with readings from politics, history, literature, media studies, and contemporary theory. **P4** [Prerequisite: First Year and Sophomore students, or AMST majors or minors, or permission of instructor]

AMST 113 New York, New York This introductory American Studies course explores how American ideals like freedom and individualism relate to inequality, who counts as 'American,' and whether America is a place or idea. Tracing New York City's rise from the 18th century to modern metropolis, we examine the Civil War draft riots, slums, urban youth culture, Coney Island, and racial violence in Harlem. Students learn interdisciplinary methods analyzing cultural artifacts-fiction, leisure, music, performance, propaganda-through readings from politics, history, literature, media studies, and theory. **P4** [Prerequisite: First Year and Sophomore students, or AMST majors or minors, or permission of instructor]

AMST 115 Literature and Social Movements Can books change the world? This course considers how U.S. literature has shaped and been shaped by social movements, and vice versa. The central question this course poses is this: What is the relationship between literature and social movements? In order to answer it, students will explore "clusters" of texts – literary, historical, and documentary – about a series of U.S. social movements that range from the 19th century to the present. In this way, students will learn to "read" and analyze not just literature, but also photographs, film, music, archival materials and historical narratives. Weaving together contextualizing historical readings and primary documents with poetry, memoir, novels, or other literary forms, the course will ask students to investigate the relationships between revolution and the word. **P4** [Prerequisite: First Year and Sophomore students, or AMST majors or minors, or permission of instructor]

AMST 200 Indigenous Arts of the Americas in Museums This course addresses the history and ethics of the collecting and display of indigenous arts of North and Central America, including ancient artistic traditions. We will study selected episodes from the late 19th century to the present, considering both the colonial or imperial origins of museums and more recent museum practices. We also will explore the intertwined histories of private and institutional collecting of indigenous arts of the Americas and consider the legality and ethics of this collecting, as well as histories of repatriation. Furthermore, we will examine collaborative practices in which contemporary artists, curators, and activists critique, contextualize, or transform historic collections and displays. Dual-listed as CMST 200. (Szymanek, offered occasionally) **P3**

AMST 201 How to do American Studies: Understanding Power and Difference American Studies is one of the most vibrant and innovative fields of study in the university. This course introduces students to key terms and conceptual turns in American Studies scholarship that have been formative to the field. Students will read contemporary and classic scholarship to think through how power and difference operate in US life. In addition to reading significant research in American Studies, students will produce scholarship of their own, taking up the concepts and methods introduced in class to interpret different types of sources themselves, learning "how to do American Studies." (Mukherji or Belanger, annually) **P4** [Prerequisite: Open to sophomores, juniors, and seniors]

AMST 202 Drawing for Study and Storytelling This course introduces students to the habits and approaches of using drawing as a creative tool to think, represent, and interpret the world and ourselves visually. We are not trying to produce masterpieces. Instead, we use drawing as a medium for critical observation and study, creative work for creative work's sake, and expressive storytelling about places, spaces, and society. All our drawing is done without any measuring tools or straightedges. Instead, we sharpen our hand-eye coordination and learn to visually and spatially proportion the world around us. Our primary medium is watercolor. We draw objects, structures, social spaces, and natural scenery. If conditions allow, we will do some drawing sessions outside the classroom on-site. Along the way, we explore several traditions of drawing including: fine arts, architecture and urban sketching, food illustration, doodling, and map-making. Students gain skills in freehand line drawing, watercolor, visual abstraction, proportion/geometry, texture/value, and page composition. (Makker, offered annually) **P2** [Prerequisite: Not open to first semester First Year students.]

AMST 203 Cultures of Advertising Advertising is among the most pervasive forms of cultural representation in our global society. In this course, we approach advertisements as economic, aesthetic, and ideological forces whose analysis reveals crucial information about cultural attitudes and ideologies of their time and place. We will study the industrial and aesthetic history of advertising by analyzing advertising campaigns as well as their strategies, themes, and practices. Our materials will be drawn from both corporate and non-profit campaigns, global and local campaigns, and from anti-consumerist actions and other resistant practices. Our work will cover diverse media, including: print culture, television, film trailers, mobile marketing, social networking sites, and new media branding and marketing campaigns. Dual-listed as MDSC 200. (Offered every other year) **P2, , P4** [Prerequisite: MDSC 100 and declared MDSC major or minor, or permission of instructor]

AMST 207 Baseball and America This class focuses on baseball and its relationship to American culture. For a long time, baseball has been the quintessential American game. In this class, we will examine the role(s) of technology, media, culture and nationalism in explaining the unique role of baseball to the American identify. **P4**

AMST 208 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. Dual-listed as SOC 221. (Freeman, offered annually) **P4** [Prerequisite: SOC 100, AMST 101 or FSEM 021 with a grade of C- or better. Students can't have taken SOC 221.]

AMST 210 Black Arts in America Using a loosely chronological framework, this course presents a series of topics on Black American art and its crucial role in the shaping of the history and development of American visual arts and culture. Beginning with the Harlem Renaissance, we will study the discourse around so-called 'New Negro' art as it was formulated throughout the 1920s and the rise of the Black Arts Movement in the 1960s through contemporary practice. Importantly, this course will simultaneously engage with questions pertaining to the very category of 'Black Arts.' In our study of arts made by artists of the African and Caribbean diaspora in the U.S., we will be careful to consider the politics of identification across race as well as class, sex, and gender difference. Dual-listed as ARTH 201. (Szymanek, offered occasionally) **P3, P4**

AMST 213 Poverty and Place in Rural America This course centers on the study of place-based poverty in the United States with a focus on rural areas. The course examines the ways in which social and economic rewards are geographically and racially stratified, asking "Who gets what, where and why?" This course takes an interdisciplinary approach to studying poverty by including geographic and humanistic dimensions. Course content will address theoretical and conceptual approaches to poverty, poverty and population measures, and explanations of geographically concentrated poverty. Through novels and non-fictions texts students will discover lived experiences of the rural poor with particular attention to Black, Latinx, and American Indian peoples. Students will also critically examine popular representations of rurality and poverty in the U.S. Lastly, students will take a case study approach to evaluate or predict a poverty program's structural and cultural impacts, including impacts on the poverty statuses of selected minority groups. This course counts as a Social Science core for the Environmental Studies major/minor. Dual-listed as ENV 213. (Mauer, offered occasionally) [Prerequisite: ENV 110, AMST 101 or SOC 100.]

AMST 214 Introduction to Museum Studies This course is an introduction to the history and theory of museums, and to institutional collecting and the interpretation of culture. The focus will be on the role of museums in colonization and nation building, involvement in globalizing processes as well as the opportunities museums offer for social advocacy. Aiming to provide a wide-ranging and challenging introduction to the theoretical issues involved in contemporary museum practice as a sociologically-informed and socially-situated discipline, this course will encourage the development of critically aware perspectives on professional practice and research processes. The aim of this course is to familiarize students from a range of subject specialisms with current issues in museology, and the ways in which museums have been developing from storehouses of culture and centers of authority to flexible places which engage with communities and invite audiences to author their own museum experiences. This course will be offered every spring. Dual-listed as CMST 214. (Szymanek or Belanger, offered annually) **P4** [Prerequisite: First Years and Sophomores only. Juniors by permission.]

AMST 215 Power, Privilege, and the Other in US Popular Music This course examines discourses of power and privilege in US popular music from the later nineteenth century to the present day. Through non-technical analysis (no previous knowledge of music required) of a variety of musical styles, you will learn to identify ways in which music and performative gesture underscored, subverted, and sometimes transcended dominant cultural scripts and narratives. The course is organized into four units: 1.) The "Other": Primitive-Exotic in the Jazz Age of the 1920s; 2.) The Black Power(ed) and 1960s Soul; 3.) Gender, Sexuality, and Gangsta Rap; 4.) Performing Race; Performing Gender; moving the dial in contemporary popular music. Through focused engagement with these topics, you will learn to hear expressions of power and privilege that reside below the surface of specific musical works while developing skills that can be applied to other genres and style periods. Dual-listed as MUS 215. (Offered periodically) **P3, P4**

AMST 219 Black Feminisms In this course, we place black women's writings about their lives and factors that govern the health and well-being of black communities at the heart of our inquiry. Utilizing a wide range of texts, we will not only explore foundational texts and theories of black feminism in the US, but also the ways black artists have communicated these theories artistically: as a mirror to a broken society and as a discursive intervention. Students will emerge from this course with an in depth knowledge of the foundations of black feminism and black feminist theory as well as the debates surrounding diversity in the contemporary American landscape. Dual-listed as GSIJ 219. (Martin-Baron, offered alternate years) **P4**

AMST 221 Immigrant Arts: The Border, Empire, and Asian America This course explores the history of Asian American expressive cultures. Among the essential questions we will ask are: What different forms and sensibilities have Asian American writers and artists adopted in their work? How have these forms and sensibilities changed over time, and why? What can we discern of the relationship between culture, politics, and society? How have the experiences and representations of Asian American existence been mediated by class, gender, sexuality, and citizenship? And finally, how can we trace a cultural history of Asian Americans through the interpretation of novels, poetry, short stories, music, paintings, photography, sequential art, films, popular genre fiction, and cookbooks? Students will use and interdisciplinary framework to answer these questions, combining the insights of critical race theory, cultural studies, literary scholarship, and history. **P4**

AMST 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, NY 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. Dual-listed as SOC 223. (Freeman, offered annually) [Prerequisite: AMST 101, SOC 100, or FSEM 021, or permission of instructor.]

AMST 237 Environmental Justice in Indian Country American Indians have since 'time immemorial' had an immediate relationship to the natural world and their physical surroundings. Many native peoples are rooted to place. This course explores American Indian relationships to nature and eco-political responses to contemporary environmental issues. Beginning with the history of American Indian political relationships with the U. S. federal government, we will consider the various and complex ways in which this history has affected and continues to affect American Indian ecology, agricultural land use, natural resource conservation, urban pollution, and modem environmental movements. Topics may include: resource use; land claims; sacred and ecologically unique places; hunting and fishing rights; food and agriculture; and traditional ecological knowledge. Students in this course will be introduced to the writings and ideas of Indigenous scholars and activists such as Vine Deloria, Jr. Dual-listed as ENV 237. [Prerequisite: One 100-level ENV course, AMST 101, or any ES core course.]

AMST 250 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. Dual-listed as GSIJ 250. (Martin-Baron, offered alternate fall semesters) **P2, P3, P4**

AMST 254 Technology, Truth, and Trust This is an introductory course in the philosophy of technology, with a focus on contemporary digital technologies. We will study epistemic, ethical, metaphysical, and political questions raised by the internet, artificial intelligence, and other technologies. Issues explored include: disinformation and social media, privacy and surveillance, governance and democracy of online speech, hacker ethics, artificial intelligence and oppression (e.g., racism, sexism, ableism, and transphobia), and shifting notions of the self and others in a world in which the lines between online and offline life are increasingly blurred. Dual-listed as PHIL 254. (K. Frost-Arnold, offered annually) **P4**

AMST 260 Who Am I: A Critical Family History of Race, Class, Gender and Opportunity "In all of us there is a hunger, marrow-deep, to know our heritage – to know who we are and where we have come from. Without this enriching knowledge, there is a hollow yearning. No matter what our attainments in life, there is still a vacuum, an emptiness, and the most disquieting loneliness." ~Alex Haley. Over the past 20 years, family history has experienced a remarkable upsurge in interest. From TV shows that ask, Who do you think you are? to the popularity of DNA testing, individuals in America and beyond have engaged in personal journeys of discovery, seeking to find stories from their past. While research into family history can be personal, the research journey forces investigators to come in contact with the major forces that have shaped American life: immigration, changes in labor and social life, urbanization and suburbanization, and military conflicts and political upheavals. This course asks students to connect their individual lives and their ancestors' history to larger social and political contexts, paying particular attention to how issues of racism, classism, sexism and other structural inequalities shape individual opportunity. Through a close examination of past lives and journeys, students are guided to reflect on how their ancestors' experiences (and their own) are shaped by social and historical context. This course defines family and ancestor in broad terms and allows students to pursue research into the lives of not only blood relatives but into any individual the student feels is part of their family. **P3** [Prerequisite: Open to sophomores, juniors, and seniors, or permission of instructor]

AMST 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. Dual-listed as ENG 261. (Creadick) **P3, P4**

AMST 270 Storytelling with Data: Quantitative Tools for the Humanities Americans are increasingly confronted with data – sports statistics, crime maps, text mining of presidential tweets. What does all this data tell us about America? What does it hide? What tools and ways of thinking help us to better understand it? This course will introduce students to the instruments and techniques useful for quantitative research in the humanities. Students will learn a range of tools which will help them apply a critical lens for understanding and evaluating what data can bring to study of American life including statistics, text analysis, geospatial analysis, and data visualization. Topics relevant to social justice, social change, civic engagement, and social action such as race, sexuality, gender, and class will be highlighted through in-class conversations and research projects. Offered bi-annually. **P1** [Prerequisite: Open to First Year, Sophomore and Junior students who have taken AMST 101, WMST 100, CSQS 101, GSIJ 100, or SOC 100]

AMST 282 20th Century American Art This course traces the history of American art as it developed throughout the first half of the 20th century. Using a loose chronological framework, the course is a study of a series of major stylistic, technological, and ideological developments within American art and visual culture including those precipitated by the shift of the Western avant-garde art world from Paris to New York City with the onset of WWI. Spanning half of the century as well as a vast array of mediums such as painting, sculpture, photography, and architecture, the aim of this course is to familiarize students with notable movements and art world figures as well as the socio-political contexts that both made their innovations possible and expanded the field of possibilities for the very definitions of art and authorship as they continue to develop into the 21st Century. Dual-listed as ARTH 282. (Szymanek, offered regularly) **P3**

AMST 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. Dual-listed as ENG 301. [Prerequisite: Open to Juniors and Seniors only.]

AMST 314 The Art of Memoir How can a lived life be transformed into literature? What forms has life-writing taken in the past? Why is memoir one of the most popular literary forms today? Through lecture, discussion, readings, and criticism, this class explores a wide array of memoirs, such as graphic/illustrated memoir, confessional, portrait, or memoir-in-essay. Alongside the works themselves, we study theoretical concepts important to life-writing such as memory, subjectivity, confession, narrative, and affect. In addition to substantial critical papers, students will try their hands at some creative exercises in order to consider how memoirs function internally, as well as in the context of a broader literary landscape. (Staff, offered occasionally)

AMST 330 Digital Humanities The term "digital humanities" has a plethora of different definitions, ranging from the idea of fusing digital tools to perform traditional humanities work; studying modes of new media as objects of humanistic inquiry; and a new culture and ethos of collaboration. In this course we will 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: students will do their own original research into nineteenth century dime novels to make an on-line exhibit for our library. Creating this project will teach students the skills of humanities scholars-research, writing and analyzing, and will let them put this knowledge to work. No technical background is required. [Prerequisite: Open to juniors and seniors, AMST 101, or permission of instructor.]

AMST 333 Other American Studies: Varieties of Research in US Print Culture Cookbooks, zines, travel guides, photo books...Research about life in the United States is recorded in many formats other than journal articles, academic monographs, and textbooks. This course examines the production and communication of knowledge about the United States that occurs outside of colleges, universities, and research centers. We'll look at cookbooks to think about community histories, foodways, gender roles, and cultural politics. We'll read zines to examine subcultures, music scenes, and local histories. We'll interpret the work of photographers as investigators of everyday life, built environments, and landscapes. While looking at the creation of knowledge by non-academic researchers, we'll also reflect on the limits and possibilities of American Studies as a field of study. (Mukherji) [Prerequisite: Open to Juniors and Seniors only.]

AMST 349 Gender, Space and Narrative Reparation: The Womb Chair Speaks Project This course engages students in an interdisciplinary art and activism project called the Womb Chair Speaks (www.wombchairspeaks.net) through an intimate seminar, centered on discussion and hands-on learning. The research for the project draws from the fields of art history, architectural history, medicine, women's studies, and studio art. Begun in 2018 at HWS by Professor Kirin Makker and two students Ainsley Rhodes `19 and Abbey Frederick `20, the project employs feminist theory and methods of inquiry to examine sexism and racism in the fields of architecture and medicine. The course is composed of two main experiences to underscore two methods of research and productive inquiry. First, students will read and discuss a series of written pieces related to the project including white masculinity in architectural education and practice, women's craft history in the domestic arts, women's healthcare, social art practice, and spatial agency. Second, in the spirit of other craftivist projects, students will be working actively on the Womb Chair Speaks project, embroidery and sewing, sharing out knowledge and practicing the theories of community building and resistance examined in class. The project is purposefully perpetual; the chair is not meant to be finished, offering students direct participation in an ongoing, process-oriented activist art project. No sewing experience is required. Offered annually. [Prerequisite: AMST 101, or GSIJ 100 or SOC 100, or permission of instructor. Not open to First Year students]

AMST 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. Dual-listed as ENG 351.

AMST 354 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. Dual-listed as ENG 353. (Black) [Prerequisite: ENG 200 or MDSC 100 (may be taken concurrently), or permission of instructor.]

AMST 370 History Wars: The Politics of the Past in America History is never neutral, and the stories we tell about the past carry profound moral weight. From textbook battles to monument controversies, interpretations of America's past have served as weapons in contemporary political struggles, raising critical questions about truth, responsibility, and justice. This course examines how individuals, organizations, and institutions strategically deploy historical narratives to advance ideological agendas, while exploring the ethical implications of these choices. Through compelling case studies from Reconstruction to the present, students will analyze the construction of historical memory in school curricula, museums, monuments, and politics. Central to our investigation are fundamental ethical questions: Who has the right to shape collective memory? How do we balance competing claims to truth? What are the consequences when historical narratives perpetuate harm or injustice? Students will develop critical analytical skills alongside an ethical framework for evaluating the moral responsibilities of historians, educators, and citizens. **P4** [Confirmation approval for students in study abroad programs to enroll.]

AMST 371 The Civil War in American Popular Culture and 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, films and novels, impassioned debates about the Confederate battle flag, battle reenactments, and public unrest over monument placement and removal, Americans, popular culture has 'remembered' the Civil War in varied ways, thereby assigning varied 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. Dual-listed as HIST 371. (Free, offered alternate years) [Prerequisite: One HIST or AMST course.]

AMST 465 Senior Seminar This seminar is the capstone course for the Bachelor of Arts degree in American Studies. It is a chance for the student to reflect on the skills and knowledge that they have gained as a student of American Studies, and then hone some skills and deepen their knowledge by completing a substantial research project. (Offered annually) [Open to Junior and Senior American Studies majors only. Prerequisite: AMST 201.]

AMST 495 Honors

AMST 499 American Studies Internship

ANTHROPOLOGY

Department Faculty

Christopher Annear, Associate Professor, Chair
Jeffrey Anderson, Professor
Brian Clark, Assistant Teaching Professor
Brenda Maiale, Associate Professor
Ilene Nicholas, Emeritus Associate Professor

The Anthropology Department at Hobart and William Smith offers students a number of ways to examine in-depth a most fundamental concept—what it means to be human. Our courses look at the communities, communications, customs and traditions of a panoply of cultures, from prehistoric times through the contemporary moment. Students choose a concentration from among cultural anthropology, archaeology or biological anthropology. Yet they take a number of courses outside their primary subfield as well. This ensures the most comprehensive coverage of the discipline. In addition to studying the history of anthropological theory and methodological practice, anthropology majors also become well-versed in intercultural communication, cross-cultural gender roles, prehistoric ecology and the quest for egalitarian social formations.

Anthropology is unique among academic fields for the way it emphasizes: (1) fieldwork engaged in human communities or sites of their material remains; (2) an overview on the human condition through time and space; (3) holistic, thickly contextual approaches involving multiple perspectives; (4) a balance of overarching theory and concrete lived ethnographic and archaeological examples; (5) the ability to suggest links between different areas of study; and (6) grappling in engaged ways with concrete social problems in human contexts.

The Anthropology Department emphasizes both the development of our students' research skills and their overall growth as interculturally competent persons. Our major combines an invaluable perspective on humanity's long-term past with exposure to a remarkable array of diverse present-day cultures. Students also receive training in ethnographic and interpretive methods that enable them to quickly zero in on what matters most to people in situations tpast and present hat would just be puzzling to others. We seek to produce graduates with an enhanced openness and ability to work with others in challenging intercultural environments as well as persons who can more wisely evaluate hotly-debated proposals for social and cultural change.

Mission Statement

The mission of the Anthropology B.A. degree program is to train students in cross-cultural competency, intercultural communication, research-oriented fieldwork, and deep engagement in what it means to be human—in all our diversity and commonalities. Anthropology majors are encouraged to get out of the classroom and get their hands dirty, literally and figuratively. Participating in field research and spending a semester abroad are two very popular and useful educational components. Whether they decide to excavate for ancient artifacts, unearth fossils or immerse themselves in a foreign culture, HWS students put their learning into action.

Offerings

The Anthropology Department provides a major and a minor in Anthropology and offers courses toward the combined Anthropology/Sociology major; 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 into the Major/Minor:

- Students participating in an HWS term abroad program may count one "culture area" course towards an anthropology major, even if the course is not taught by an anthropologist. This is limited to one such course per student. The student will consult with their anthropology advisor about whether this course will count within or outside the student's area of specialization.
- Anthropology majors/minors must take the core courses (ANTH 273, 306, 465 and the 300- level seminars) at HWS.
- 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).

- Students who take anthropology courses outside the U.S., even on HWS programs (with the exception listed in the first item above), taught by instructors from non-U.S. areas, must petition the department if seeking to count a course for anthropology credit, providing thorough documentation of the course content and instructor qualifications.
- Anthropology majors may apply one Sociology course (200-level or higher) toward their major as an elective that is outside the student's primary specialty.

ANTHROPOLOGY MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Recognize and understand human cultural diversity.
- Comprehend evolutionary, biological, cultural, and social characteristics common to all humanity as a single species.
- Conduct ethnographic and/or archaeological fieldwork and integrate it into anthropological analysis.
- Recognize how human cultural knowledge, biology, and intercultural communication relate to human social behavior, including perceptions of race, class, ethnicity, sex, gender, and spirituality.
- Connect global and local sociocultural and human biological processes, including how these scales are interconnected in both space and time.
- Examine and understand the conditions and effects of inequalities in power, wealth, and privilege in contemporary and past societies.

Requirements

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

ANTHROPOLOGY MINOR

disciplinary, 6 courses

Requirements:

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

ANTHROPOLOGY/SOCIOLOGY MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Examine and understand the reciprocal relationship between individuals, small groups, social processes, and social structures.
- Conduct anthropological and sociological research using appropriate methodology, including but not limited to ethnographic fieldwork and quantitative analyses, and integrate this research into anthropological and/or sociological analysis.
- Interrogate how dimensions of difference (e.g., race, ethnicity, class, gender, sexuality, ability) intersect to produce disparate experiences of power, belonging, and inequality in the social world.
- Recognize how human cultural knowledge relates to human social behavior, including perceptions of race, class, and ethnicity.
- Read, write, communicate, and apply sociological and anthropological ideas verbally and visually, explaining social patterns and societal issues.
- Interpret, clarify, and assess major theoretical platforms in anthropological and sociological thought.

Requirements:

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 465 in either anthropology or sociology; two electives in anthropology and two electives in sociology that together form a cluster, to be chosen in consultation with the advisor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

Anthropology Areas of Specialization

SOCIOCULTURAL AND LINGUISTIC ANTHROPOLOGY

ANTH 110 Introduction to Cultural Anthropology
ANTH 115 Language and Culture
ANTH 217 Precolonial Africa
ANTH 222 Native American Religions
ANTH 225 China in Africa
ANTH 260 Medical Anthropology
ANTH 280 Environment and Culture
ANTH 296 Africa: Beyond Crisis, Poverty, and Aid
ANTH 298 Modern Japan
ANTH 316 Visual Anthropology
ANTH 330 Anthropology of Creativity
ANTH 341 Making Babies
ANTH 354 Food, Meaning, Voice
CMST 214 Introduction to Museum Studies
CMST 218 "It Belongs in a Museum!"
GLS 101 Introduction to Global Studies
GLS 201 Global Cultural Literacies

Archaeology and Biological Anthropology

ANTH 102 Archaeology and World Prehistory

ANTH 217 Precolonial Africa

ANTH 228 Biological Anthropology

ANTH 260 Medical Anthropology

ANTH 310 Experimental Archaeology and Paleotechnology

ANTH 326 Pre-Columbian Mesoamerica

ANTH 341 Making Babies

CLAS 330 Greek Archaeology

CMST 214 Introduction to Museum Studies

CMST 218 "It Belongs in a Museum!"

COURSE DESCRIPTIONS

ANTH 102 Archaeology and 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. (Clark, offered annually) **P3**

ANTH 110 Intro 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) **P3, P4** [Prerequisite: Open to First Year or Sophomore students only, or ANTH majors or minors, or SOC or SOC/ANTH majors.]

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) **P3, P4** [Prerequisite: Open to First Year or Sophomore students only, or ANTH majors or minors, or SOC or SOC/ANTH majors.]

ANTH 217 Precolonial Africa Were you aware Africa is not a single country, but over 50 countries, spanning an area greater than the USA, Europe, and China combined? Did you know that while East African merchants sailed to India and Asia, African empires in the Western Sahara were building libraries, universities, and funding the European Renaissance with caravans of gold? Or that Ethiopia is one of the oldest continuous Christian states in the world, and has preserved Biblical texts long thought lost by the rest of the world? If not, you are not alone: great minds from Hegel to Hugh Trevor-Roper pointed to their own ignorance as proof that Africa had 'no historical part of the world.' This course will dispel such ignorance. Using research from oral historical studies, archaeology, anthropology, and history, we will explore the great cultures and civilizations of Africa that flourished before the Colonial Period. Emphasizing Africa's unique contributions to world history, anthropological theory, and the study of global systems. Simultaneously, we will also examine how scholarly knowledge of this period has been produced, beginning with the bias introduced by colonial-era scholars and the work of current scholars to 'decolonize' the work of their predecessors. (Clark, offered alternate years) **P3, P4**

ANTH 222 Native American Religions This course explores Native American sacred ways of speaking, acting, knowing, and creating in diverse historical and contemporary culture/contexts. Indigenous views and practices are studied as a groundwork for interpretative and theoretical formulations about the role of Native American religion, 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) **P3, P4**

ANTH 225 China in Africa: Cross-Cultural Perspectives: Food, Debt and Democracy What does it mean to be Chinese in Africa or Zambian in a country increasingly transformed by the growing presence of China in economy, politics, food security, and cuisine? Does the presence of Chinese political officials and aid money in African countries make China a humanitarian donor or neocolonial power? The Chinese Belt and Road Initiative has transformed Zambia's physical infrastructure over the past two decades, building hospitals, paving roads, and reinvigorating moribund copper mines. It also now owns one-third of Zambia's debt. Some Zambian academics have charged the Chinese government with diminishing its democratic institutions and there is a widespread American view that China is claiming African resources for unpaid debt. Preconceptions notwithstanding, in this course we will explore how Chinese actions in African spaces (with a focus on Zambia) actually impact food systems, access, and cuisine. (Annear, offered alternate years) **P3, P4** [Prerequisite: One ANTH, AFS, ASN, or IRL course, or permission of instructor.]

ANTH 228 Biological Anthropology Biological 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. (Clark, offered alternate years)

ANTH 260 Medical Anthropology This course explores the interconnected cultural, social, political, historical, and economic dimensions of illness, health, and healing in diverse human contexts. The first phase of the course involves study of the way anthropologists research and understand human practices, meanings, and experiences related to illness and medical treatment in diverse sociocultural contexts. A second facet is an inquiry into how anthropologically informed models and field methods can enhance biomedical approaches to knowing about and healing physical and mental illnesses. The third phase of the course is an in-depth critical analysis of the structural conditions that deny access to health care and vital resources to billions of people in the world today. Fourth, the course turns to appreciating the ways individuals and communities actively create meaning, purpose, and value in confronting suffering and structural violence. The course culminates with close study of the ways medical anthropologists today are actively addressing global and local public health inequalities by providing adaptively emerging health care programs that can comprehensively improve the lives of individuals and contribute to the long-term well-being of communities. (Anderson, offered occasionally) **P3, P4**

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

ANTH 280 Environment and Culture Can you envision a land conservation project that requires human habitation? What about anti-poverty farming efforts that reject genetically engineered rice kernels because they yielded too much rice in relation to available water resources? Or, responses to natural disasters that do not consider weather patterns, but instead make people safer from hurricanes by working on social equality and access to political power? In this course we will question conventional perceptions of the relationship between humans and nature as we study how our ecological environment is shaped by human behavior – and vice versa. Students will use an anthropological approach to study both the local and global as we become acquainted with perspectives on how humans perceive, exploit, and socialize natural environments. As the course progresses, we will explore differing perspectives on land use and conservation, globalized commodity trade, the anthropology of natural disaster, hydraulic fracturing for natural gas, and climate change. (Annear, offered annually) **P3, P4** [Prerequisite: One ANTH course, or permission of instructor.]

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. (Annear, offered annually) **P3, P4** [Prerequisite: One ANTH or AFS course, or permission of instructor.]

ANTH 298 Modern Japan Japan is a remarkable society. The only non-Western nation to repel colonization and industrialize independently, Japan now has the third largest economy in the world. This course looks at contemporary Japanese society from the perspective of cultural anthropology. In addition to considering anthropologists' overall interpretations of Japanese culture, personality, and ways of thinking, it explores Japanese society through ethnographies or in depth case studies of changing Japanese families, schools, businesses, religious groups, villages, cities, and towns. (Holland, offered alternate years) **P3**

ANTH 306 Theorizing Culture What is "culture," and how have anthropologists made sense of it over time? This course takes you on a journey through the major theoretical frameworks that have shaped anthropology¿from 19th-century evolutionism to contemporary approaches. Along the way, we'll dig into key thinkers and movements, including Boasian empiricism, British social anthropology, structuralism, cultural ecology, symbolic and interpretive anthropology, practice theory, feminist anthropology, and postmodern criticism. Rather than just memorizing ideas, you'll learn how to think with theory: to ask sharper questions, see the world through different lenses, and critically evaluate the tools anthropologists use to interpret human experience. This course is especially suited for juniors majoring in anthropology or related fields who want to deepen their theoretical toolkit and make connections across subfields. (Maiale, offered every Fall)

ANTH 310 Experimental Archaeology and Paleotechnology So easy a cave man could do it? Contrary to popular depictions, survival strategies and technological innovations of our early ancestors were complex and often challenging. This course will introduce students to the field of 'experimental archaeology,' the scientific replication of ancient technologies and technological processes to test hypotheses about how our ancestors adapted to their environments. Using archaeological and ethnographic research as a foundation, students will learn to reproduce ancient technologies and generate hypotheses about them in weekly outdoor activities. To heighten the verisimilitude and gain further insight into the lives of our ancestors, students will form hunter-gatherer 'bands,' striving to adapt and thrive in cooperation or competition with their fellow hominins throughout the replication and experimental processes. Students will complete the semester with a novel, independent experimental archaeology project of their own design to be presented in a poster session for the HWS community. (Clark, offered annually) [Prerequisite: One ANTH or CLAS course.]

ANTH 316 Visual Anthropology Culture is manifested in visual symbols embedded in gestures, ceremonies, ritual performances, and artifacts. In this course students will explore the history and development of anthropology's relationship to visual practices, focusing on, but not limited to, photography and film, both as a mode for representing culture and as a site of cultural practice. Our central goal will be to move away from concepts of objectivity or subjectivity toward the use of deeply situated spaces to investigate the making of reality. Critical theory, methods, and ethical concerns are all part of the current refashioning of visual anthropology and as such will be critical components of the class. Students must have declared an anthropology major or minor, sociology major, or anthropology-sociology major, or have permission of instructor. (Maiale, offered alternate years) [Prerequisite: Open to ANTH and SOC majors and minors, or permission of instructor.]

ANTH 326 Pre-Columbian Mesoamerica 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. (Clark, offered alternate years)

ANTH 330 The Anthropology of Creativity Creativity flows continually through all human cultures and languages with spontaneity, novelty, and unfolding meaning. The course offers a survey of various anthropological perspectives on the power of individuality, interpretation, resistance, and imagination in the aesthetic process of creation. Considered are music, poetics, literature, and graphic arts in various historical and contemporary cultural contexts, with special attention to creolization and hybridization in the process of globalization. Students must have taken at least one anthropology course, or have declared a major or minor in anthropology, a major in sociology, or a major in anthropology-sociology, or have permission of the instructor. (Anderson, offered annually) **P2, P3** [Prerequisite: One ANTH course, or permission of instructor.]

ANTH 341 Making Babies This course explores 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 cross-cultural representations of fertility and conception, delve deeply into comparative ethnography of reproductive practices and meanings, and analyze changes in cultural constructions of pregnancy wrought by new reproductive technologies. Topics include ultrasound imaging, sperm and egg donation, surrogacy, frozen embryos, designer babies, and cyborgs. This seminar will approach these issues from a critical theory perspective, pursuing themes such as nature/culture, personhood, kinship, hegemony, and human rights. (Maiale, offered alternate years) [Prerequisite: One ANTH course, or ANTH, INRL and ANTH/SOC majors and minors, or permission of instructor.]

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

ANTH 465 Engaged Anthropology Capstone 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. (Staff, offered annually) **P3, P4** [Prerequisite: Open to senior ANTH and ANTH/SOC majors.]

ANTH 495 Honors Permission of the instructor.

ANTH 499 Anthropology Internship A minimum of 150 hours of work or practice under the supervision of an anthropology faculty advisor. 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 advisor. Internship advisor permission is required to take this course, and prior departmental approval is required for any students who wish to repeat ANTH 499. This course requires the permission of the instructor.

AQUATIC SCIENCE

Program Faculty

Walter Bowyer, Professor, Chemistry
Meghan Brown, Professor, Biology, Chair
Kristen Brubaker, Professor, Environmental Studies
Lisa Cleckner, Director, Finger Lakes Institute and Environmental Studies
Tara Curtin, Associate Professor, Geoscience
Susan Cushman, Associate Professor, Biology
Ileana Dumitriu, Associate Professor, Physics
David Finkelstein, Associate Professor, Geoscience
John Halfman, Professor Emeritus, Environmental Studies

Aquatic Science is the interdisciplinary study of water and is a rigorous and essential minor for those students interested in the science of water and water resources. Minors take pertinent introductory and upper-level courses across the natural science division to provide an interdisciplinary understanding of water and prepare to enter the workforce or continue in academia at the graduate level. Well-trained students in the aquatic sciences are of increasing demand to explore the wonders of lakes, rivers, and oceans and seek solutions to the climate, biodiversity, and water crises.

Why water and the Aquatic Science minor? The concentration of aquatic science faculty on campus and various resources allow the study of Seneca Lake, neighboring Finger Lakes, and their tributaries. HWS has a 65-ft research vessel the *William Scandling* on Seneca Lake that distinguishes it from most other colleges and universities. . The Aquatic Science minor provides an opportunity to major in any of the sciences or other majors across HWS.

Offerings

Please refer to the Biology, Chemistry, Environmental Studies, and Geoscience departmental pages for course descriptions for their majors and minors.

AQUATIC SCIENCE MINOR

interdisciplinary, 7 courses

Requirements:

GEO 186 Introduction to Hydrogeology (fall, annually) and BIOL 167 Introduction to Biology (offered each semester); and five courses selected from the following three lists: Global Context and Aquatic Processes (2 courses), Spatial and Quantitative Reasoning (2 courses), and an Aquatic Sciences Capstone Research Experience. No more than two courses from another institution may count toward the minor. At east 3 courses must be unique to the minor. All courses must be completed with a grade of C- or better. Courses with Credit/No Credit grading cannot be used toward program requirements but is allowed when a credit-bearing internship satisfies the capstone research experience.

Global Context and Aquatic Processes (Two Courses)

BIOL 225 Ecology (offered every semester)
BIOL 325 Invasion Biology (offered occasionally)
BIOL 338 Aquatic Biology (offered most years)
BIOL 339 Global Change Biology (offered alternate years)
CHEM 260 Environmental Chemistry
GEO 210 Environmental Hydrology (spring, offered alternate years)
GEO 220 Geomorphology (Fall, offered alternate years)
GEO 250 Oceanography (Spring, offered annually)
GEO 280 Environmental Geochemistry (Spring, offered semi-annually)
GEO 330 Limnology (Fall, offered annually)
AUST 332 Marine Ecology of Australia (Fall, study abroad course, offered annually)

Spatial and Quantitative Reasoning (Two Courses – only one statistics course may count)

ENV 203 Fundamentals of GIS (offered annually)
ENV 281 Remote Sensing (offered occasionally)
ENV 310 Advanced Geographic Information Systems
BIOL 230 Biostatistics (offered every semester)
GEO/ENV 207 Statistics (offered annually)

Capstone Research Experience (One Course and Formal Presentation)

AQSC 450 Independent Study
AQSC 495/496 Honors
AQSC 489 Capstone Experience
INT 299 Credit-Bearing Internship (in association with summer research)

ART AND ARCHITECTURE

Department Faculty

Gabriella D'Angelo, Associate Professor, Chair
A. E. Ted Aub, Professor, Emeritus
Lara C. W. Blanchard, Luce Professor of East Asian Art
Jeffrey Blankenship, Associate Professor
Michael Bogin, Professor Emeritus
Christine Chin, Professor
Elena Ciletti, Professor Emeritus
Meghan L. Jordan, Clarence A. Davis '48 Visual Arts Curator
Liliana Leopardi, Associate Professor
J. Stanley Mathews, Associate Professor Emeritus
Max Piersol, Assistant Professor
Nicholas H. Ruth, Professor
Angelique Szymanek, Associate Professor
Michael Tinkler, Associate Professor
Phillia Changhi Yi, Professor

The Department of Art and Architecture 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 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 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 Economics, Architectural Studies, Writing and Rhetoric, Media and Society and many more.

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 careers in museums, art galleries, and auction houses; graduate study and a variety of careers that require these skills. Coursework in programs such as Critical Museum Studies, Media and Society, European Studies, Asian Studies, Gender, Sexuality, and Intersectional Justice, Women's Studies, English and Creative Writing, Philosophy, Religious Studies, History, Anthropology, Economics and Sociology complements the study of art history.

In architectural studies, students pursue a rigorous introduction to design thinking, 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, industrial design, urban design, interior design and historic preservation. Our students minor and double major in a range of areas across HWS to complement their design education in programs such as Environmental Studies, Urban Studies, Art History, Philosophy, Studio Art and a host of other programs.

Students are encouraged to pursue study abroad opportunities for one semester during their junior or senior years. Courses offered on these programs can supplement or be substituted for program requirements. Professors from the department frequently lead semesters abroad in Rome, Italy. Majors are also encouraged to study in Aix-en Provence, France; Bath and Norwich, England; Prague, Czech Republic; or Valparaiso, Chile. Art history students seeking graduate degrees in European or American art history would benefit from language study in Aix-en-Provence, Rome, or Berlin, Germany; those interested in graduate degrees in Asian art history would benefit from language study in Taipei, Taiwan, or Hikone, Japan. Architectural studies majors can pursue design studio-based programs in Berlin; Copenhagen, Denmark; Perth, Australia; and Seoul, South Korea.

Mission Statement

The Department of Art and Architecture believes making and interpreting art, shaping and experiencing space, are fundamental parts of human life. The Studio Art program focuses students on formal and conceptual approaches to making and vigorously analyzing art practices. The Art History program educates students in visual and historical analysis of art and architecture across different regions and periods, developing students' ability to think rigorously, write effectively, and communicate articulately. The Architectural Studies program practices iterative design and interdisciplinary work to guide students to experience, understand, and explain the power of the built environment to shape lives and embody social values. As a liberal arts department our goal is to help our graduates bring to bear their experiences in the visual world on the contemporary milieu, whether or not they pursue our fields in their careers.

Offerings

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.

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.

ART HISTORY MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- Students will be able to complete a formal or visual analysis of works representing a diverse and inclusive range of visual and material culture.
- Identify the formal and material particularities of various media.
- Explain the impact of historical context, sociopolitical context, and cultural context on the production, display, and circulation of art as well as processes of meaning-making.
- Develop research and writing skills that are relevant to the discipline, including crafting and arguing a thesis, as well as drafting catalog essays and wall texts appropriate for museums and galleries.
- Recognize and explain significant themes, stylistic features, and genre conventions associated with art over a range of historical periods and geographical regions, including the artwork of historically underrepresented groups within the US and global areas outside of North America and Europe.

Requirements:

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 toward the major.

ART HISTORY MINOR

disciplinary, 6 courses

Requirements:

One from 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.

STUDIO ART MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- Produce work that demonstrates an ability to take creative and intellectual risks.
- Develop a sensitivity to visual relationships in the pursuit of effective formal and expressive coherence.
- Demonstrate a high degree of technical competency in studio art media.
- Integrate the ways in which materials, techniques, and subjects generate meaning.
- Differentiate between artistic styles and the diverse populations and communities from which works of art are made.
- Apply critical thinking to analyze and contextualize their artistic intentions in group critiques, written assignments, and through artworks.

Requirements:

Three 100-level courses representing three different groups from the following choices: ARTS 105; ARTS 114 or 115; ARTS 125; and ARTS 165 or 166; four 200-level studio art courses; two 300-level studio art courses; ARTS 480 Studio Art Senior 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 toward the major.

STUDIO ART MINOR

disciplinary, 6 courses

Requirements:

Two 100-level courses representing two different groups from the following choices: ARTS 105; ARTS 114 or 115; ARTS 125; and ARTS 165 or 166; two 200 or 300-level studio art courses; one art history course; and one additional studio art course. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the minor.

ARCHITECTURAL STUDIES MAJOR (B.A.)

interdisciplinary, 13 courses

Learning Objectives:

- To support the development of critical thinkers who engage in the design process as an investigative, iterative and layered activity that works toward identifying conceptual and formal approaches to guide creative problem solving.
- To engage with a broad and inclusive range of histories and theories of design and other forms of cultural production to inform and support the design process.
- To build a foundation of skills necessary for contemporary design practice in areas including research, analog and digital representation and fabrication, and written and oral communication.

- To emphasize the importance of knowledge-building through public engagement and community outreach.
- To engage in the design of creative and informed responses to critical contemporary issues—especially the complex and interrelated challenges of climate change and social justice.
- To interrogate the potential for design to create spaces that support social diversity, equity and inclusion.

Requirements:

One Introduction to Architectural Studies course; two 100-level studio art courses, ARTS 125 and either ARTS 115 or 114; three architectural history and theory courses; two 300-level architecture design studios; two courses which substantially focus on cities, landscapes, or environmental studies; 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 advisor in the program; and one 400-level capstone experience to be satisfied by one of the ARCS/ARCH courses used within the 13 for the major. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

Course Concentrations

ART HISTORY

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 115 Global Art and Architecture: 1500-Present
ARTH 204 Art Internship: Acquisition
ARTH 205 Gender and Display
ARTH 206 Revivals of the Classical Tradition in Architecture
ARTH 208 Greek Art and Architecture
ARTH 209 Chinese Pictures: 1000 Years
ARTH 210 Women Artists in Europe and Asia, 1300–1750
ARTH 212 Arts of Modern China
ARTH 218 Gothic Art and Architecture
ARTH 221 Early Italian Renaissance Painting
ARTH 225/CMST 225 Technical Art History
ARTH 227 Special Topics in Art History
ARTH 230 The Age of Michelangelo
ARTH 237 Princely Art: Renaissance Court Art and Culture of Mantua, Milan, Ferrara and Rome
ARTH 240 European Painting in the 19th Century
ARTH 241 A Global History of Performance and Installation
ARTH 248 Love and Death in Ancient Egypt
ARTH 249 Islamic Art and Architecture
ARTH 250 Modern Art
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 270 Early Medieval Art
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: Constructing Gender in the Renaissance
ARTH 306/406 Telling Tales: Narrative in Asian Art
ARTH 308/408 Art and Censorship
ARTH 315/415 Art and the Senses in Renaissance Venice
ARTH 332/432 Roman Art, Architecture, and Power
ARTH 333/433 Art Since 1960
ARTH 336/436 Arts of the Landscape and the Garden in China and Japan
ARTH 380/480 Art of the Pilgrimage Roads
ARTH 450 Independent Study
ARTH 495/496 Honors
CMST 200 Indigenous Arts of the Americas in the Museum
CMST 202 Art Internship: Catalog
CMST 203 Art Internship: Exhibition
CMST 204 Art Internship: Acquisition
CMST 214 Introduction to Critical Museum Studies
CMST 220 Introduction to Critical Collections Management and Preventative Conservation
CMST 225 Introduction to Technical Art History: Materials and Techniques of Italian Renaissance Art
CMST 380/480 The Curatorial Project

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 202 You Are Here: Trends in Contemporary Painting
ARTS 203 Representational Painting
ARTS 204 Abstract Painting
ARTS 207 Image Exploration in Photography and Printmaking
ARTS 209 Watercolor
ARTS 214 Metal Sculpture
ARTS 215 Sculpture Modeling
ARTS 225 Life Drawing
ARTS 227 Advanced Drawing
ARTS 245 Photo Silkscreen Printing
ARTS 246 Intaglio Printing
ARTS 248 Woodcut Printing
ARTS 261 Physical and Material
ARTS 262 Experimental Animation
ARTS 272 Visualizing Oral History
ARTS 274 Photographic Book Design
ARTS 305 Painting Workshop
ARTS 315 Sculpture Workshop
ARTS 345 Printmaking Workshop

ARTS 365 Imaging Workshop
ARTS 450 Independent Study
ARTS 480 Studio Art Senior Seminar: Theory and Practice
ARTS 495/496 Honors

Architectural Studies

Required courses:
ARCH 110 Introduction to Architectural Studies
ARCS 300 Introduction to Architectural Design (taken twice)
ARTS 115 Three-Dimensional Design or
ARTS 114 Introduction to Sculpture
ARTS 125 Introduction to Drawing
ARCS 405 Portfolio Design (Satisfies capstone requirement)

Architecture history/theory elective choices
ARCH 202 Radical Ecology: Designing With
ARCH 313 History of Modern Landscape Architecture
ARCH 450 Independent Study
ARCH 495/496 Honors
AMST 312 Architecture, Space and Social Justice
ARTH 206 Revivals of the Classical Tradition in Architecture
ARTH 208 Greek Art and Architecture
ARTH 218 Gothic Art and Architecture
ARTH 237 Princely Art: Renaissance Court Art and Culture of Mantua, Milan, Ferrara and 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 270 Early Medieval Art
ARTH 332/432 Roman Art, Architecture, and Power
ARTH 333/433 Art Since 1960
ARTH 336/436 Arts of the Landscape and the Garden in China and Japan
ARTH 380/480 Art of the Pilgrimage Roads
CMST 200 Indigenous Arts of the Americas in the Museum

Architecture studio elective choices:
ARCS 204 Intro to Digital Design
ARCS 405 Portfolio Design
ARCS 450 Independent Study
ARCS 495/496 Honors

Cities, landscapes or environmental studies elective choices:

AMST 202 Drawing for Study and Storytelling
ANTH 206 Early Cities
ANTH 326 Pre-Columbian Mesoamerica
ARCH 313 History of Modern Landscape Architecture
ECON 212 Environmental Economics
ECON 213 Urban Economics
ECON 344 Economic Planning Development
ENV 110 Topics in Environmental Studies
ENV 201 Community and Urban Resilience
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
PHIL 154 Environmental Ethics
REL 226 Religion and Nature
SOC 210 Gentrification
SOC 251 Sociology of the City
SOC 353 Global Cities
SOC 290 Sociology of Community

ART HISTORY COURSE DESCRIPTIONS

ARTH 100 Issues in Art Issues in Art challenges students to investigate how visual objects act as powerful catalysts for social and political change. This course builds essential art historical foundations, such as formal analysis, the study of materiality, and the ethics of collection to uncover how an object¿s history shapes its current meaning. Students will engage with provocative global topics, including the "monument wars" and the politics of public memory, the ethics surrounding the display of sacred indigenous artifacts, and the ways the "male gaze" is being deconstructed within the art historical canon. Through the building of these analytical tools, students will challenge passive viewership and engage in the critical interpretation of the visual world, able to navigate the complex intersection of art, history, and social justice. (staff, offered occasionally) **P3, P4** [Prerequisite: Open to First Year or Sophomore students only, or ARTS and ARTH majors and minors, or permission of instructor.]

ARTH 101 Ancient to Medieval Art This course offers a chronological study of principal monuments and developments in paintings, sculpture, and architectures from prehistoric to medieval times in Europe, the Mediterranean, and the Islamic world. (Tinkler, offered annually) **P3** [Prerequisite: Open to First Year or Sophomore students only, or ARTS and ARTH majors and minors, or permission of instructor.]

ARTH 102 Renaissance to Modern This course is a chronological study of principal monuments and developments in painting, sculpture, and architecture from Renaissance Italy to contemporary America. (Leopardi, Szymanek, offered annually) **P3** [Prerequisite: Open to First Year or Sophomore students only, or ARTS and ARTH majors and minors, or permission of instructor.]

ARTH 103 Introduction to Asian Art This course presents a topical study of the arts and architecture of East Asia, South Asia, and Southeast Asia. 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. (Blanchard, offered annually) **P3** [Prerequisite: Open to First Year or Sophomore students only, or ARTS and ARTH majors and minors, or permission of instructor.]

ARTH 115 A Global History of Art and Architecture: 1500 – Present This course is a broad chronological study of the major developments in art and architecture from approximately 1500 to the present. Through cross-cultural and transnational comparisons of diverse aspects of material and visual culture from around the world, students will learn important concepts and methods that are fundamental to the discipline of art history. The question of how various approaches to art making change and adapt to social, cultural, and political shifts over the course history and within specific geographic regions will be the central focus of this survey. Over the course of the semester, we will come to understand the crucial role of the visual arts and build environment in expressing and shaping human cultures and will learn a set of skills for "reading" the multiple meanings of artworks. In addition, we will question why and how some methods and approaches to cultural production come to be valued or recognized more than others. **P3**

ARTH 201 Black Arts in America Using a loosely chronological framework, this course presents a series of topics on Black American art and its crucial role in the shaping of the history and development of American visual arts and culture. Beginning with the Harlem Renaissance, we will study the discourse around so-called 'New Negro' art as it was formulated throughout the 1920s and the rise of the Black Arts Movement in the 1960s through contemporary practice. Importantly, this course will simultaneously engage with questions pertaining to the very category of 'Black Arts.' In our study of arts made by artists of the African and Caribbean diaspora in the U.S., we will be careful to consider the politics of identification across race as well as class, sex, and gender difference. Dual-listed as AMST 210. (Szymanek, offered occasionally) **P3, P4**

ARTH 202 Art Internship: Catalog This curatorial practicum will involve choosing and researching pieces in HWS's permanent collection of art and developing research components necessary for adequate publication, whether in a formal catalog or in an internal record. Research into various types of metadata and museum best practices of documentation will be included. Choices of works will be linked to gallery topics, and curated by the interns. Interns will be involved in documenting, conserving, and researching these works over the course of a term. This is a half-credit course. Dual-listed as CMST 202. (Jordan, offered occasionally) [Prerequisite: Open to ARTH majors, or permission of instructor.]

ARTH 205 Gender and 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. (Szymanek, offered occasionally) **P3, P4**

ARTH 206 Revivals of the Classical Tradition in Architecture In this course students will study the Classical tradition in its Greek and Roman contexts, examining both free interpretation of models and rigid following of rules – whether authentic or imagined – of an always contested Classical tradition. The course will spend significant time on the introduction of the Classical tradition into German, Russian, British, and American settings where it had never existed before. Issues of historical preservation will be examined. (Tinkler, offered alternate years) **P3**

ARTH 209 Chinese Pictures: 1000 Years This course will explore a thousand years of Chinese pictorial arts, from 907 to the end of imperial rule in 1911, focusing on painting, calligraphy, and printmaking. Calligraphy (which has a pictorial component) and painting are regarded as the highest art forms in the earliest Chinese histories of art, while prints are often connected to the publishing industry. Material will be presented chronologically, but broader topics will include why calligraphy is regarded as art; subject matter in Chinese pictorial arts, including figural topics and landscapes; art criticism and theories on painting; social classes of artists; and artistic patronage and collecting. No prerequisites or co-requisites. (Blanchard; offered alternate years) **P3**

ARTH 210 Women Artists in Europe and Asia, 1300–1750 Written histories of art before the modern era have too often overlooked or marginalized women artists, even though they worked in the same media as men (painting, printmaking, illustration, calligraphy) and depicted similar subjects (portraits, religious themes, still lifes, and nature). This course examines European and Asian women artists between 1300 and 1750, with particular attention to the cultures of Italy and China after 1500. Topics will include the reasons for women's omission from the canon of art history; women's status as amateur or professional artists; and their identities as court artists, members of artistic families, courtesans, or nuns. (Blanchard, offered alternate years) **P3**

ARTH 212 Arts of Modern China This course will explore the tensions between tradition, modernity, and globalization in Chinese arts from 1912 (marking the overthrow of imperial rule and the establishment of a republic) to the present, examining how visual media reflect the Chinese people's understanding of China's position in the world in the 20th and 21st centuries. Material will be organized chronologically, but broader topics will include art criticism and movements in art; social classes of artists; artistic patronage; art and politics; and gender in the arts. Media to be considered include painting, printmaking, photography, video, installations, sculpture, and architecture. No prerequisites or co-requisites. (Blanchard; offered alternate years) **P3**

ARTH 215 Art, Culture, & National Identity in Buenos Aires Oden referred to as the 'Paris of Latin America,' in this course we will consider how the architecture, art, music, food, among other forms of cultural production in Buenos Aires communicate various aspects of Argentine identity. Shaped by a long and complex history of colonization and immigration, Buenos Aires offers an ideal site for studying the multiple and at times conflicting stories told about the country. A variety of western European architectural styles including Neoclassical, Beaux-Arts, and Spanish Baroque are visible throughout the city while the national museums, including El Museo Nacional de Bellas Artes and El Museo Nacional de Arte Decoracvo, hold thousands of objects that illustrate the diasporic and indigenous dimensions of the nation's identity. With Buenos Aires as our classroom, students will experience first-hand many of the most central cultural traditions and contemporary expressions of Argentinian identity including art and architecture as well as tango, fútbol (soccer), asado (traditional Argentinian barbeque), muralism, and more while closely examining whose histories, memories, and experiences are centralized within these practices **P3** [Confirmation approval for students in study abroad programs to enroll.]

ARTH 218 Gothic Art and 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. (Tinkler, offered alternate years) **P3**

ARTH 221 Italian Renaissance This course is an exploration of the extraordinary flowering of the arts in 14th and 15th century Florence. Artists include Giotto, Masaccio, Fra Angelico, Botticelli, and Leonardo. The course considers the development of individual styles, the functions of art, the culture of humanism, and the dynamics of patronage. (Leopardi, offered alternate years) **P3**

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 alternate years) **P3**

ARTH 234 Contemporary Rome: Museums, Galleries, & the Art Market This course focuses on Rome as the catalyst for a study of the contemporary art system in the 21st century. Commonly known as the `Eternal City' because of the continuity of a long and rich classical history, Rome is becoming an ever more international and multi-cultural contemporary capital. The course follows this development through visits to museums of contemporary art including the Museum of Contemporary Art of the City of Rome, Museum of Art and Architecture of the Twenty- First Century, and the Museum of Other and Elsewhere. We explore art in the city center, in galleries and private art foundations, and art outside the city center, in art studios and alternative spaces, and in the urban space. Topics of conversation include the mission of the contemporary art museum, the role of the commercial art gallery, studio art practice, graffiti and street art, new technologies, and the art market. It is recommended that students take a least one ARTH or CMST course prior to taking ARTH 234. **P3** [Confirmation approval for students in study abroad programs to enroll.]

ARTH 236 Monuments & Memories: Rome Monuments & Memories examines the history of commemoration, monument building, and memory production in the city of Rome from antiquity to the present day. The course explores monuments and memorials as political, cultural, social, and aesthetic expressions, and examines the ways that they operate within and beyond the historical moment in which they were created. Through a series of case-studies, this course will consider which aspects of Roman history are visible throughout the city and how their locations, materiality, and aesthetics produce meaning. Students will be encouraged to consider whose perspectives and experiences are memorialized or made monumental as well as those which are made less- or in-visible and why. Rome's multilayered nature, in which tangible remains of successive eras shape and inform visual experience, will be emphasized as will contemporary re-imaginings of past commemorative practices. It is recommended that students take a least one ARTH or CMST course prior to taking ARTH 236. **P3, P4** [Confirmation approval for students in study abroad programs to enroll.]

ARTH 237 Princely Art: Renaissance Court Art and Culture of Mantuna, 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 of 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) **P3**

ARTH 241 Live Art: A Global History of Performance and Installation Art This course is an introduction to histories and theories of performance and installation art of the 20th-21st centuries. As a global phenomenon, the practice of using bodies, space, and time as mediums for the production of art requires a critical examination of the socio-cultural and political context within which a work is produced. Through a survey of art from China, Japan, Europe, and the Americas, this course considers how histories of industrialization, colonization, and migration have shaped the production of art as well as the constructions of space, time, and bodily subjectivity with which performance and installation art engage. Focusing on international movements such as Futurism, Fluxus, and Gutai, as well as Body and Process art, this course focuses on artists whose work poses questions regarding how meaning is produced, whose meaning matters, and how bodies, space, and time become raced, classed, and gendered. (Szymanek, offered occasionally) **P3**

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) **P3**

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) **P3**

ARTH 250 Modern Art 1900–1960 This course is a study of the history of Western art produced from 1900 until 1960. Loosely chronological, this course examines various stylistic movements and the political and social factors that shape each successive era of avant-garde art including Expressionism, Surrealism, Dada, and Constructivism, among others. Every week we will cover a significant period in the history of modern art and study the ways in which both the principal figures from each period and the corresponding movements challenged the limits of art as it is shaped by and through modern life. We will study how the form, material, and contents of art reflect or communicate the political, philosophical, and personal implications of 'modernity' as it is taking shape in parts of Europe and the U.S. throughout the 20th century. (Szymanek, offered alternate years) **P3**

ARTH 252 Japanese Art and Culture This course takes an interdisciplinary approach to the arts and culture of Japan from the Neolithic period through the twentieth century. Students consider examples of visual media in the context of Japanese literature, history, society, and religions. Topics include Shinto architecture, Buddhist art (including Pure Land and Zen), narrative picture scrolls, traditional and western-style paintings, shoin architecture, gardens, tea ceremony ceramics and ukiyo-e prints (pictures of the floating world). Students read primary sources in translation, including Shinto myths, Buddhist texts, and selections from literature. (Blanchard, offered alternate years) **P3**

ARTH 253 Buddhist Art and Architecture This course will examine Buddhist architecture, painting, and sculpture from South Asia, Southeast Asia, The Silk Road, and East Asia. We will consider five important movements in Buddhist practice: Theravada, Mahayana, Pure Land, Esoteric, and Zen. Topics will include images of the life of the historic Buddha and tales of his previous lives; the role of the stupa on Buddhist worship; the expansion of the Buddhist pantheon; associations between art and patronage; representations of multiple realms of existence; the development of the mandala; the role of mediation in artistic practice. When appropriate, students will read Buddhist texts in translation. (Blanchard, offered alternate years) **P3**

ARTH 254 Islamic Art at the Crossroads: The Western Mediterranean 12th to 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) **P3**

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) **P3**

ARTH 282 20th Century American Art This course traces the history of American art as it developed throughout the first half of the 20th century. Using a loose chronological framework, the course is a study of a series of major stylistic, technological, and ideological developments within American art and visual culture including those precipitated by the shift of the Western avant-garde art world from Paris to New York City with the onset of WWI. Spanning half of the century as well as a vast array of mediums such as painting, sculpture, photography, and architecture, the aim of this course is to familiarize students with notable movements and art world figures as well as the socio-political contexts that both made their innovations possible and expanded the field of possibilities for the very definitions of art and authorship as they continue to develop into the 21st Century. Dual-listed as AMST 282. (Szymanek, offered regularly) **P3**

ARTH 305 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. (Leopardi, offered occasionally) [Prerequisite: One ARTH, EUR, or WMST course.]

ARTH 308 Art and 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, ultimatel, 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. (Szymanek, offered occasionally) [Prerequisite: One ARTH course, or permission of the instructor.]

ARTH 315 Art and the Senses in Renaissance Venice Renaissance Venice is the birthplace of the reclining female nude, of palaces built on water and grand countryside villas designed with leisure in mind. It is a city that has led numerous historians and critics to note and comment on the heightened sensual qualities of its art. New conceptions of beauty, eros and gender construction were developed here alongside a thriving Courtesan Culture. By analyzing the works of such artists and architects as Bellini, Titian, Veronese, Andrea Palladio, etc. we will come to understand how these artists grounded their art in the senses, appealed to the eye – and the spirit – through brilliant color, glowing light, and the beauties of nature. We will uncover issues of power and violence in such famous renaissance depictions as the Venus of Urbino, examine rape culture through the lens of mythology and discover how leisure, pleasure and entertainment were the cause of the most innovative of Palladio's architectural designs. In short, this course will examine the development of venetian art during its golden age, 1500–1600 and will attempt to understand those cultural forces that gave rise to a pictorial and architectural culture of pleasure and sensuality. (Leopardi, offered occasionally) [Prerequisite: One course in Art History or Renaissance culture.]

ARTH 333 Art Since 1960 This course engages with the histories and theories of art produced from1960 until the 2000s. Structured in a loosely chronological order, this course we will study a variety of stylistic movements and the political, artistic, social, and intellectual stakes that are claimed with each successive and simultaneous evolution that pushed/s forward the history of art. The innovative and often critical deployment of particular mediums and forms will be examined within the broader context of social histories that give these practices impact while also looking to the institutions that help shape these histories. Moreover, a critical examination of the parameters of art and its publics will be housed within the frameworks provided by a number of artists and theorists. This course will ask not only what is created and/or reformulated within the discourses of art production but, perhaps more tellingly, what those processes erase or marginalize in their pursuits. (Szymanek, offered occasionally) [Prerequisite: One ARTH course. Not open to incoming First Year students.]

ARTH 336 Arts of the Landscape and the Garden in China and Japan In China and Japan, the natural landscape becomes a primary theme of artistic expression, 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) [Prerequisite: One ARTH, ARCH or ASN course.]

ARTH 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. (Leopardi, offered occasionally) [Prerequisite: Open to senior ARTH majors, or permission of Instructor.]

ARTH 408 Art and 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. (Szymanek, offered occasionally) [Prerequisite: Open to senior ARTH majors and minors, or permission of instructor.]

ARTH 415 Art and the Senses in Renaissance Venice Renaissance Venice is the birthplace of the reclining female nude, of palaces built on water and grand countryside villas designed with leisure in mind. It is a city that has led numerous historians and critics to note and comment on the heightened sensual qualities of its art. New conceptions of beauty, eros and gender construction were developed here alongside a thriving Courtesan Culture. By analyzing the works of such artists and architects as Bellini, Titian, Veronese, Andrea Palladio, etc. we will come to understand how these artists grounded their art in the senses, appealed to the eye – and the spirit – through brilliant color, glowing light, and the beauties of nature. We will uncover issues of power and violence in such famous renaissance depictions as the Venus of Urbino, examine rape culture through the lens of mythology and discover how leisure, pleasure and entertainment were the cause of the most innovative of Palladio's architectural designs. In short, this course will examine the development of venetian art during its golden age, 1500–1600 and will attempt to understand those cultural forces that gave rise to a pictorial and architectural culture of pleasure and sensuality. (Leopardi, offered occasionally) [Prerequisite: Open to senior ARTH majors.]

ARTH 433 Art Since 1960 This course engages with the histories and theories of art produced from1960 until the 2000s. Structured in a loosely chronological order, this course we will study a variety of stylistic movements and the political, artistic, social, and intellectual stakes that are claimed with each successive and simultaneous evolution that pushed/s forward the history of art. The innovative and often critical deployment of particular mediums and forms will be examined within the broader context of social histories that give these practices impact while also looking to the institutions that help shape these histories. Moreover, a critical examination of the parameters of art and its publics will be housed within the frameworks provided by a number of artists and theorists. This course will ask not only what is created and/or reformulated within the discourses of art production but, perhaps more tellingly, what those processes erase or marginalize in their pursuits. (Szymanek, offered occasionally) [Prerequisite: Senior Art History Major]

ARTH 436 Arts of the Landscape and the Garden in China and J apan 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) [Prerequisite: Open to senior ARTH majors, or permission of instructor.]

ARTH 495 Honors Art History

ARTH 499 Internship Art History

STUDIO ART COURSE DESCRIPTIONS

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. (Ruth, offered each semester) **P2** [Prerequisite: Open to First Year or Sophomore students only, or ARTS and ARTH majors and minors, or permission of instructor.]

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. (Offered annually) **P2** [Prerequisite: Open to First Year and Sophomore students only, or ARTS, ARTH and ARCS majors and minors.]

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. This course is offered primarily, but not exclusively, for students with an interest in the architectural studies program and they are given first priority with enrollment. (Blankenship, D'Angelo, Piersol, offered each semester) **P2** [Prerequisite: Open to First Year or Sophomore students only, or ARCS majors.]

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. (Yi, Ruth, offered each semester) **P2** [Prerequisite: Open to First Year and Sophomore students only, or ARTS, ARTH and ARCS majors and minors.]

ARTS 161 Photography: Design in Nature Photography allows us to see and explore the natural world in ways that expands human vision and understanding. We will use our cameras to look for specific design elements in the natural world and bring nature inside in improvised tabletop studios. Camera controls, exposure, lighting, and lenses will be discussed to help students achieve their photographic goals. Looking at the work of artists who photograph nature will help us explore larger questions: Can photography help us to understand the species who share our planet? What are the possibilities and limits on how photography can advocate for the natural world? How does photography explore the effects of and interactions between humans and nature? Students will use their cameras to complete assignments that will culminate in an individual book project. **P2**

ARTS 165 Introduction to Imaging In this studio-based course in photography, students will explore the camera as a medium for artistic expression while building a foundation of photographic skills. Topics covered include camera controls, natural and studio lighting, photographic composition, wet darkroom and digital darkroom techniques. As inspiration and to broaden our understanding of the medium, we will look at a wide range of photographic practices from the camera obscura to the photographs of living, working artists. Through discussion and critique of creative projects, we will discuss how a photographic image works to communicate visual and conceptual ideas. (Chin, offered each semester) **P2** [Prerequisite: Open to First Years, Sophomores, and Juniors only, or open to ARTH and ARTS majors and minors, or open to ARCH minors.]

ARTS 202 Trends in Contemporary Painting Contemporary painting is in a moment of unparalleled pluralism. Prominent galleries are filled with works that explore a wide variety of ideas and approaches, from the conceptual to the representational to the abstract and everything in between. In this course, we will explore the work of specific painters who are active today and ask about what, why, and how they are making their work. Using these artists as a point of departure, each section of the course will ask to students to inventively respond to specific painting subjects and methods, creating a highly personal body of work. Emphasis will be placed on critical analysis and creative response in a course that will balance active work in the studio with vigorous critique and research. **P2** [Prerequisite: ARTS 105, or permission of instructor.]

ARTS 203 Representational Painting A sequel to ART 105, this course focuses on the problems of painting from a source, including still life, figure, and landscape. Students work to reconcile the insistent presence of objects with the need to create pictorial lights, space and compositional and expressive coherence. (Ruth, offered alternate years) **P2** [Prerequisite: ARTS 105.]

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. (Ruth, offered alternate years) **P2** [Prerequisite: ARTS 105.]

ARTS 207 Image Exploration in Photography and Print Making This course examines expanded and procedural possibilities for making prints. New 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. (Chin, offered every three years) **P2** [Prerequisite: One 100-level ARTS course.]

ARTS 209 Watercolor Painting An exploration of the fundamentals of painting with translucent color media. Western and Eastern traditions, as well as more experimental approaches, are investigated. Use of Gouache (opaque watercolor) may also be explored. Subject matter involves still life, figure, and landscape with excursions to rural and urban settings. (Yi, offered alternate years) **P2** [Prerequisite: ARTS 105.]

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. (Offered alternate years) **P2** [Prerequisite: ARTS 114 or ARTS 115, or permission of instructor.]

ARTS 215 Sculpture Modeling An investigation of sculptural tradition and personal expression through figure and portrait 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. Generally, the class meets for three sessions per week. Prerequisite: ARTS 114 or ARTS 115. (Offered annually) **P2**

ARTS 216 Process and Design In this course students will assume the role of an independent furniture designer preparing to deliver a design brief for a speculative client. Through online lectures and demonstrations, students will be guided through the process of developing their initial concept into a thoughtfully-conceived design. Lectures will include usage of Rhino, principles of working with wood as a material, modern and traditional processes for furniture construction, ergonomics and structure. With emphasis on the integral relationship between materials, aesthetics, and function, this course will broaden students understanding of the influence materials and craftsmanship have on the fit and function of furniture with specific goals in mind. [Prerequisite: ARTS 115 and ARCS 200 and permission] **P2**

ARTS 217 Contemporary Sculpture Practices Sculpture practices in the 21st century represent an undeniably broad spectrum of concept, theory, form, materials, and methods. Compared to Classical sculpture inquiries on artistic work in-the-round, this course will be fundamentally rooted in probing the creative practices and methods of contemporary sculptors working across diverse contexts, in a multitude of physical media, at varying scales, and within different sites. We will present, analyze and employ the work of contemporary sculptors as stimuli for in-studio and personal explorations in which we seek conceptual depth as well as material resolution or innovation. There will be a particular emphasis on a materially-driven making process as a core component of our developing individual and collaborative studio practices. Materials and methods emphasized in this course may include woodworking, metalworking, casting, soft materials, ecological materials, and/or technology and new media. **P2** [Prerequisite: Either ARTS 115: Three-Dimensional Design OR ARTS 114: Intro to Sculpture, or permission of instructor]

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, Ruth, offered alternate years) **P2** [Prerequisite: ARTS 125]

ARTS 227 Advanced Drawing A course based on the premise that every drawing, even the most meticulously representational, is an invented. 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. (Ruth, offered annually) **P2** [Prerequisite: ARTS 125, or permission of instructor.]

ARTS 245 Photo Screenprinting An introduction to the basic technology of photo screenprinting, which can use both photographic and drawn images. Equal attention is given to issues of color and composition. Prerequisite: ARTS 105 or ARTS 125. (Yi, offered alternate years) **P2** [Prerequisite: ARTS 125 or ARTS 105]

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. (Yi, offered alternate years) **P2** [Prerequisite: ARTS 125.]

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. (Yi, offered alternate years) **P2** [Prerequisite: ARTS 105 or ARTS 125.]

ARTS 261 Physical and Material: Photographic Explorations with Film, Paper, Light and Chemistry This studio course in photography will be an exploration of the physicality and materiality of light-based image-making. We will use hand coated processes as well as traditional darkroom photography and utilize cameras of various formats as well as camera-less processes. We will look at how artists use the physicality of the photographic medium to express visual and conceptual ideas and consider how surface and light can be used to create our own artistic arguments. What happens in the translation of the physical world into photographic images, and how can this be used to question, critique, and subvert what the audience experiences? How do scale, surface, and substrate affect the reading of a work of art? (Chin, offered alternate years) **P2** [Prerequisite: ARTS 165 or ARTS 161 or permission of instructor]

ARTS 263 Light, Story, Construct: Fact and Fiction in Photography This studio course in photography will explore photography's complicated relationship to reality. We will learn to use the controlled light setting of the photographic studio to explore light's ability to both illuminate and obscure through exercises and creative work. Conceptually, we will consider how photography both ties us to a real moment in time and space and creates an illusion of truth that can be controlled to tell the narrative of the photographer/author. Using techniques learned through hands-on workshops, students will create original photographically-based artwork that will be developed and refined through the process of critique. This course will build on previous knowledge of camera controls and editing skills and explore both digital and hand-coated darkroom processes. (Chin, offered alternate years). **P2** [Prerequisite: ARTS 165, or permission of instructor.]

ARTS 272 Visualizing Oral History Feminist oral history is a course concerned with how we narrate life stories and how we represent their narration in text, sound and image. This course operates as a methods workshop, investigating the theory underlying feminist oral history while putting the methodology to work through a class interviewing project using audio recording and image capture technologies. Students will learn how to develop interview questions, gather material and then put these into context to narrate and represent life stories. The workshop will develop interviewing skills as well as visual and audio artistic abilities. Students will learn the critical and analytical skills necessary to prepare life history for presentation to general audiences (such as museum exhibitions) and to prepare materials for deposit in an archive. (Chin, Bayer, offered alternate years) **P2**

ARTS 274 Photographic Book Design: Handmade and Self-Published Forms Students will create original photographic books from projects which will be conceived, developed and captured during the course. Photographic techniques used will include both direct printing on light sensitive materials and lens-based digital photography. Book making will include the physical skills of cutting, sewing, and gluing as well as the use of digital design tools and archival inkjet printing. Throughout the course, the interrelation between photography and the book as a historical and artistic form will be considered through readings and artist examples. Projects for the course will teach skills in composition, sequencing, and aesthetics and the effective communication of concepts and ideas. DSLR cameras will be provided. (Chin, offered every three years) **P2** [Prerequisite: ARTS 105, ARTS 125 or ARTS 165, or permission of instructor.]

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. (Ruth, offered annually) [Prerequisite: ARTS 202, ARTS 203, ARTS 204, or ARTS 209, or permission of instructor.]

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. (Offered alternate years) [Prerequisite: ARTS 214, ARTS 215, or permission of instructor.]

ARTS 345 Printmaking Workshop This workshop is for students who have taken either ARTS 245, ARTS 246, or ARTS 248. It is designed to enable students to do more advanced work in a chosen area of printmaking as well as explore new related areas of printmaking. (Yi, offered alternate years) [Prerequisite: ARTS 245, ARTS 246, or ARTS 249, or permission of instructor.]

ARTS 365 Imaging Workshop This is a concept based course in which the student is encouraged to employ a variety of imaging media to fully explore their creative potential in a workshop environment. Projects using large and medium format film cameras, alternative processes and digital image capture and output are required. Students may expand their exploration into more conceptual, process-oriented, video or web-based art. (Chin, offered alternate years) [Prerequisite: ARTS 261, ARTS 263, ARTS 265, ARTS 272, or ARTS 274, or permission of instructor]

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. (Chin, Ruth, offered annually) [Prerequisite: Open to senior ARTS majors only, or permission of instructor.]

ARTS 495 Honors Studio Art

ARTS 499 Internship Studio Art

ARCHITECTURAL STUDIES COURSE DESCRIPTIONS

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. (Blankenship, Piersol, offered each semester) [Prerequisite: Open to First Year and Sophomore students only, or ARCH majors.]

ARCH 202 Radical Ecology: Designing With This course will provide a heightened context and exploration of the history/theory and design connections linking together architecture and ecology. Considering our focus through an interdisciplinary lens, this class will investigate architectural proposals from the 20th and 21st centuries that examine groundbreaking, experimental ecological approaches to designing a more sustainable Earth. From technologies to the imagination, the Anthropocene to the Chthulucene, we will question our built environment as it relates to the greater health, endurance, and vitality of our ecosystem. Creating space for discussion, analysis, and hands on design investigations, students will gain greater insight into how designing with creates new relationship and opportunities in our built environment that empowers, restores, and replenishes our natural world. [Prerequisite: ARCH 110 and any ENV course, or permission of instructor.]

ARCH 312 Contemporary 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 and 21st centuries. The course specifically aims to present the material in a manner that aids students in clarifying their own values and intentions. (Blankenship, Piersol, offered occasionally) [Prerequisite: Arch 110 with a minimum grade of C- or better, or permission of instructor.]

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 annually)

ARCH 495 Honors

ARCH 499 Internship

Architecture Design Studio Courses

ARCS 204 Introduction to Digital Design ARCS 204 is a digital design studio that challenges students to think critically and creatively about the design process as it relates to digital design software and fabrication. Exploring analytical, generative and representational opportunities within digital design applications and methodologies, students will gain foundational proficiency in a variety of digital languages through direct and hybrid design approaches. Design projects will range in scale and content each semester, and will evolve through a process of exploration, critique, revision and refinement. (D'Angelo, Piersol, offered occasionally) [Prerequisite: One ARTS course.]

ARCS 300 Architecture Design Studio This course, a vertical studio, is an introduction the design process as a method of inquiry, focused study and innovative problem solving. Emphasizing conceptual design, student projects may explore site design, building design, interiors and lighting, object or product design, installation art, garment design, and other topics. Students will learn to work interactively on their projects, gain familiarity with formal design principles, and work at multiple scales. Lessons in precision drawing, modeling, and design work flow will be integrated into project work. Students may repeat this course. (Blankenship, D'Angelo, Piersol, offered each semester) [Prerequisite: ARCH 110, ARCS 300, ARTS 125 and ARTS 115 (or ARTS 114 instead of ARTS 115).]

ARCS 405 Portfolio Design A visual portfolio is a graphic sampling of work that tells a story in either physical or digital form. Well-designed visual portfolios provide broad insights about their subject matter, whether person, product or idea. In this course, students will work with design software to develop a visual narrative strategy, prepare imagery and draft text for a capstone portfolio. Other topics covered include logo and website design, resume and personal essay writing and other kinds of professional development. (Blankenship, D'Angelo, Piersol, offered each semester) [Prerequisite: Open to senior ARCS majors only.]

ARCS 495 Honors

ARCS 499 Internship

ASIAN STUDIES

Core Faculty

Vikash Yadav, Professor of International Relations (Chair, Asian Studies)
Christopher Annear, Associate Professor of Anthropology
Etin Anwar, Professor of Religious Studies
Lara C.W. Blanchard, Luce Professor of East Asian Art
Jiangtao "Harry" Gu, Assistant Professor of Media and Society
James-Henry Holland, Associate Professor of Asian Studies
Melissa Hosek, Assistant Professor of Practice in Asian Studies
Shalahudin Kafrawi, Associate Professor of Religious Studies
Feisal Khan, Professor of Economics
Kyoko Ishida Klaus, Teaching Instructor and Tanaka Lecturer in Japanese
John Krummel, Associate Professor of Religious Studies
Sooyoung Lee, Associate Professor of Economics
Alaa Murad, Visiting Assistant Professor of Asian Studies
Stacey Philbrick Yadav, Professor of International Relations
Yi-Tung Wu, Teaching Instructor of Asian Studies
Lisa Yoshikawa, Professor of History
Jinghao Zhou, Associate Professor of Asian Studies
Iskandar Zulkarnain, Assistant Professor of Media and Society

Working closely with other academic departments at Hobart and William Smith, the Department of Asian Studies offers a variety of courses that are designed to acquaint its majors and minors with the languages, people, arts and architectures, economies, environments, histories, media, politics, societies and religions of Asia in its full geographic and temporal scope, and to provide a firm foundation for further study. Regional language offerings include Arabic, Chinese, and Japanese, with some additional opportunities for the study of Vietnamese and Korean through partnership programs. Majors and minors in the department are strongly encouraged to participate in HWS's off-campus programs in India, Japan, Jordan, Korea, Taiwan, Tunisia and Viet Nam. All courses designated ASN are taught in English.

Mission Statement

Asian Studies introduces students to the diverse aspects of Asia, from politics and economies to histories and the arts, and provides a firm foundation for further study. Asian Studies at HWS is expansive in its coverage of over half the world's population, spanning from Jordan to Tokyo and Ulaanbaatar to Jakarta. We have close to twenty professors in multiple disciplines with various regional and thematic specializations teaching students in small classroom settings. Asian Studies courses examine the societies, environments, philosophies, etc., of the wealthiest and the most diverse and region of the world. Asia is home to over 2,000 languages and cultures, and its diaspora population is the largest growing group in the United States. Asia has been the center of world commerce, religious traditions, cultural exchange, and more, and remains so to this day and in future projections. Asian Studies courses challenge the nineteenth- and twentieth-century paradigms that continue to shape academia and foregrounds the Asia Indo-Pacific region that has reemerged as the leading force of the world.

Offerings

Asian Studies offers an interdisciplinary major and minor.

A Note on Languages. At present, HWS has fully staffed language instruction in Arabic, Chinese, and Japanese. Vietnamese and Korean are offered abroad. Historically, HWS has offered Hebrew, Hindi, and Korean at various levels, through study abroad programs, distance learning, and other means. Students wishing to use these or other less commonly taught languages to fulfill major/minor requirements must consult early with the Department chair.

DEPARTMENTAL LANGUAGE COURSES

ARAB 101 Beginning Arabic I

ARAB 102 Beginning Arabic II

ARAB 201 Intermediate Arabic I

ARAB 202 Intermediate Arabic II

ARAB 450 Advanced Conversational Arabic (independent study)

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

ASIAN STUDIES MAJOR (B.A.)

interdisciplinary, 12 courses

Learning Objectives:

- Demonstrate a multidisciplinary perspective centered on Asia.
- Demonstrate foundational abilities in one or more Asian languages, including appropriate proficiencies in reading, writing, listening and speaking.
- Demonstrate an understanding of current and historical cultural, social, geographical and political diversity within Asia.
- Demonstrate the ability to plan and carry out scholarly research and give a scholarly presentation on an Asian topic in English.

Requirements:

Four courses in one Asian language: Arabic, Chinese, Japanese, Korean, or Vietnamese. (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.) The departmental introductory course: ASN 101 or approved substitute; at least one core course on Asia in the social sciences division; at least one core course on Asia from the humanities division that are not language courses; at least four Asian Studies electives; and the departmental capstone course: ASN 401 Senior Colloquium. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major. At least two of the 12 courses must be at the 300- or 400-level.

ASIAN STUDIES MINOR

interdisciplinary, 7 courses

Requirements:

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 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.

ASIAN STUDIES COURSES

ASN 101 Trekking through Asia
ASN 102 Ottoman Worlds
ASN 103 Introduction to Asian Art
ASN 110 Himalayan Challenges
ASN 115 Imagining Asian Religion/s
ASN 119 Arabic Cinema and Literature
ASN 120 Making of the Samurai
ASN 125 Japan: Supernatural Beings
ASN 201 Technology, Society, and Science Fiction from China and Beyond
ASN 211 Buddhism
ASN 212 Confucianism, Marxism, and Chinese Women
ASN 236 Cultural Dynamics in China and Taiwan
ASN 242 Riding with Genghis Khan
ASN 268 China's Path to Global Hegemony
ASN 296 The U.S. and China
ASN 305 Showa through the Silver Screen
ASN 340 Water and Energy in China
ASN 342 Seminar: Chinese Cinema and Global Issues
ASN 372 Global Technology and Society
ASN 373 Darwinian World
ASN 401 Asia Colloquium
ASN 450 Independent Study
ASN 456 1/2 Credit independent Study
ASN 495/496 Honors
ASN 499 Internship
CROSS-LISTED COURSES
SOCIAL SCIENCES
ANTH 110 Introduction to Cultural Anthropology
ANTH 225 China in Africa: Cross-Cultural Perspectives: Food, Debt and Democracy
ANTH 298 Modern Japan
ECON 126 Economics of Immigration

ECON 233 Comparative Economic Systems
ECON 302 International Trade Issues
ECON 344 Economic Development
ECON 465 Political Economy of Corruption
INRL 140 Introduction to Comparative World Politics
INRL 180 Introduction to International Relations
INRL 208 Gender and Politics in the Middle East
INRL 246 East Asia
INRL 248 Development
INRL 254 Globalization
INRL 258 State, Society, and Market in the Middle East
INRL 260 Human Rights and International Law
INRL 261 Laws of War
INRL 281 South Asia
INRL 283 Political Violence and Non-Violence
INRL 285 Borders, Belonging, and Rights in the Middle East
INRL 301 India
INRL 304 Afghanistan
INRL 350 China
INRL 360 Post-Conflict Justice and Reconstruction
INRL 371 Research Design and Ethics (if research topic is Asia)
INRL 387 Neoliberalism
INRL 401 Capstone Research (if research topic is Asia)
SOC 353 Global Cities

Humanities
AMST 221 Immigrant Art
ARTH 103 Introduction to Asian Art
ARTH 209 Chinese Pictures: 1000 Years
ARTH 210 Women Artists in Europe & Asia, 1300–1750
ARTH 212 Arts of Modern China
ARTH 249 Islamic Art and Architecture
ARTH 252 Japanese Art and Culture
ARTH 253 Buddhist Art and Architecture
ARTH 254 Islamic Art at the Crossroads
ARTH 303/403 Gender & Painting in China
ARTH 306/406 Telling Tales: Narrative in Asian Art
ARTH 336/436 Landscapes and Gardens
BIDS 219 Imagining Environmental Apocalypse across the Muslim World
BIDS 220 Found in Translation: Japanese Literature
BIDS 234 Studio Ghibli and Anime Culture
ENG 270 Globalization and Literature
ENG 272 India and the Global
ENG 276 Imaging the Middle East
ENG 361 Readings in Multi-Ethnic Women's Literature
HIST 107 Trekking through Asia
HIST 120 Making of the Samurai

HIST 202 Japan Since 1853
HIST 242 Riding with Genghis Khan
HIST 305 Showa through the Silver Screen
HIST 320 Asia Pacific Wars
HIST 324 Barbarian Empires: Indigenous Peoples, Pirates, Sea Otters
HIST 372 Global Technology and Society
HIST 373 Darwinian World
MDSC 130 Introduction to Global Animation
MDSC 333 Global Video Games: Cultures, Aesthetics, Politics
MDSC 371 Authorship in Global Animation
REL 105 Religion, Peace, and Conflict
REL 115 Imagining Asian Religion/s
REL 211 Buddhism
REL 215 Japanese Religions
REL 226 Religion and Nature
REL 236 Gender, Sexuality, and Islam
REL 239 Nihilism East and West
REL 242 Islamic Mysticism
REL 243 Suffering and Salvation
REL 255 Peace and Violence in Quran
REL 260 Religion & Philosophy from a Global Perspective
REL 265 The West and the Qur'an
REL 274 Zionism, Israel and the Middle East Conflict
REL 280 Negotiating Islam
REL 286 Islam and Environment
REL 288 Religious Extremism
REL 289 Material Culture and Islam
REL 295 Sustainability, Fashion, and Justice
REL 304 Buddhist Philosophy
REL 325 Japanese Philosophy and Religious Thought
REL 335 Jihad
REL 347 Gender and Identity in Muslim World

ASIAN STUDIES COURSE DESCRIPTIONS

ASN 101 Trekking through Asia Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and two of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of the world. Join us on the journey! (Yoshikawa, offered annually) **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or open to ASN, HIST, and INRL majors and minors, or permission of instructor.]

ASN 102 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 stitched 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. (Philbrick Yadav, offered occasionally) **P3, P4**

ASN 103 Introduction to Asian Art This course presents a topical study of the arts and architecture of East Asia, South Asia, and Southeast Asia. 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. (Blanchard, offered annually) **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or ASN majors and minors.]

ASN 110 Himalayan Challenges From the storied tea plantations of Darjeeling to the terraced rice paddies of Sikkim, the idyllic Himalayan twin cities at the gateway India's Northeast are simultaneously at the forefront of sustainable development in a globalized economy and a reminder of a colonial era economy that is quickly vanishing in the face of unplanned development and environmental degradation. The state (formerly Kingdom) of Sikkim is the first territory to move to entirely organic agriculture in India. Meanwhile, the women and men who labor on the tea plantations of Darjeeling continue a practice established by the British colonial power in an earlier age of globalization. We will explore how environmental, labor, and identity politics intersect in these areas which are simultaneously at the periphery and forefront of our global economy. (Yadav, summer study abroad, offered occasionally) **P3** [Confirmation approval for students in study abroad programs to enroll.]

ASN 115 Imagining Asian Religion/s Is Buddhism a religion? What is religion? Does it entail a belief in God or reference to the transcendent? Is it some kind of faith? But neither was the notion of a god significant, nor was that of faith central to, early Buddhism. One could make similar claims about Confucianism. What do we mean by "religion"? Until modern times, Asian cultures lacked the very concept of what Western scholars call "religion." Or is what the Indians call dharma equivalent to "religion"? What about what the ancient Chinese (Buddhists, Confucians, and Daoists) called fo, jiao, and dao or the Japanese (Buddhists, Shintoists, and Confucians) called ho, kyo, and do "law," "teaching," and "way"? Are these terms equivalent to what we today mean by "religion"? How do we imagine "religion" in these "Asian cultures"? What is "Asian religion/s"? (Krummel, offered annually) **P3, P4**

ASN 120 Making of the Samurai Images of samurai are ubiquitous today in movies, computer games, comic books and animations, historical novels , and even advertisements. But who were the samurai in Japanese history, and what did they do? When did they emerge, and where did they stand in society? What did they eat, and how did they go about their day-to-day lives? How were they perceived by their contemporaries, and how did they see themselves? When did today's images of the samurai come about, and how? These are some of the questions we will address in this course, Making of the Samurai. In the process, we will also work on critical writing, reading, and thinking skills. (Yoshikawa, offered alternate years) **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or open to ASN, HIST and INRL majors and minors, or permission of instructor.]

ASN 125 Japan: Supernatural Beings 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, repackaged 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? Readings will include Japanese comic books (in translation) and short creative fiction, backed up with academic analyses of the history of spooks in Japan. Students will research particular beings and give presentations on their findings. This is a writing-intensive course, and the final project will involve a creative re-imagination of the Japanese lore learned through the semester, expressed in live or filmed performances, written stories or visual art projects. This course is open only to first-year students and sophomores. There are no prerequisites. (Holland, offered alternate years) **P3** [Prerequisite: Open to First Year and Sophomore students only. Students can't have taken FSEM 194.]

ASN 201 Technology, Society, and Science Fiction from China and Beyond Science Fiction from and about East Asian contexts are more accessible than ever in the English-speaking world. In this class, we examine the hopes, fears, and concerns regarding technology that are expressed through science fiction. In examining how notable texts, films, and works of art make this genre mode to comment on real world issues, we will debate the relevance to today's discussions about technological change. We will take a comparative approach to draw out the particular aesthetic and intellectual traditions of Asian cultures and also to observe where commonalities in ideas that transcend borders. Students will learn skills related to literary and aesthetic analysis, ethical reasoning, global perspectives, and communication. (Hosek, offered occasionally) **P3**

ASN 211 Buddhism This course covers the rise and historical development of Buddhism in South Asia and its spread into Southeast, Central, and East Asia. Through regular writing exercises, extensive use of visual and audio materials, and some fieldwork, students will acquire a basic vocabulary for discussing the ritual practices, ethical systems, and scriptures of Buddhism (e.g., selections from the Pali Canon); situate the major branches of Buddhism in their historical and geographical contexts (e.g., Theravada in Sri Lanka, Vajrayana in Tibet, Zen in Japan); and explore important concepts in each of the traditions and locations in view of significant sociohistorical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (Krummel, offered alternate years) **P3, P4** [Prerequisite: Open to sophomores and juniors only.]

ASN 212 Confucianism, Marxism, and Chinese Women This course examines the interplay between Confucianism, Marxism, and Chinese women's experience, tracing their influence on women's roles and identities from imperial China to the present day. The course will address several key questions: How did Confucianism and Marxism influence public philosophy and the feminist movement in China? What are the similarities and differences between Confucian, Marxist, and Western feminist perspectives on women's issues? How do Chinese women negotiate their identities and interests amidst competing and conflicting discourses and practices? The course aims to provide students with a comparative perspective on the interactions between Confucianism, Marxism, and Chinese women, and help them understand the implications and relevance of these interactions for the future of China and the world. No prerequisites. (Zhou, offered alternate years) **P3, P4**

ASN 222 Arabic Cinema and Literature For students most often introduced to the Middle East and North Africa through the lens of conflict and contention, this course offers an opportunity to explore the region through the lens of its cultural production and the role that fiction, poetry, and the arts play in meaning-making within and across borders. The course uses film and literature to explore dynamics of belonging within and across communities of different scales in Southwest Asia and North Africa, mapping some of the variation in experience over space and time, from small agricultural communities and nomadic trade routes to sprawling megacities that are hubs of cultural transformation. Selections and case studies vary by semester. (Staff, offered alternate years) [Antirequisite: Students can't have taken AFS 222 or FRNE 222]

ASN 236 Cultural Dynamics in China and Taiwan Curious about the cultural dynamics that shape one of the most fascinating regions in the world? This course delves into the cultures of China and Taiwan, exploring both shared traditions and unique differences in a broad range of over 20 topics. It tackles critical questions such as: How do cultural practices influence the identities on both sides and shape the minds of their people? In what ways do cultural practices affect the social and political landscapes of China and Taiwan? What role does culture play in navigating the future relationship between the two in a global context? Students will have opportunities to engage in lively discussions, analyze real-world case studies, and appreciate the importance of understanding different cultures in daily life. Whether you're interested in global affairs and cultures, or simply curious about East Asia, this course offers fresh insights into how culture shapes the world we live in. (No prerequisites. Zhou, offered alternate years) **P3, P4**

ASN 268 China's Path to Global Hegemony The "China doomer" theory has been widely speculated in the West for decades, yet the prediction has not come to pass. Neither the American 'Pivot to Asia' nor the trade wars have stopped China's global expansion. Instead, the U.S. has shifted its objective from global dominance to securing the Western Hemisphere to avoid confrontation with China. China has proven more resilient than expected. What is the secret of China's playbook for becoming a global power? Is the great rejuvenation of the Chinese nation irresistible? This course decodes China's playbook by examining the structural advantages of its authoritarian model and the internal weaknesses of the United States. Under its centralized leadership, China employs a whole-of-society approach with long-term vision and a sophisticated coordinating system across every domain of competition, steadily moving toward global hegemony. Failing to understand the logic behind China's rise and the fractures within the American system could allow China's goal to materialize while the United States continues to lose strategic ground. **P3, P4**

ASN 296 The U.S. and China After Nixon's icebreaking trip to Beijing in 1972, U.S.-China relations shifted from hostile relations to normalization. China greatly benefited from the engagement and became the world's second-largest economy in 2010. Although U.S.-China relations have nosedived to the lowest point since 2018 as China now poses the biggest challenge to the United States, the relationship between the U.S. and China has remained one of the central global issues. By employing international relations theories and a cultural perspective, this course will examine the development of US-China relations since the establishment of the People's Republic of China in 1949, explore the role of culture in shaping the mindset of foreign policymakers and the dynamics of U.S.-China relations, discuss the implications of China's rise and its challenges to the United States, and analyze the future of great-power competition between the U.S. and China in a broader global context. (Zhou, offered alternate years) **P3, P4**

ASN 296 The U.S. and China After Nixon's icebreaking trip to Beijing in 1972, U.S.-China relations shifted from hostile relations to normalization. China greatly benefited from the engagement and became the world's second-largest economy in 2010. Although U.S.-China relations have nosedived to the lowest point since 2018 as China now poses the biggest challenge to the United States, the relationship between the U.S. and China has remained one of the central global issues. By employing international relations theories and a cultural perspective, this course will examine the development of U.S.-China relations since the establishment of the People's Republic of China in 1949, explore the role of culture in shaping the mindset of foreign policymakers and the dynamics of U.S.-China relations, discuss the implications of China's rise and its challenges to the United States, and analyze the future of great-power competition between the U.S. and China in a broader global context. (Zhou, offered alternate years) **P3, P4**

ASN 342 Chinese Cinema & Global Issues Are you ready to embark on the journey of becoming a responsible global citizen? Would you like to explore global issues through the powerful lens of Chinese cinema? This course invites students to critically engage with some of today's most pressing global challenges while exploring Chinese culture through selected Chinese films produced in Mainland China, Taiwan, Hong Kong, and the United States. Through film screenings, discussions, and analytical exercises, students will explore topics including-but not limited to-global poverty, human rights violations, family dynamics, same-sex marriage, migration and immigration, gender inequality, prostitution, environmental degradation, and access to education. Students will also grapple with broader academic questions, such as: In what ways do Chinese filmmakers portray local and global tensions? How do national identity, censorship, and diaspora shape cinematic narratives? By the end of the course, students will have developed a deeper understanding of global issues and enhanced their critical thinking skills, particularly in analyzing visual media from multicultural perspectives. (No prerequisites; Zhou, offered annually)

ASN 372 Global Technology and Society Throughout history, technology has fundamentally altered the nature of life, and has thoroughly transformed communications, warfare, regional relations, leisure time, the arts, and more. In this course, we examine the impact of technology and its circulation on social relations and human relations to nature. We explore the global creation, promotion, and institutionalization of technical innovation since the medieval times to today, with focus on Asia. We also scrutinize the conflicting intellectual and social responses to technological change, ranging from fantasies of technocratic utopias to dark visions of humanity displaced and dominated by mechanized systems. (Yoshikawa, offered occasionally) **P3, P4** [Prerequisite: ASN, or HIST, or INRL major or minor, or permission of instructor]

ASN 373 Dawrinian World 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 globally with emphasis on Asia. (Yoshikawa, offered occasionally) **P3, P4** [Prerequisite: ASN or ENV or HIST or INRL major or minor. Students can't have taken HIST 373 or HIST 313]

ARABIC COURSE DESCRIPTIONS

ARAB 101 Beginning Arabic I This course will introduce students to the Arabic alphabet and script, phonetics, and elementary grammar and conversation. Students will develop the ability to communicate in the present tense, to employ different grammatical forms, to carry out and understand basic conversations. Multimedia technologies will be employed to improve listening comprehension and oral expression. Attendance at a weekly language table is required. (Staff, offered annually)

ARAB 102 Beginning Arabic II This course will build upon and further expand students' familiarity with the script, phonetics, and elementary grammar and conversation begun in Beginning Arabic I. Students will develop and further their ability to communicate in the present, past, and future tenses, to employ different grammatical forms, and to carry out and understand basic conversations. Multimedia technologies will be employed to improve listening comprehension and oral expression. Attendance at a weekly language table is required. (Staff, offered annually) **P3** [Prerequisite: ARAB 101 or the equivalent, placement exam, or permission of instructor]

ARAB 201 Intermediate Arabic I In this course students will be exposed to more complex grammar structures and they will expand their communication skills in increasingly complex and varied situations. Multimedia technologies will be employed to improve listening comprehension and oral expression. Attendance at a weekly language table is required. (Staff, offered annually) **P3** [Prerequisite: ARAB 102 or the equivalent, placement exam, or permission of instructor]

ARAB 202 Intermediate Arabic II In this course students, who have already taken three semesters, or the equivalent, of Arabic will continue to study more complex grammatical structures that will enable them to develop their communication skills. They will also expand their vocabulary and engage in speaking and understanding culturally relevant texts. Multimedia technologies will be employed to improve listening comprehension and oral expression, Attendance at a weekly language table is required. (Staff, offered annually) **P3** [Prerequisite: ARAB 201 or the equivalent, placement exam, or permission of instructor.]

CHINESE COURSE DESCRIPTIONS

CHIN 101 Beginning Chinese I An introduction to modern Mandarin Chinese, this course teaches the four skills of listening, speaking, reading, and writing. Students receive solid training in pronunciation, writing, grammar, vocabulary, and other fundamentals of general communication. The principal text is Integrated Chinese, Volume 1, Simplified Character Edition, which is used along with multimedia resources to help students learn approximately 250 characters. (No prerequisite. Wu, Fall, offered annually) **P3**

CHIN 102 Beginning Chinese II A continuation of CHIN 101, this course introduces an additional 300 characters, new sentence patterns, and new grammatical rules. Students learn to make effective use of their language skills, acquire the ability to conduct basic dialogues in a predictable situation and write simple notes. The principal text is Integrated Chinese, Volume 1, Simplified Character Edition, which is used along with multimedia accompanying the text. (Wu, Spring, offered annually) **P3** [Prerequisite: CHIN 101 or permission of instructor]

CHIN 201 Intermediate Chinese I This course continues CHIN 102 and instruction is conducted primarily in Chinese. They speak and write frequently in class and after class, acquiring a higher level of language proficiency in all four skills. The principal text is Integrated Chinese, Volume 2, Simplified Character Edition, which is used along with multimedia accompanying the text. (Wu, Fall, offered annually) **P3** [Prerequisite: CHIN 102 or permission of instructor]

CHIN 202 Intermediate Chinese II This course continues CHIN 201 and instruction is conducted primarily in Chinese. They speak and write frequently in class and after class, acquiring a higher level of language proficiency in all four skills. The principal text is Integrated Chinese, Level 1 Part 2, Simplified Character Edition, which is used along with multimedia accompanying the text. (Wu, Spring, offered annually) **P3** [Prerequisite: CHIN 201 or permission of instructor]

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, Volume 3, Traditional/Simplified Character Edition. (Wu, Fall, offered annually) [Prerequisite: CHIN 202 or permission of instructor]

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, Volume 3, Traditional/Simplified Character Edition. (Staff, Spring, offered annually) [Prerequisite: CHIN 301 or permission of instructor]

JAPANESE COURSE DESCRIPTIONS

JPN 101 Beginning Japanese I This course is designed for students with no prior background in Japanese. Students will develop all four skills: speaking, listening, reading, and writing, with a focus on oral communication. The course will also cover aspects of Japanese culture and proper etiquette as part of the language instruction. Students will be introduced to hiragana, katakana, and up to 45 kanji characters. Classes meet three times per week, with some additional evening online activities involving students in Japan. (Klaus, offered each fall) **P3**

JPN 102 Beginning Japanese II This course is a continuation of JPN 101. (Klaus, offered each spring) **P3** [Prerequisites: JPN 101 or placement by instructor]

JPN 201 Intermediate Japanese I Continuation of Japanese, second year. (Klaus, offered each fall) **P3** [Prerequisite: JPN 102 with a B- or higher, or placement by instructor.]

JPN 202 Intermediate Japanese II Continuation of Japanese 201. (Klaus, offered each spring) **P3** [Prerequisites: JPN 201 or placement by instructor]

JPN 301 Advanced Japanese I Continuation of Japanese, third year. (Klaus, offered each fall) [Prerequisite: JPN 202 or placement by instructor.]

ATHLETICS, PHYSICAL EDUCATION AND RECREATION

Hobart Athletics Coaching Staff

Elizabeth Bernardy, Head Swimming & Diving Coach
Brad Cook, Head Baseball Coach
Stephen England, Head Volleyball Coach
Kevin DeWall '00, Head Football Coach
Shawn Griffin, Head Soccer Coach
Scott Iklé '84, Head Sailing Coach
Chris Kerber, Head Rowing Coach
Mike Long, Head Golf Coach
Stephen Brundage, Head Lacrosse Coach
Greg Raymond, Head Lacrosse Coach
Tim Riskie, Head Tennis Coach
Dale Solotruck, Head Alpine Ski Coach
Mark Taylor, Head Hockey Coach
Stefan Thompson '13, Head Basketball Coach
Tyler Wilkie, Head Cross Country Coach
TBD, Head Squash Coach
William Smith Athletics Coaching Staff
Elizabeth Bernardy, Head Swimming & Diving Coach
Paul Bugenhagen, Head Rowing Coach
Laura Burnett-Kurie '08, Head Soccer Coach
Matt Cunningham, Head Ice Hockey Coach
Seraphine Hamilton, Head Basketball Coach
Seraphine Hamilton, Head Golf Coach
Scott Iklé '84, Head Sailing Coach
Anne Phillips, Head Lacrosse Coach
Sophie Riskie '07, Head Field Hockey Coach
Emme Levenson, Head Tennis Coach
Dale Solotruck, Head Alpine Ski Coach
Heather Sterner, Head Bowling Coach
Rusty Virkler, Head Flag Football Coach
Tyler Wilkie, Head Cross Country Coach
Derryk Williams, Head Volleyball Coach
TBD, Head Squash Coach
Hobart and William Smith Athletics Coaching Staff
Sean Cunningham '17, Associate Athletic Director for Scheduling and Even Management
Liz Dennison, Deputy Director of Athletics and Senior Woman Administrator
Stephanie Habecker, Director of Sports Medicine
Brittany Krivicich, Assistant Director of Athletics for Sports Performance
Jacob Lees, Director of Recreation, Intramurals and Fitness
Brian Miller, Associate Vice President and Director of Athletics and Recreation
Greg Raymond, Director of External Relations and Special Projects
Deven Siesel, Assistant Director of Recreation, Intramurals and Fitness

Hobart and William Smith Athletics

With a deep commitment to empowerment, Hobart and William Smith Athletics fosters a transformative environment where students develop as scholars and athletes prepared to lead lives of consequence.

Hobart currently has 15 varsity teams: alpine ski, baseball, basketball, cross country, football, golf, hockey, lacrosse, rowing, sailing, soccer, squash, swim & dive, tennis and volleyball. William Smith has 15 varsity teams: alpine ski, basketball, bowling, cross country, field hockey, flag football, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, swimming and diving, tennis and volleyball. Combined, Hobart and William Smith have won 26 team national championships and more than 100 conference championships. Statesmen and Herons have earned hundreds

of All-America awards and thousands of all-conference awards. They have also earned countless academic honors, including over 60 Academic All-America awards, the most select award for academic and athletic excellence. Hobart and William Smith are a member of Division III of the National Collegiate Athletic Association and compete in this division in all sports except Hobart lacrosse. Since 1995, the Hobart lacrosse team has competed at the Division I level. Other sports also compete against Division I programs, such as HWS Sailing, William Smith Bowling, HWS Squash, and Hobart Rowing.

Recreation, Intramurals and Fitness

Hobart and William Smith Department of Recreation, Intramurals, and Fitness operates out of an 83,000-square- feet multi-purpose facility, consisting of a fitness center-weight room area, group fitness and indoor cycling room, an indoor track, and a full-size artificial playing field that converts to five tennis and four basketball courts. Robert A. Bristol Field House was built in 1989 and adjoins with the Elliott Varsity House and the Dr. Frank P. Smith '36 Squash Center.

The Recreation Department offers inclusive programs and services for participants to increase their daily activity, improve their quality of life, and enhance their knowledge on the value of health and fitness. Primarily these offerings consist of open recreation activities, group fitness classes, intramural sports, CrossFit and strength training, special events, and external membership services.

Physical Education Classes

HWS also offers a 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 are instructed by staff members who have significant experience and expertise in that related activity.

Club Sports

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

Outdoor Recreation Adventure Program (ORAP)

ORAP provides both structured and unstructured recreational opportunities for outdoor enthusiasts in the Hobart and William Smith community. In addition, a concerted effort is made to introduce novices to a variety of outdoor activities. This program sponsors a combination of courses, clinics, and outings throughout the school year. Examples of instructional courses and outings that may be offered are hiking and backpacking, kayaking, ice climbing, Nordic skiing, spelunking and rock climbing. Dates and times of programs are publicized, and a fee is charged to cover equipment and administrative costs.

COURSE DESCRIPTIONS (no credit):

PER 901 Billiards Level One

PER 902 Billiards Level Two

PER 972 Indoor Soccer Clinic This course is coeducational and is held in a variety of athletic and recreational facilitites. (Burnett-Kurie, Spring, offered annually)

PER 973 Rowing This course is coeducational and designed to introduce students to the sport of rowing. (Fall, offered annually)

BIOCHEMISTRY

Program Faculty

Erin T. Pelkey, Professor, Co-Chair
Shannon Straub, Associate Professor, Co-Chair
Sigrid A. Carle, Professor
Kristy L. Kenyon, Professor
Justin Miller, Professor
Patricia Mowery, Professor
Kristin Slade, Associate 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.

Small class sizes are a cornerstone to the major, as they support active learning and significant faculty support and mentoring. The required biology courses include Introduction to Biology, Genetics, Biostatistics, and three additional selected biology courses. Two cell/molecular biology course (Cancer Biology, Cell Biology, Developmental Biology, Genomics, Immunology, or Microbiology), one additional biology elective (any of the cell/molecular biology courses or Anatomy, Ecology, Physiology, or Biology of Plants). The required chemistry courses include Introductory Chemistry I-II, Organic Chemistry I-II, Physical Chemistry or Quantitative Analysis, and Biochemistry I-II. Calculus II and calculus-based physics are also required. In the senior seminar capstone course, students explore a contemporary topic in biochemistry through the reading and analysis of journal articles, which culminates in a senior thesis.

Almost all courses have a linked lab, again small in size, and these experiences are directly taught by the professors. Labs allow for hands-on training and experiential learning, and they are frequently hypothesis-based to provide a true research experience. Labs emphasize practical experience, exposing students to the latest techniques, and understanding of the underlying logic of the experimental processes. Our writing rich curriculum gives students the opportunity to develop skills in presenting their results in scientific publication style reports.

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

Mission Statement

The biochemistry major gives students scientific grounding in both biology and chemistry and integrates that knowledge in upper-level biochemistry courses and a capstone experience. To enhance real-world application beyond the classroom and hands-on teaching labs, students have the opportunity to conduct research with faculty. The biochemistry major provides the foundational knowledge, analytical reasoning, and laboratory skills necessary to succeed in the medical field, graduate school or the pharmaceutical industry.

Offerings

BIOCHEMISTRY MAJOR (B.S.)

disciplinary, 17 courses (16 courses if CHEM 110 and 120 are replaced with 190)

Learning Objectives:

- Apply core chemical principles underlying molecular biology to explain biological processes at the atomic, molecular, and macroscopic levels.
- Engage in experiential learning.
- Develop transferable quantitative skills.
- Understand and engage in the scientific process and experimental design, including hypothesis generation, methods development, laboratory skill acquisition, and data analysis and interpretation.
- Communicate, both orally and in written form, the results, conclusions, and relevance of scientific experiments to a specific audience.
- Communicate, both orally and in written form, the results, conclusions, and relevance of scientific experiments to a specific audience.

Requirements:

The required biology courses are BIOL 167, 220, 230 (or an approved substitute course), two cell/molecular biology courses (BIOL 302, BIOL 322, BIOL 327, BIOL 332, BIOL 341, or BIOL 380), and one additional course (any of the cell/molecular biology courses or BIOL 225, BIOL 324, BIOL 328, BIOL 333). Five of the required Biology courses must be taken at HWS. The required chemistry courses include CHEM 110, 120, (or 190 in place of 110 and 120), 130, 240, 241, 210 or 320, 348 and 449. Calculus (MATH 131) and calculus-based physics (PHYS 150) are also required. All Biochemistry majors complete a capstone senior seminar (BCHE 460), except those who complete Honors in a field appropriate for the Biochemistry major. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

BIOLOGY COURSES

BIOL 167 Introductory Topics in Biology
BIOL 220 Genetics
BIOL 225 Ecology
BIOL 230 Biostatistics
BIOL 302 Immunology
BIOL 322 Microbiology
BIOL 324 Anatomy
BIOL 324 Anatomy
BIOL 327 Cancer Biology
BIOL 332 Cell Biology
BIOL 333 Physiology
BIOL 341 Developmental Biology
BIOL 380 Genomics

CHEMISTRY COURSES

CHEM 110 Introductory General Chemistry
CHEM 120 Intermediate General Chemistry
CHEM 130 General Chemistry I and II Lab
CHEM 210 Quantitative Analysis
CHEM 240 Organic Chemistry I
CHEM 241 Organic Chemistry II
CHEM 320 Physical Chemistry I
CHEM 348 Biochemistry I
CHEM 449 Biochemistry II

ADDITIONAL COURSES

MATH 131 Calculus II
PHYS 150 Introduction to Physics I

BIOCHEMISTRY COURSE

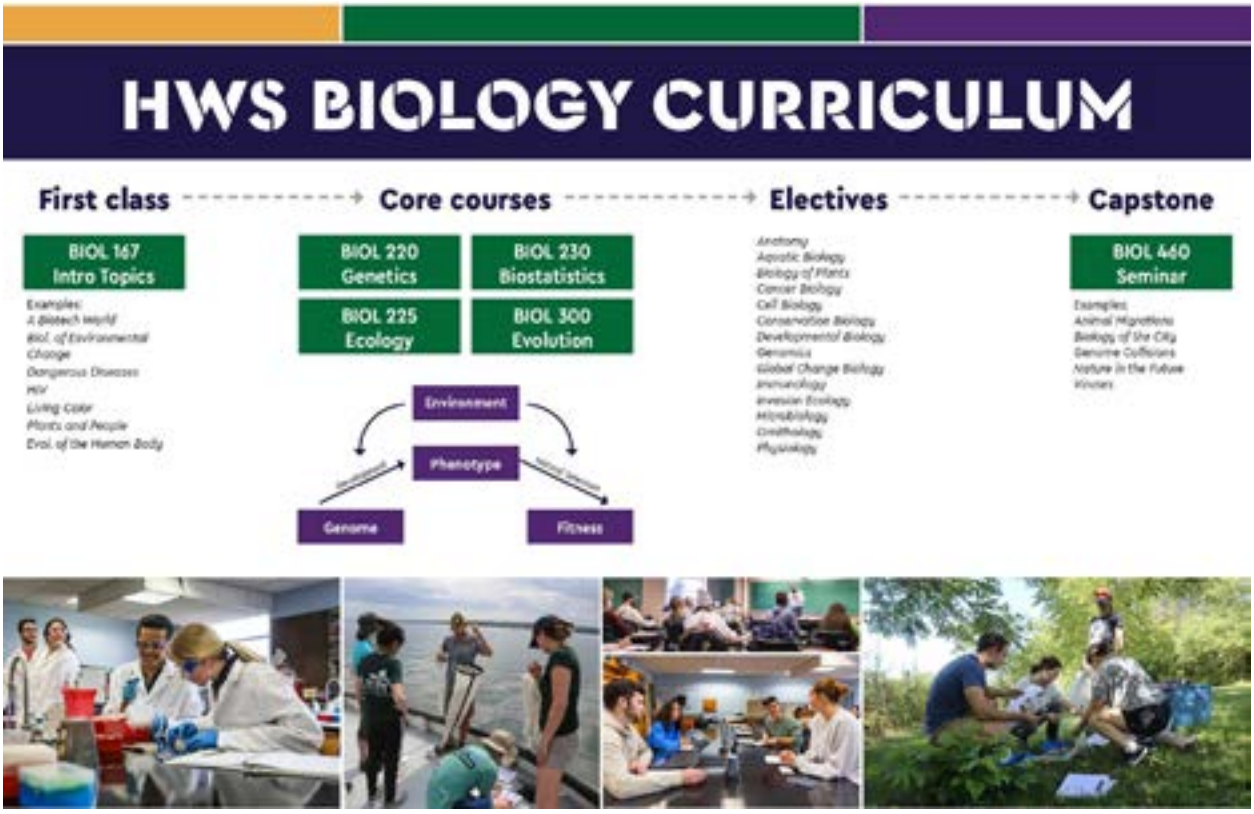
BCHE 460 Senior Seminar This course is a capstone experience that integrates knowledge learned in previous biology and chemistry courses. Students will explore a contemporary topic in biochemistry through readings of journal articles and textbooks, as well as class discussions. The context of these discussions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

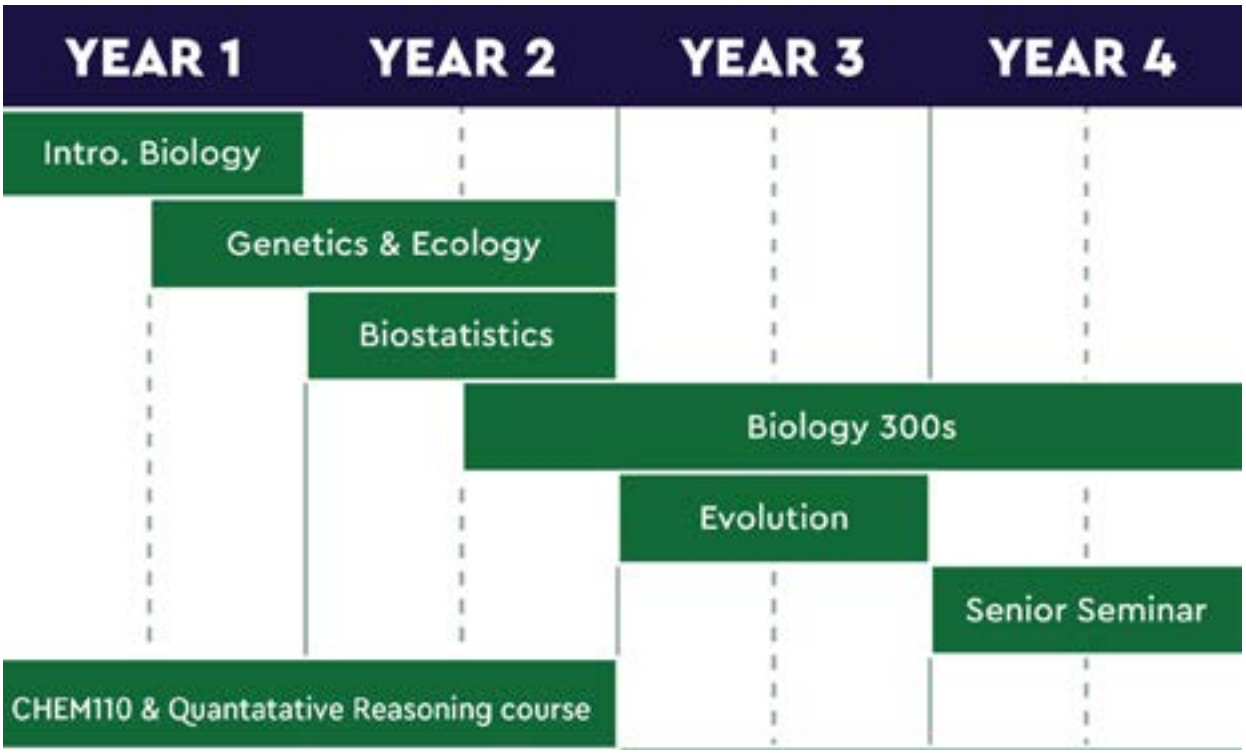
BIOLOGY

Department Faculty

Shannon Straub, Associate Professor, Chair
Meghan Brown, Professor
Sophia Buysse, Visiting Assistant Professor
Sigrid Carle, Professor
Bradley Cosentino, Professor
Susan Cushman, Associate Professor of Practice
Mark Deutschlander, Professor
Brielle Fischman, Assistant Professor of Practice
Kristy Kenyon, Professor
Patricia Mowery, Professor
Rachel Stubler, Visiting Assistant Professor

The Biology Department offers students a foundation in modern biology, providing breadth in biological study through an array of course topics and the opportunity for advanced coursework and independent investigation within the context of a liberal arts curriculum. The curriculum includes a required introductory course (BIOL 167 Introductory Topics), allowing students to explore biological principles through a contemporary topic. Students take required courses in genetics (BIOL220), ecology (BIOL225), and evolution (BIOL300), learning a common framework to understand how biological traits are inherited, develop, and change over time in response to environmental conditions. Students gain skills in quantitative decision making in BIOL 230 Biostatistics, and they complete a capstone course focused on discussion of the primary literature (BIOL 460 Senior Seminar). Students in the program also take elective courses by selecting from a variety of subdisciplines of biology, as well as supporting courses in quantitative reasoning and the natural sciences.


HWS BIOLOGY CURRICULUM
First class
Core courses
Electives
Capstone
BIOL 167
Intro Topics
BIOL 220
Genetics
BIOL 230
Biostatistics
BIOL 225
Ecology
BIOL 300
Evolution
BIOL 460
Seminar
Environment
Phenotype
Genome
Fitness


YEAR 1
YEAR 2
YEAR 3
YEAR 4
Intro. Biology
Genetics & Ecology
Biostatistics
Biology 300s
Evolution
Senior Seminar
CHEM110 & Quantatative Reasoning course

Mission Statement

The mission of the Biology Department is to provide students with the conceptual foundation and skills necessary to understand the complexity and interconnectedness of the biological world. Biological science requires a multi-faceted approach to answering questions, from elucidating biological mechanisms to explicating the ontogenetic, ecological and the evolutionary processes that shaped them. Beyond teaching students to interpret biological knowledge, we emphasize the skills necessary to acquire new knowledge through hands-on laboratory and field-based coursework and research collaborations with department faculty.

Offerings

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. One course with a grade of CR may count toward the minor, with all other courses completed with a grade of C- or better. Bidisciplinary courses do not typically count toward a biology major.

BIOLOGY MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- Describe core concepts of biology and explain how these concepts are interconnected, including evolution; information flow, exchange and storage; the relationship between structure and function; and pathways of energy and matter.
- Recognize that a complete understanding of a biological trait requires integrating four complementary approaches, including understanding the trait's structure and function, development, adaptive significance and phylogenetic history.
- Engage in scientific inquiry by asking biological questions, designing experimental and observational studies, collecting and analyzing data and drawing conclusions.
- Effectively communicate about science and biology in oral and written formats.
- Describe how biology can inform current societal issues, such as environmental issues and conservation, human health, disease transmission or social diversity.

Requirements:

Nine biology courses are taken and must include BIOL 167, BIOL 220, BIOL 225, BIOL 230, BIOL 300, and BIOL 460. The remaining three courses are electives, which must be completed at the 300-level. BIOL 450 Independent Study or BIOL 495 Honors may substitute for a maximum of one 300-level biology course. Completion of BIOL 496 Honors may substitute for BIOL 460. Other required courses include CHEM 110 and two electives in the natural sciences (that can include additional biology electives).

At least six courses must be unique to the major. All courses for the major must be completed with a grade of C- or better. Of the nine biology courses for the B.A., seven must be completed at HWS or as part of HWS-sponsored abroad programs (applies only to non-transfer students). At least five biology courses must have a laboratory. Credit/no credit courses cannot be counted toward the major. Bidisciplinary courses do not typically count towards the major.

BIOLOGY MAJOR (B.S.)

disciplinary, 16 courses

Learning Objectives:

- Describe core concepts of biology and explain how these concepts are interconnected, including evolution; information flow, exchange, and storage; the relationship between structure and function; and pathways of energy and matter.
- Recognize that a complete understanding of a biological trait requires integrating four complementary approaches, including understanding the trait's structure and function, development, adaptive significance, and phylogenetic history.
- Engage in scientific inquiry by asking biological questions, designing experimental and observational studies, collecting and analyzing data, and drawing conclusions.
- Effectively communicate about science and biology in oral and written formats.
- Describe how biology can inform current societal issues, such as environmental issues and conservation, human health, disease transmission, or social diversity.

Requirements:

All of the requirements for the B.A. major apply, plus one additional 300-level course from biology, one additional quantitative reasoning course, and two more natural science electives. BIOL 450 Independent Study or BIOL 495 Honors may substitute for a maximum of one 300-level biology course. Completion of BIOL 496 Honors may substitute for BIOL 460.

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 10 biology courses for the B.S., seven must be completed at HWS or as part of HWS-sponsored abroad programs (applies only to non-transfer students). At least five biology courses must have a laboratory. Credit/no credit courses cannot be counted towards the major. Bidisciplinary courses do not typically count towards the major.

Elective Courses in Quantitative Reasoning and the Natural Sciences. Quantitative reasoning electives include mathematics (MATH 129 or greater), computer science, or data science (greater than DATA 101). Natural science electives include biology, chemistry, computer science, data science (greater than DATA 101), geoscience, mathematics (greater than MATH 130), physics, or psychology. Additional options for the natural science elective include ANTH 228, ENV 200, ENV 203, ENV 216, ENV 281, and ENV 310.

Progressing through the Major. During the first year, students are advised to complete BIOL 167 and either BIOL 220 or BIOL 225. BIOL 230 Biostatistics should be completed after BIOL 167 and at least one additional biology course, ideally by the end of the sophomore year. BIOL 300 should be taken during the junior year. Students should complete CHEM 110 during the first or second year, and an elective in quantitative reasoning by the end of the junior year. BIOL 460 Senior Seminar is intended as a capstone course, integrating information presented in the first three years, and is completed during the senior year.

BIOLOGY MINOR

disciplinary, 6 courses

Requirements:

BIOL 167 and five additional biology courses. Students minoring in biology should work with a biology adviser to select courses that best complement their major and their career goals. Minors should note that many upper-level biology courses have prerequisites of BIOL 230 and either BIOL 220 or BIOL 225, so they should plan to complete any necessary prerequisite courses by the end of the junior year. One course may be taken for a CR grade, and all other courses must be passed with a grade of C- or higher.

GENERAL POLICIES

Policies on CR/DCR/NC and course repeats. For the major, all BIOL courses must be taken for a grade (CR/DCR/NC courses will not count with the exception of GEO 299 which is only offered CR/DCR/NC). For the minor, a maximum

of 1 course taken for a CR grade may be counted toward the minor. Any biology course repeated for a better grade must be repeated in full (both laboratory and lecture components need to be repeated).

Advanced Placement. Students who earn an Advanced Placement (AP) score of 4 or 5 for AP Biology will earn credit toward the Biology major as an equivalency with BIOL 167 Introductory Topics.

College Courses Taught in High School. College courses taught in high school for which a student earns high school and college credit may contribute to the biology major if the course has been taken for an entire year and the student earned an A. Incoming students may request equivalencies in biology from these courses by submitting a petition to the Department Chair.

BIOL 230 substitution. Students may substitute other statistics courses on campus (ECON 202, GEO 207, SOC 212, or both PSY 201 and PSY 202) in place of BIOL 230 for the major or minor. Statistics courses from off campus must be approved as substitutions by submitting the syllabus to the Registrar's Office.

Taking biology courses in HWS abroad programs. Courses in biology in abroad programs may contribute to the biology major with equivalencies as core required courses or contributing as electives. Courses not previously approved by the department must be petitioned for approval using the petition form. Students should work with their adviser to determine how potential abroad courses will count towards the major or minor.

Taking biology courses at other institutions. 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 toward their Biology degree. Students should submit the syllabus for each course for approval through the Registrar's Office.

COURSE DESCRIPTIONS

BIOL 150 Topics in Biology: This introductory course provides a conceptual framework for non-majors to learn biology through contemporary topics such as human diseases, climate change, food systems, conservation, or human reproductive technologies. Each section of this course introduces key biological principles 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. Through course readings, discussions and assignments, students will develop skills of scientific thinking and literacy. Typical readings: Campbell Biology: Concepts & Connections or equivalent biology texts, scientific articles and media content. (offered occasionally) **P1** [Antirequisite: Enrollment not allowed for students who have completed BIOL167 with a C- or better.]

BIOL 160 Nutrition This is an introductory course on nutrition. We will explore key nutritional molecules (carbohydrates, lipids, proteins, vitamins, trace minerals), how nutrients are metabolized to provide energy, the relationship between nutrition and disease, and how nutritional studies are conducted and assessed. Prerequisites: none. (Mowery, offered annually) **P1** [Antirequisite: Enrollment not allowed for students who have credit for CHEM 148.]

BIOL 167 Introductory Topics These courses, while focused on a range of topics, are designed to help students (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. Lab is required, but which lab section you register for is independent of the lecture section. Prerequisites: none. (offered every semester) **P1** [Prerequisite: Juniors and Seniors by permission only.]

Topics offered:

- ***How Biology Shapes the Food We Eat:*** Whether grown in your backyard or bought at the store, agriculture provides the food we eat every day. More than one-third of land around the world is used for agriculture through growing crops or raising livestock. As a result, agriculture is a major part of our daily lives and our environment. This course introduces important biological concepts by focusing on agriculture. Students

will explore how crops are related to their wild relatives, identify how genetics is used to improve crops, compare how plants and animals function, and investigate how environmental change affects farmland and the surrounding ecosystems.

- ***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)
- ***Biology of Environmental Change:*** An organism's ability to persist on this earth is challenged by many threats. Changing environmental conditions produce dynamic and unpredictable responses in wildlife. This course examines important biological concepts such as evolution, genetics, physiology, and ecology from an environmental perspective. Using these foundations, we will explore how threats to biodiversity such as climate change, pollution, and habitat loss intersect with and impact disease, epigenetics, metabolism, and food web structure in a series of case studies. While the course introduces many examples, students will learn about the eastern coyote as an excellent example of an animal that has adapted to environmental change alongside humans. (Cushman)
- ***Dangerous Diseases:*** Black death, the Spanish Flu, AIDS – Is the greatest threat to humanity likely to come from a new deadly disease that causes worldwide havoc? This course explores the cell biology, molecular biology and physiology behind some of humanities' most tenacious infectious diseases, such as SARS, Ebola, Hantavirus, 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)
- ***The Evolution of the Human Body***: Why does the human body look and work the way it does? The structure and function of our bodies are the result of billions of years of evolution. This course uses a comparative biology approach to examine how and why particular traits are found in the human body plan. We will investigate anatomical, embryological, and genetic similarities between humans and both our recent and distant relatives, including primates, fish, worms, flies, and bacteria. Foundational concepts in biology will be introduced as students explore how fundamental features of living things evolved and function. (Fischman)
- ***HIV and Related Topics:*** According to the World Health Organization, there are over 33 million people currently living with HIV. We will examine HIV from various angles including how it enters cells, how it integrates into the human genome, how it changes, and methods to detect it and prevent its infection. Through these topics we will explore concepts such as molecular and cellular components of cells, genetics and evolution, and immunology and viruses. (Mowery)
- ***Living Color:*** Color is a fascinating trait in living organisms. Color serves important roles in animal communication, such as mate choice, social interaction, and predation. Color may even vary during an organism's lifetime. Moreover, how we perceive color is due to mechanisms in the eye, which can vary between species. As curious scientists, we can ask many questions about the biology of color. How do animals create color in their skin, fur, feathers, or scales? What causes variation in color between or within species? Have colors evolved because they increase an organism's fitness, or reproductive success, or due to other mechanisms of evolution? What can impact color over an organism's lifetime? How can comparisons of groups of related species help us determine how and why colors and color vision have evolved? (Deutschlander)
- ***Plants and People***: Plants, broadly defined, are incredible organisms that humans rely on for food, shelter, textiles, medicine, and the oxygen we breathe. This course explores the basic biology of plants and emphasizes the ways in which humans and plants are similar and different with a focus on how we sense and respond to the world around us, all while covering all the core principles of biology. (Straub)

BIOL 220 Genetics This course focuses on the foundational principles that define the broad and integrative field of modern genetics. The major topics considered are the structure of genetic material, its replication, its transmission, and its expression. Special emphasis is placed on the central features of genes, transcription and translation, and the mechanisms that regulate expression and transmission. Epigenetics, genome modification and editing, and applications of genetics in medicine are explored through the primary literature. The course consists of lectures and laboratory experience with either animal or plant systems. Through the laboratory experiences, students will build upon and expand their skills in experimental design as well as molecular and/or cellular techniques routinely used in the field. With laboratory. Required for all biology majors. (Carle, Fischman, Kenyon, Straub, offered each semester) **P1** [Prerequisite: BIOL 167 with a grade of C- or better. Seniors and Juniors by permission only.]

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. Required for all biology majors. (Brown, Cosentino, Cushman, offered each semester) **P1** [Prerequisite: BIOL 167 with a grade of C- or better. Seniors and Juniors by permission only.]

BIOL 230 Biostatistics Statistics is a framework for answering questions with data and is a critical component of scientific inquiry and decision-making. The class will emphasize the practical use of statistics to make decisions about scientific hypotheses. Subjects discussed include sampling, experimental design, probability, parameter estimation, confidence intervals, and statistical hypothesis testing for categorical and quantitative data. The course includes an introduction to statistical computing using standard spreadsheet or statistical software packages. 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. Required for all biology majors. (Brown, Cosentino, offered each semester) **P1** [Prerequisite: Open to sophomores who have completed one of BIOL 200-level or BIOL 300-level course with grades of C- or better. Junior and senior BIOL, BIOCHEM and ENSC majors by permission only.]

BIOL 300 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. Required for all biology majors. (Cosentino, Straub, offered each semester) [Prerequisite: Open to juniors who have completed BIOL 220, BIOL 225, and one of BIOL 230, BIOL 212, ECON 202, GEO 207, ENV 207, or both PSY 201 and PSY 202 with grades of C- or better]

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. (Mowery, offered annually) [Prerequisite: BIOL 220 and CHEM 110 and one of (BIOL 212, BIOL 230, ECON 202, GEO 207, ENV 207 or both PSY 201 and PSY 202) with grade of C- or better. Open to Junior and Senior students.]

BIOL 315 Advanced Topics in Biology An in-depth study of topics of current research interest. Recent examples of courses include Building Organs, Marine Biology, Parasitology, and Wildlife Ecology and Management. Prerequisites: Dependent on the topic of the course. (Staff, offered occasionally) [Prerequisite: Open to BIOL majors/minorss who have completed either BIOL 220 or BIOL 225 (dependant on topic) and one of BIOL 230, BIOL 212, ECON 202, GEO 207, ENV 207, SOOC 212, or both PSY 201 and PSY 202 with grades of C- or better, or instructor permission.]

BIOL 316 Conservation Biology Conservation biology addresses the alarming loss of biological diversity around the globe. In this course, students will explore the causes and consequences of biodiversity loss. Emphasis will be placed on integration of ecological and evolutionary theory to address the management and protection of biodiversity. Topics include species extinction and rarity, conservation genetics, population ecology, population viability analysis, landscape ecology, land and wildlife management, and captive species management. Students will also examine social, economic, and philosophical aspects of conservation, including the role of science in environmental policy. This course combines lecture, laboratory, and discussion of the primary literature. With laboratory. (Cosentino, offered occasionally) [Prerequisite: BIOL 225 and one of BIOL 230, BIOL 212, ECON 202, GEO 207, ENV 207, SOC 212, or both PSY 201 and PSY 202 with grades of C- or better.]

BIOL 322 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. Microbiology is a multi-disciplinary field and this course will allow students to explore genetics, molecular biology, bioinformatics, evolution, ecology, biochemistry, and immunology. With laboratory. (Mowery, offered annually) [Prerequisite: BIOL 167 and either CHEM 110 or CHEM 190, all with grades of C- or better.]

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 the cellular structure of tissue types. Students then are introduced to the gross and microscopic anatomy of the following systems: skeletal, muscular, nervous, respiratory, cardiovascular, 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 reinforces lecture concepts with practical hands-on learning including study of anatomical models, dissection of preserved animal specimens, and solving clinical case studies. (Fischman, offered annually) [Prerequisite: BIOL 167 with a grade of C- or better. Laboratory is mandatory]

BIOL 325 Invasion Ecology Biological invasions are primary drivers of global environmental change. Species invasions also provide unique opportunities for studying ecological and evolutionary interactions among organisms and their environments. This course focuses on the process and underlying mechanisms of colonization and establishment, the effects of species redistribution on recipient communities and ecosystems, and the management techniques employed to prevent and address invasions. Students engage in research projects and discussions of the scientific literature. With laboratory. (Brown, offered occasionally) [Prerequisite: BIOL 225 and one of BIOL 230, BIOL 212, ECON 202, GEO 207, ENV 207, SOC 212, or both PSY 201 and PSY 202 with grades of C- or better.]

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, and how they influence tumor development. The final section of the course discusses unresolved theories of cancer development and treatment. (Carle, offered occasionally) [Prerequisite: BIOL 220 and CHEM 110 with grades of C- or better.]

BIOL 328 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. (Straub, occasionally) [Prerequisite: BIOL 167 with a grade of C- or better.]

BIOL 332 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. (Carle, offered annually) [Prerequisite: BIOL 167 with a grade of C- or better.]

BIOL 333 General Physiology An examination to the major physiological processes of animals, from the level of cells and tissues to the whole organism. A comparative approach emphasizes basic physiological processes and demonstrates how animals with different selective pressures "solve problems" related to integrating the separate yet coordinate organ systems of their bodies. Students examine relationships between structure and function, mechanisms of regulation, control and integration, metabolism, and adaptation to the environment. Laboratory exercises reinforce lecture topics and emphasize an investigative approach to the measurement of physiological processes. With laboratory. (Deutschlander, offered annually) [Prerequisite: CHEM 110 (or CHEM 190) and BIOL 220, BIOL 224, BIOL 225 or BIOL 324 with grades of C- or better.]

BIOL 338 Aquatic Biology Aquatic biologists study lake, river, and ocean ecosystems. This course uses regional aquatic habitats as a natural laboratory to deepen students' understanding of biological processes. Through these field experiences and literature from geographically diverse locations, students will learn about (1) structures of aquatic organisms that enable organisms to function in aquatic environment, (2) the distribution of organisms within and among aquatic ecosystems as they relate to abiotic conditions and biotic interactions, and (3) selective forces – both abiotic and biotic – that alter the traits and behaviors of aquatic organisms. During the semester, students learn techniques to study water quality, community composition, and ecological interactions among aquatic organisms. Laboratories involve designing experiments, drawing conclusions from analyzed data, and communicating scientific results. With laboratory. (Brown, Cushman, offered annually) [Prerequisite: BIOL 225 and and one of BIOL 230, BIOL 212, ECON 202, GEO 207, ENV 207, SOC 212, or both PSY 201 and PSY 202 with grades of C- or better.]

BIOL 339 Global Change Biology Global Change Biology is the study of interactions between organisms and environmental change. This course will introduce students to biological responses of plants and animals (including humans) to climate change, habitat destruction, overharvesting, pollution and invasive species. Topics such as disturbance regimes, species range shifts, phenotypic plasticity, emerging diseases, and adaptation to these environmental stressors will be covered. Global Change Biology is a rapidly-emerging multi-disciplinary field, which integrates physical science with areas of biology such as physiology, ecology and evolution. With laboratory. (Cushman, offered occasionally) [Prerequisite: BIOL 225 and one of BIOL 212, BIOL 230, ECON 202, GEO 207, ENV 207, SOC 212, or both PSY 201 and PSY 202 with grades of C- or better]

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. (Kenyon, offered occasionally) [Prerequisite: BIOL 220, CHEM 110, and one of BIOL 230, BIOL 212, ECON 202, GEO 207, ENV 207, SOC 212, or both PSY 201 and PSY 202 with grades of C- or better.]

BIOL 356 Ornithology Birds instill wonder in many people due to their colorful and melodious communication, their incredible flight and migrations, and their ubiquitous presence everywhere humans live. Birds are also obvious sentinels of environmental change; more than one species has been a "canary in a coal mine" for environmental disturbances such as pesticide use, pollution, and climate change. In this course, we will study local avifauna to learn about the diversity, natural history, and conservation of birds. Students will develop identification skills and learn and practice field techniques.The study of birds also provides the opportunity to take a holistic approach to biology, combining subdisciplines such as evolutionary biology, systematics, population biology, genetics, animal behavior and physiology. Lecture and discussion topics may include the evolution and systematics of extant birds, feathers and flight mechanics, anatomy and environmental physiology, migration and dispersal, foraging ecology and niche partitioning, communication, parental and social behavior, and conservation. We will read and assess primary literature in ornithology to investigate how scientists advance our understanding of birds, and will examine the role of citizen science in advancing our ornithological research. Student experience, knowledge, and interest will determine specific case studies we explore. With laboratory. (Deutschlander, offered annually) [Prerequisite: BIOL 220 or BIOL 225, and one of BIOL 230, BIOL 212, ECON 202, GEO 207, ENV 207, SOC 212, or both PSY 201 and PSY 202 with grades of C- or better.]

BIOL 380 Genomics The field of genomics is a rapidly developing area of biology due to recent advances in DNA sequencing technology that makes relatively rapid sequencing of whole genomes of organisms and genome-scale approaches to answering biological questions possible. These advances in sequencing are revolutionizing studies in many areas of biological study, including genetics, development, evolution, and medicine. Topics to be covered in this course include methods for genome sequencing, genome assembly and annotation, genomic approaches for the study of structural changes, whole genome duplication, gene family evolution, gene expression, as well as evolutionary genomics, metagenomics, and personalized medicine. In the laboratory for the course, students will acquire the wet lab skills necessary for genomic data collection, use next-generation sequencing technology to sequence billions of base pairs of DNA, and gain the bioinformatics skills necessary to process, characterize, and analyze genomic data. With laboratory. (Straub, offered occasionally) [Prerequisite: BIOL 220 and one of BIOL 212, BIOL 230, ECON 202, GEO 207, ENV 207, SOC 212, or both PSY 201 and PSY 202 with grades of C- or better]

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 of registration. Seminars are a detailed exploration of a current topic in biology. Required for all biology majors. (Offered each semester). [Prerequisite: Open to senior BIOL majors and completed BIOL 300 with a grade of C- or better.]

Topics offered:

- ***Animal Migrations***: Migration is a common phenomenon in the annual cycles of many groups of animals. Why do animals migrate? What "drives" these migrations across disparate groups of animals? How do animals accomplish often incredibly long and challenging migrations? How have these migrations evolved and how are they currently being impacted by the footprint of humans? How do scientists study migration and how are new technologies advancing our knowledge of animal movements and migration?
- ***Biology of the City:*** More than half the world's human population resides in cities, including >80% in North America. Urban areas are the fastest growing ecosystem on Earth. How does the process of urbanization affect environmental conditions? Does biodiversity increase or decrease during the process of urbanization? Are there particular kinds of traits that allow wildlife to thrive in cities, and does urbanization cause the evolution of these traits? Moreover, how do changes in the environment and biodiversity in cities affect quality of life for humans? We'll explore these and related questions in the senior seminar this semester. (Cosentino)
- ***Cannabis:*** While cannabis remains federally illegal (listed as a Schedule 1 drug), 38 states have legalized medical use with roughly half those states allowing recreational use and 16 states permitting limited home growing. However, the landscape of legalization and regulation is dynamic, and industries and small businesses in cultivation, product development, laboratory testing, and retail are eager to be part of the cannabis market. What better time than now to learn more about the biology of cannabis? We will examine the biogeography and cultural history of the use of cannabis, and how the plant has evolved under natural and artificial selection (so called pheno-hunting) to produce the wide array of available strains. We will consider both its uses as a psychoactive compound (aka marijuana, pot, weed, chronic) and a non-psychoactive product (i.e., hemp). Understanding medical and recreational use requires learning about many compounds in the plant (e.g., terpenes and cannabinoids like THC, CBD, CBG) and their physiological impacts, including the endo-cannabinoid system of our nervous system, and their impact on the overall cannabis experience (e.g., taste or smell, appetite). Legalization is bringing cannabis dispensaries to many communities. It is time we better understand cannabis biology and history and destigmatize this important agricultural product.
- ***Genome Collisions:*** What happens when genomes collide? This seminar will focus on the biological phenomenon of polyploidy, also known as whole genome duplication. We will explore the causes and consequences of the presence of one or more extra sets of chromosomes from the cellular to ecosystem levels. We will ask both proximate and ultimate questions as we seek to understand polyploidy from complementary perspectives. For example, how does polyploidization contribute to wound healing in animals? What is the role of polyploidy in cancer? How are gene expression and development affected by the presence of extra copies of genes, and is the answer different if hybridization preceded genome doubling? Why are most major crop plants polyploid? Why are polyploid species more invasive than diploid species? Does polyploidy contribute to increased survival in challenging environmental conditions and

during mass extinctions? Is polyploidy only a successful strategy in the short term or is it a major driver of broadscale organismal diversity? (Straub)

- ***Molecular Medicine:*** Molecular medicine will explore the new fronters of treatment for debilitating genetic diseases as well as treatment and prevention for major infectious diseases. Exploration of treatment and prevention will include new technologies such as CRISPR, RNA vaccines, and personalized treatments for such diseases as cancer. A major goal of the course is to integrate information from other courses and examine genes and phenotypes using the four complementary approaches first discussed in BIOL 167.
- ***Nature in the Future:*** This seminar examines the biological realities of humans facing down a planet profoundly changed by the power we're exerting on the Earth. We will apply modern biological insight and case studies to explore anthropogenic disturbances, which are continual forces – destructive and constructive – shaping the everchanging assemblage of ecosystems, species, traits, and molecular processes that characterize life on Earth. For example, the city has assumed a critical role in shaping the Earth with over half of the world's human population now living in urban environments along with a suite of plants and animals that adapt to the city as viable, unique habitat. Is the human city functioning as a terrestrial coral reef? For another, synthetic gene drives – the propagation of a set of genes by engineering their transmission to offspring – is dissolving the imagined border between humans and nature and between the laboratory and the wild. Will this technology improve ecosystem function in degraded habitats? Both proximate and ultimate perspectives will be considered as we tackle the topic "Nature in the Future" with the goal of better understanding biological phenomena in our dynamic world. This will require integrating knowledge and skills you acquired as a biology major, in both required courses and subdisciplines. (Brown)
- ***Viruses:*** In this course students will have the chance to read about the current findings on a number of viruses that have important impacts ranging from humans to the environment. Students will explore a particular virus that interests them by delving into the scientific questions about that virus. Students will also write a grant proposal, which will allow them to think about the next important questions and integrate all their research on their virus. (Mowery)

BIOL 495 Honors [Prerequisite: BIOL 220 and BIOL 225 and one of BIOL 230, BIOL 212, ECON 202, GEO 207, ENV 207, SOC 212, or both PSY 201 and PSY 202, with grades of C- or better and instructor permission.]

BIOL 496 Honors [Prerequisite: BIOL 495 and instructor permission.]

BUSINESS MANAGEMENT AND ENTREPRENEURSHIP

Program Faculty

Thomas Drennen, Professor, Business Management and Entrepreneurship, Graduate Program Chair
Craig Talmage, Associate Professor, Business Management and Entrepreneurship, Undergraduate Program Chair
Bryan Adams, Assistant Professor, Business Management and Entrepreneurship
Melanie Dun Moodie, Visiting Assistant Professor, Business Management and Entrepreneurship
Warren Hamilton, Associate Professor, Economics
Joyce Jacobsen, Professor, Economics
Erinn Ryen, Visiting Assistant Professor, Business Management and Entrepreneurship
Shanxiang Yang, Assistant Professor, Business Management and Entrepreneurship
John Zappia, Visiting Instructor, Business Management and Entrepreneurship

Affiliated Faculty

Chris Annear, Anthropology
Michelle Martin-Baron, Gender, Sexuality, and Intersectional Justice
Kristen Brubaker, Environmental Studies
Donna Davenport, Dance
May Farnsworth, Spanish and Hispanic Studies
Cheryl Forbes, Writing and Rhetoric
Jonathan Forde, Mathematics and Computer Science, Data Analytics
Kendralin Freeman, Sociology and Data Analytics
John Halfman, Environmental Studies and Geoscience
Jessica Hayes-Conroy, Gender, Sexuality, and Intersectional Justice, Public Health
Michelle Iklé, Dance
Kelly Johnson, Dance
Beth Kinne, Environmental Studies
Eric Klaus, German Area Studies
Dewayne Lucas, Politics
Charity Lofthouse, Music
Whitney Mauer, Environmental Studies
Becca Morris, Director of the MHEL Program
Robinson Murphy, Environmental Studies
Mark Olivieri, Music
Fernando Rodríguez-Mansilla, Spanish and Hispanic Studies
Caroline Travalia, Spanish and Hispanic Studies
Richard Salter, Professor of Religious Studies
Angelique Szymanek, Art and Architecture and Critical Museum Studies
Katherine Walker, Music
Cynthia Williams, Dance

The Business Management and Entrepreneurship program directly challenges our students to explore solutions to a wide range of societal issues, to collaborate with their peers and faculty to propose solutions, and to act – solving problems by implementing their interdisciplinary and collaborative solutions to these societal issues, often through community engaged approaches. Specifically, the Business Management and Entrepreneurship program integrates courses in applied skills and theories with historically liberal arts disciplines, recognizing the necessary synergies between areas such as foreign languages, music, environmental studies, and entrepreneurial skills.

Mission Statement

The Business Management and Entrepreneurship program challenges students to become well-rounded leaders and resourceful innovators who are globally aware and community-centric. With an emphasis on the conceptual understanding, practical skills and ethical structure necessary for business or civic leadership, the Business Management and Entrepreneurship program cultivates agents of change across a wide-range of causes and careers. These future leaders of the 21st century explore and hone the analytical and critical thinking skills of a liberal arts education as they stoke their passions and animate their ideas – whether creating new non-profit or for-profit enterprises, or leading innovation within existing organizations.

Offerings

The Business Management and Entrepreneurship Program offers the interdisciplinary Business Management and Entrepreneurship Major, the Entrepreneurship minor, the Master of Science in Management and a graduate-level Advanced Certificate of Management.

BUSINESS MANAGEMENT AND ENTREPRENEURSHIP MAJOR (B.S.)

interdisciplinary, 15 courses

Learning Objectives:

- Demonstrate knowledge of the theoretical foundation necessary for managerial and entrepreneurial leadership and strategies across multiple disciplines.
- Apply ethical, data-driven decision-making skills in both real-world and simulated contexts.
- Develop and demonstrate an understanding of importance of stakeholder involvement in the decision process.
- Consistently craft and entrepreneurial strategies that incorporate diversity, equity, and inclusivity principles in a meaningful way.
- Demonstrate the ability to construct and interpret financial statements, including sensitivity analysis.
- Apply historical and contemporary theories of management to analyze real-world management scenarios.

Requirements:

The B.S. in Business Management and Entrepreneurship requires completion of 15 courses, including seven core courses; four courses within a concentration; one ethics course; two electives; and a capstone course (MGMT 400).

CORE COURSES

MGMT 101 Entrepreneurial Leadership
MGMT 120 Economic Principles OR ECON 160 Principles of Economics
MGMT 201 Quantitative Tools
MGMT 210 Fundamentals of Marketing
MGMT 215 Managerial Accounting
MGMT 310 Managerial Finance
MGMT 315 Organizational Management

ELECTIVES

MGMT 198 Business Law
MGMT 220 Social Innovation for the Entrepreneur
MGMT 223 Business Sustainability and Social Responsibility
MGMT 235 Spatial Business Decisions
MGMT 240 Leveraging Technology for the Public Good
MGMT 305 Leadership and Strategy in Entrepreneurial Organizations
MGMT 320 Contemporary Concepts in Sports Management
MGMT 325 Production and Innovation: Operations in the Al Age
MGMT 330 Ideation Laboratory
MGMT 338 Entrepreneurship and the Wine Industry in the Finger Lakes
MGMT 350 Not for Profit and Governmental Accounting

AMST 202 Drawing for Study and Storytelling
ANTH 330 The Anthropology of Creativity
ARTS 115 Three Dimensional Design
ASN 268 China Goes Global
BIDS 390 The Video Essay
CLAS 251 The Romans: Republic to Empire
CLAS 281 Fall of the Roman Empire
CLAS 295 Power, Politics, and Rhetoric in Democratic Athens
CLAS 310 Sparta: The Warrior Heroes of Ancient Greece
ECON 198 Business Law
ECON 240 International Trade
ECON 300 Macroeconomics: Theory and Policy
ECON 301 Microeconomics: Theory and Policy
ECON 315 Managerial Economics
ECON 316 Labor Market Issues
ECON 344 Economic Development
ECON 348 Natural Resource and Energy Economics
ECON 415 Game Theory
ENV 202 Environmental Humanities
FRN 232 French for the Professions
HIST 234 History of American Thought from 1865 to Present
HIST 354 Lives of Consequence
INRL 254 Globalization
MDSC 200 Cultures of Advertising
MDSC 303 History of Social Documentary
MDSC 309 Media Industries and Alternatives
PSY 220 Introduction to Personality
PSY 227 Introduction to Social Psychology
REL 295 Sustainability, Fashion, and Justice
ROM 212 Sustainable Rome
SOC 204 Sociology of Digital Life
SOC 214 Urban Ethnography
SOC 225 Working Families
SOC 226 Sex and Gender
SOC 251 Sociology of the City
SLA 231 Spanish for the Professions
THTR 280 Stage Management for Theatre and Beyond
WRRH 211 Introduction to Public Relations
WRRH 212 Marketing Concepts
WRRH 225 Professional Writing
WRRH 311 Introduction to Publishing

ETHICS COURSES

MGMT 220 Social Innovation for the Entrepreneur
MGMT 223 Business Sustainability
BIDS 210 The Art of Resistance
CLAS 230 Gender and Sexuality in Antiquity
CLAS 251 The Romas: Republic to Empire
CLAS 281 Fall of the Roman Empire
CLAS 290 Ancient Law and Morality
CLAS 295 Power, Politics, and Rhetoric in Democratic Athens
CLAS 310 Sparta: The Warrior Heroes of Ancient Greece
FSCT 202 Fisher Center Topics
GSIJ 100 Intro to Gender, Sexuality and Intersectional Justice
GSIJ 204 The Politics of Health
GSIJ 212 Gender and Geography
GSIJ 213 Transnational Feminisms
GSIJ 219 Black Feminism(s)
GSIJ 305 Food, Feminism, and Health
GSIJ 362 Theories of Body Health and Wellbeing
HIST 354 Lives of Consequence
PHIL 130 Moral Dilemmas
PHIL 151 Crime and Punishment
PHIL 152 Philosophy and Feminism
PHIL 154 Environmental Ethics
PHIL 156 Biomedical Ethics
PHIL 163 Philosophy of Sport
REL 228 Religion and Resistance
REL 271 The Holocaust
REL 273 Jewish Thought
REL 278 Modern Judaism
REL 286 Islam and the Environment
REL 288 Religious Extremism
REL 290 Human Rights and Religion
REL 291 Ethics of Identity
REL 292 Deviance & (De)Medicalization
REL 293 Racial Utopia: Economizing Soul
REL 294 Religion and Sports
REL 296 Evil
REL 297 Religion, Ethics, and Culture
REL 300 Ethics of Memory
REL 335 Jihad
THTR 290 Theater for Social Change

CONCENTRATIONS

Ancient Leadership and Innovation
Climate and Resource Management
Dance Administration
Data Analytics
Ecopreneurship
Food and Culture
Gender, Sexuality, and Intersectional Justice
Global Business and Language
Meanings and Values across Cultures
Museum Management
Music Administration
Politics
Public Health
Spanish for Management and Entrepreneurship
Strategic Communication and Professional Writing

Ancient Leadership and Innovation

This concentration connects timeless lessons from the ancient world to modern business challenges. By studying figures like Plato, Cicero, Alexander the Great, and Marcus Aurelius, students explore leadership, ethics, and strategy through a historical lens. This concentration is ideal for students who think narratively, enjoy big-picture questions, and want to sharpen their ability to lead during uncertainty. It offers students opportunities to question civic engagement, historical context, and ethical leadership.

To complete this concentration, students must take four designated courses in Greek and Roman Studies as outlined below.

- 1 in Leadership Studies (200 level or above)
- 1 Ancient Greek or Latin Language Course (any level)
- 1 Elective in Antiquity (200 level or above)
- 1 Additional Elective from any of the above or an approved substitution.

At least one course must include a Data Visualization (DV) aspect. This requirement integrates digital tools like Mapping software or Data Visualization software, emphasizing the ethics and utility of data in representing history. Students can substitute a DATA (Data Analytics) course with the approval of the MGMT program.

Leadership Studies (200 level or above):

- CLAS 209: Alexander the Great (Data Visualization)
- CLAS 285: Leadership in Antiquity (Data Visualization)
- CLAS 295: Power, Politics, and Rhetoric in Democratic Athens
- Ancient Language Course (any level):
- GRE 101/102
- GRE 205 (Greek New Testament – Data Visualization)
- GRE 213 (Plato's Republic, Book 1)
- GRE 250 (Greek Historians)

- LAT 101/102
- LAT 223 (Medieval Latin – Data Visualization)
- LAT 255 (Roman Historians)

Elective in Antiquity (200 level or above):

- CLAS 202: Athens in the Age of Pericles
- CLAS 251: Roman (Revolutions) – Republic to Empire (Data Visualization)
- CLAS 281: Fall of the Roman Empire (Data Visualization)
- CLAS 290: Ancient Law
- CLAS 310: Sparta

Additional Elective: Any course from the above categories or an approved substitution

Climate and Resource Management

This concentration provides students with the resources and knowledge to propose and develop solutions addressing inequalities in access to clean water, resource allocation and climate change across the globe. Students in this concentration will acquire a basic analytical skillset for data collection and analysis required of decision makers and stewards in control of resources impacting or impacted by modern climate change.

Students must complete one of three foundation courses (Geo 182: Introduction to Meteorology, Geo 184: Introduction to Geology, or Geo 186: Introduction to Hydrogeology) and three electives at the 200 level or above from the following list.

- ATMO 245 Climate Change Science
- AQSC 260 Weather Analysis
- GEO 210 Environmental Hydrology
- GEO 215 Hydrometeorology
- GEO 220 Geomorphology
- GEO 250 Oceanography
- GEO 255 Global Climates and Oceans
- GEO 260 Weather Analysis
- GEO 276 Tectonics
- GEO 280 Environmental Geochemistry
- GEO 284 Mineralogy and Petrology
- GEO 330 Limnology
- GEO 365 Environmental Meteorology

Dance Administration

This concentration applies the skills and principles of Management and Entrepreneurship to the discipline of dance. It offers a career trajectory for students with a passion for dance, who can go on to pursue careers as arts administrators, agents, and managers, marketers, or fundraisers for performing arts organizations. The goal is to develop conscientious, creative performing arts administrators and entrepreneurs.

The concentration includes 2 required courses (DAN 450 and DAN 460) and two electives, which must be approved in consultation with a dance advisor.

- DAN 450 Independent Study in Arts Administration or Dance Production
- DAN 460 Senior Seminar: Advanced Topics in Dance

Electives:

- DAN 230 Community Arts: Activism Embodied
- DAN 250 Improvisation
- DAN 432 Dance Education Seminar
- EDUC 335 Arts and Education
- DAN 450 Independent Study (with a social justice focus)

Data Analytics

Data Analytics develops students into leaders comfortable making decisions based on facts rather than intuition or guesswork. By analyzing data, managers and entrepreneurs can identify patterns and trends they may have missed otherwise, leading to better decision-making. Students choosing the Data Analytics concentration should also declare a Data Analytics minor.

To complete this concentration, students must complete four classes within the Data Analytics program. Students may substitute MGMT 235 (Spatial Business Decisions), Econ 202, or ENV 203 (Fundamentals of GIS) for one of the four classes.

Ecopreneurship

Students choosing this concentration gain a scientific understanding of various environmental issues and how individuals and societies are responsible for, and also impacted by, these environmental issues. The coursework provides students with the knowledge and skills necessary to propose meaningful solutions or to better manage our environmental resources.

To complete this concentration, students must complete ENV 102 (Topics) and three additional ENV courses at the 200 level or above. (Juniors and Seniors may substitute another ENV core course, or ENV cross-listed course (e.g., PHIL 154 or REL 295), for ENV 102, since they are ineligible to enroll in ENV 102.)

Food Studies

- Gastronomy, culinary production, and food systems are academic fields of inquiry and practice, which leverage experiential pedagogies. Geneva and the Finger Lakes act as our living (col)laboratory as productive spaces for wine, beer, dairy, cheeses, and a multiplicity of food labor, tourism, and gustatory production. This concentration focuses on the generation of primary qualitative data and the theoretical application of food in society and food justice knowledge. In today's fiscal and moral economies students must hold competencies around the modes, policies, and ethics of food security at the household, national, and international scales.

Students choosing this concentration must complete a methods/ethics course [ANTH 273 (Fieldwork Methods) or GSIJ 305 (Food, Feminism & Health)], a theory course [ANTH 306 (Theorizing Culture) or GSIJ 362(Theories of Bodies, Health, and Wellbeing)], and two electives from the following list:

- AFS 296 Africa: Beyond Crisis, Poverty and Aid
- ANTH 102 Archaeology and World Prehistory
- ANTH 110 Introduction to Cultural Anthropology
- ANTH 217 Precolonial Africa
- ANTH 225 China in Africa: Food, Debt and Democracy

- ANTH 260 Medical Anthropology
- ANTH 280 Environment and Culture
- ANTH 296 Africa: Beyond Crisis, Poverty and Aid
- ANTH 310 Experimental Archeology and Paleotechnology
- ANTH 326 Pre-Columbian Mesoamerica
- ANTH 354 Seminar: Food, Meaning & Voice
- AUST 242 The Science and Ethics of Food Sustainability
- BIDS 208 Fermenting the Finger Lakes
- BIOL 160 Nutrition
- CHEM 304 Bonding with Food: The Chemistry of Food Preparation, Production, and Policy
- FRN 244 Le Midi de la France
- GAL 222 Irish Cuisine after the Potato
- GEO 255 Global Climates and Oceans
- GLS 203 Eat Like a Slav
- GSIJ 211 Place and Health
- HIST 151 Food Systems in World History
- MGMT 338 Entrepreneurship and the Wine Industry in the Finger Lakes
- ROM 207 (Never) Basta! Edible Italy, Exploring Culture Through Food
- ROM 211 Terra Italiana: Environmental Studies in Italy
- ROM 219 Italian Food, Culture & Society

Gender, Sexuality, and Intersectional Justice

Being conversant in issues of diversity, equity, inclusion, and social difference is an essential skill in today's workforce. The GSIJ concentration will signal this training to employers and allow students to develop relevant skills.

Students choosing this concentration must complete GSIJ 100 Introduction to Gender, Sexuality, and Intersectional Justice, one theory course (GSIJ 300 Intersectional Feminist Theory, GSIJ 310 Queer Theory and Methods, or GSIJ 362 Theories of Bodies, Health, and Wellbeing), and any two GSIJ electives. Students choosing this option are encouraged to minor in Gender, Sexuality, and Intersectional Justice by completing three additional courses that fulfill the minor requirements.

Global Business & Language Concentration

Students who choose this concentration will develop proficiency in a global language while gaining foundational insights into business management and entrepreneurship worldwide. This skill set will equip them to collaborate effectively with international partners, demonstrate cultural intelligence in different languages and contexts and work in industries where language and cultural fluency provide a competitive edge.

To complete the Global Business & Language concentration, students must fulfill the following requirements:

- Two (2) intermediate-level language courses (equivalent to the 200-level or above)
- Two (2) advanced courses, which may be:
  - Higher-level language courses in the selected language,
  - Culture, literature or business-related courses specific to the region where the language is spoken or the designated area is studied, or approved study abroad coursework related to the language, area and relevant business applications

Students are strongly encouraged to pursue study abroad programs, internships, and global business experiences that provide immersive learning opportunities. The Center for Global Education (CGE) offers programs to fulfill parts of this concentration through established programs in Spain, Germany, France, Canada, North Africa, Asia, Italy, former Soviet states and beyond (e.g., areas with our less commonly taught languages).

Meanings and Values across Cultures

Understanding cultural and religious differences is imperative for students aspiring to thrive in management. This insight fosters a respectful and inclusive work environment, essential for successfully navigating both the domestic and the international marketplace. Acknowledging these variations broadens one's worldview and sharpens interpersonal skills, enabling future managers to lead diverse teams effectively. Engaging with these differences allows for better communication and collaboration, laying the foundation for innovative problem-solving and decision-making strategies.

Requirements: Students choosing this requirement complete four classes within Religious Studies at the 200 level or higher.

Museum Management

This concentration is for students interested in careers in museums, other cultural institutions, arts administration or nonprofit organizations. Students choosing this concentration should consider completing the Critical Museum Studies (CMST) minor, which requires two additional electives and the capstone.

The four courses in the concentration include one foundation course (CMST 200: Indigenous Arts of the Americas in Museums or CMST 214: Introduction to Critical Museum Studies), two approved electives from one of the CMST tracks ("*Art Museums and Galleries", "History and Cultural Museums*", "*Beyond Museums***")** and Social Innovation (MGMT 220).

Music Administration

This concentration applies the skills and principles of Business Management and Entrepreneurship to the discipline of music. It offers a career trajectory for students with a passion in music, who can go on to pursue careers as arts administrators, music agents and managers, marketers or fundraisers for music and arts organizations. The goal is to develop conscientious, creative performing arts administrators and entrepreneurs.

- MUS 214
- 2 Mus Electives from this list: AMST 215, MUS 200, MUS 201, MUS 205, MUS 209, MUS 215, MUS 311
- MUS 460

Politics

Whether interested in pursuing a career in the business community, the nonprofit sector, or creating a new venture, students will benefit from an understanding of the political landscape, contemporary issues and the elements behind them.

To complete the concentration in Politics, students need to take POL 110 and three additional courses at the 2XX or 3XX level from this list:

- POL 201 Politics of Climate Change
- POL 209 Social Movements in American Politics
- POL 211 Visions of the City
- POL 221 Voting and Elections
- POL 289 American Political Thought
- POL 329 American Democracy Today

Public Health

Today's health care leaders need 21st Century management and entrepreneurship foundations amidst changing landscapes in technology, industry structure, labor relations, among other pertinent trends. With a public health concentration, students can embark on a transformative journey at the intersection of health and business. This unique program offers students an interdisciplinary educational opportunity spanning biology, chemistry, anthropology, economics, education and other interdisciplinary studies. This concentration offers comprehensive opportunities for students to approach healthcare management and entrepreneurship within a liberal arts context.

Students choosing this concentration must complete: PBHL 100 Introduction to Public Health; PBHL 201 Introduction to Epidemiology or PBHL 301 Critical Social Epidemiology; GSIJ 204 Politics of Health; and one additional course from the list of core electives (not a tools course).

Strategic Communication and Professional Writing

The Strategic Communication and Professional Writing concentration responds to the imperative to equip 21st-century leaders with advanced communication skills in the dynamic for-profit, nonprofit and public landscapes. This specialized track integrates courses such as "Writing in the Professional Workplace," "Introduction to Public Relations," and "Marketing Concepts," offering students a comprehensive skill set crucial for success in managerial roles. By exploring sociolinguistics, print journalism, and fashion discourse, students develop a versatile skill set that extends beyond traditional boundaries. Emphasizing strategic communication strategies tailored to ever-changing contexts, the concentration ensures graduates are well-prepared to lead teams, manage projects and engage with stakeholders meaningfully and effectively. This concentration prepares students for diverse professions, aligning with the program's ethos of providing a forward-looking, interdisciplinary approach that empowers them to excel as communicative leaders in the evolving entrepreneurial and managerial landscape.

Students choosing this concentration must complete four electives from the list below, at least one of which must be at the 300 level. One of the electives can be either an independent study (WRRH 450), internship (WRRH 499), or Writing Colleague placement (WRRH 490). All students are encouraged to take WRRH 225 (Writing in the Professional Space) as one of their three lower-level electives.

Electives

- AMST 202 Drawing for Study and Storytelling
- MDSC 200 Cultures of Advertising
- WRRH 207 Sociolinguistics
- WRRH 210 Introduction to Print Journalism
- WRRH 211 Introduction to Public Relations
- WRRH 212 Marketing Concepts
- WRRH 218 Getting Dressed: Discourses of Fashion

One Upper Core

- BIDS 390 The Video Essay
- MDSC 390 The Video Essay
- MGMT 305 Leadership and Strategy in Entrepreneurial Organizations
- MDSC 315 Documentary Production
- WRRH 311 Introduction to Publishing
- WRRH 320 Op-Ed: Political/Cultural Commentary
- WRRH 325 The Science Beat
- WRRH 450 (with Permission from MGMT Dept. Chair)
- WRRH 490 (Writing Colleague Placement if in MGMT course)
- WRRH 499 (internship)

ENTREPRENEURSHIP MINOR

interdisciplinary, 7 courses

Requirements:

Three required core classes: MGMT 101 Entrepreneurial Leadership, MGMT 120 Economic Principles for the Entrepreneur OR ECON 160 Principles of Economics, MGMT 201 Quantitative Tools for the Entrepreneur; one ethics class from the list below; two electives from two different departments unless they come from the MGMT department; and one MGMT 300-level course or above that serves as the capstone (or one additional ethics elective or non-ethics elective at the 300-level). All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

Ethics Requirement

The minor requires that all students take an Ethics course from the following list of options:CLAS 230 Gender and Sexuality in Antiquity

CLAS 290 Ancient Law and Morality

GSIJ 204 The Politics of Health

GSIJ 212 Gender and Geography

GSIJ 219 Black Feminism(s)

GSIJ 305 Food Feminism and Health

HIST 354 Lives of Consequence

MGMT 220 Social Innovation for the Entrepreneur

MGMT 223 Business Sustainability

PHIL 151 Crime and Punishment

PHIL 152 Philosophy and Feminism

PHIL 154 Environmental Ethics

PHIL 156 Biomedical Ethics

PHIL 250 Feminism: Ethics and Knowledge

REL 108 Religion and Alienation

REL 219 Islam and Society: Then and Now

REL 228 Religion and Resistance

REL 238 Liberating Theology

REL 239 Nihilism East and West

REL 255 Peace and Violence in the Qur'an

REL 271 The Holocaust

REL 273 Jewish Thought

REL 278 Modern Judaism

REL 286 Islam and the Environment

REL 288 Religious Extremism

REL 290 Human Rights and Religion

REL 296 Evil

REL 297 Religion, Ethics, and Culture

REL 300 Ethics of Memory

REL 325 Japanese Philosophy and Religious Thought

REL 345 Tradition Transformers

REL 371 Responses to the Holocaust

REL 461 Seminar: Theory in Religious Studies

THTR 290 Theater for Social Change

Elective Courses

Students are required to take two electives. The two courses must come from two different departments/programs. Students are encouraged to take at least one elective at the 300 level or higher.

AMST 202 Drawing for Study and Storytelling
ANTH 280 Environment and Culture
ANTH 298 Modern Japan
ANTH 330 Anthropology of Creativity
ANTH 354 Seminar: Food, Meaning and Voice
ARTS 115 Three Dimensional Design
ARCH 312 Contemporary Theories of Modern Architecture and Urbanism
ARCS 405 Portfolio Design
ARTH 212 Arts of Modern China
ASN 215 Environmental Development in East Asia
ASN 236 Cultural Dynamics in China and Taiwan
BIDS 390 Video Essay
CLAS 251 The Romans: Republic to Empire
CLAS 281 Fall of the Roman Empire
CLAS 295 Power, Politics, and Rhetoric in Democratic Athens
CLAS 310 Sparta: The Warrior Heroes of Ancient Greece
DAN 230 Community Arts: Activism Embodied
ECON 196 Principles of Accounting
ECON 219 Behavioral Finance
ECON 240 International Trade
ECON 315 Managerial Economics
ECON 316 Labor Market Issues
ECON 331 Institutional Economics
ECON 348 Natural Resource and Energy Economics
ECON 344 Economic Development
ECON 415 Game Theory
EDUC 335 Arts and Education
ENG 270 Globalization and Literature
ENV 201 Community and Urban Resilience
ENV 202 Environmental Humanities
ENV 215 Environmental Development in East Asia
HIST 215 American Urban History
HIST 234 History of American Thought from 1865 to Present
HIST 310 Rise of Industrial America
HIST 311 20th Century American
HIST 354 Lives of Consequence
INRL 180 Introduction to International Relations
INRL 248 Politics of Development
INRL 254 Globalization
INRL 258 State, Society, and Market in the Middle East and North Africa

MDSC 200 Cultures of Advertising
MDSC 309 Media Industries & Alternatives
MDSC 390 Video Essay
MGMT 198 Business Law
MGMT 240 Leveraging Technology for the Public Good
MGMT 305 Leadership and Strategy in Entrepreneurial Organizations
MGMT 320 Contemporary Concepts in Sports Management
MGMT 325 Production and Innovation: Operations in the Al Age
MGMT 330 Ideation Laboratory
MGMT 350 Not for Profit and Governmental Accounting
MGMT 338 Entrepreneurship and the Wine Industry in the Finger Lakes
PHIL 230 Aesthetics
PSY 220 Intro to Personality
PSY 227 Intro to Social Psychology
PSY 231 Cognitive Psychology
REL 287 Asking Questions, Getting Answers
ROM 212 Sustainable Rome
ROM 219 Italian Food, Culture, and Society
SOC 100 Introduction to Sociology
SOC 204 Sociology of Digital Life
SOC 214 Urban Ethnography
SOC 225 Working Families
SOC 226 Sex and Gender
SOC 251 Sociology of the City
THTR 280 Stage Management for Theatre and Beyond
THTR 290 Theater for Social Change
WRRH 211 Introduction to Public Relations
WRRH 212 Marketing Concepts
WRRH 225 Professional Writing
WRRH 311 Introduction to Publishing

MASTER OF SCIENCE IN MANAGEMENT (MSM)

Through our one-year program, students develop the skills needed to design solutions and implement strategic plans of action that solve local and global challenges. The Master of Science in Management program builds on the value of a student's undergraduate education, providing them with the additional skills, knowledge, and insight necessary to build a rewarding career and live a consequential life.

Requirements for the MSM Program

10 courses

4 core courses, 3 electives, a capstone course, a 1-credit (or two half-credits) internship, two ¼ credit online "skills" courses, and two ¼ credit experiential field trips.

Core Courses

MGMT 501 Management Strategies for a Changing World

MGMT 502 Management Accounting

MGMT 503 Financial Management

MGMT 504 Leadership and Innovation

Elective Courses

MGMT 511 Marketing and Communication

MGMT 512 Organizational Development

MGMT 513 Business Law

MGMT 514 Data Analytics and Visualization

MGMT 521 Nonprofit Management

ADVANCED CERTIFICATE IN MANAGEMENT

4 ½ courses

Requirements:

The Advanced Certificate in Management (CiM) creates a pathway for HWS graduates to enhance their career entry opportunities, and a pathway for professionals to advance in their career. The CiM program can be completed in one or two semesters. The experience builds on the value foundation of a liberal arts education and helps students develop skills, knowledge and insight in strategic management principles. Our program is distinguished by a solutions-oriented approach and an emphasis on ethical decision-making. Students must complete four courses, including at least three core classes and either an additional core or one elective. Students also complete an Excel foundations course and participate in a cornerstone of the CiM – the experiential field trip. With elective options that span data analytics and visualization, to nonprofit management, social innovation, or business law, students also tailor their studies to a unique career goal.

4 courses (3 cores and either an additional core or an elective), one ¼ credit online "skills" courses, and one ¼ credit experiential field trip.

COURSE DESCRIPTIONS

MGMT 101 Entrepreneurial Leadership As technology and globalization continue to spur interconnectedness, leaders must navigate tumultuous environments where change is rapid, discontinuous and unpredictable. Innovation, ingenuity and an ability to add value by solving problems are necessary. This course will examine the attributes required of successful entrepreneurs in contemporary leadership roles. Students will learn how to take an idea to impact. They will consider important concepts, such as ethics, sustainability, economic Darwinism, and managing uncertainty. They will discuss product invention, service implementation, economic choice, risk and return, scale and scope, value creation, and small business generation. As a significant course assignment, students will develop a strategic plan for a product, service, startup or organization that is worthy of implementation. No prerequisites required. (Forbes and Hamilton, offered annually) [Prerequisite: Open to First Year and Sophomore students, or permission of instructor.]

MGMT 120 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. [Prerequisite: Open to First Year and Sophomore students only. Not open to students who have taken or are taking ECON 160.]

MGMT 198 Business Law This course introduces students to the structure and underlying values of the U.S. legal system and key concepts in the law of tort and contract, business organizations, liability, intellectual property, and secure transactions. Skill development will focus on fluency with legal terminology, structure and critique of legal reasoning, and the ability to locate key sources of law – state and federal statutes, court opinions, and municipal code – both in the public realm and in proprietary legal databases. (Offered occasionally) [Prerequisite: MGMT 101, MGMT 120, or ECON 160 or permission of instructor]

MGMT 201 Quantitative Tools for the Entrepreneur This course covers many basic skills necessary for success in the Management and Entrepreneurship program. The course includes a heavy emphasis on understanding and applying Excel skills. We will use actual start-ups and existing companies for assignments, labs, and projects. Topics covered include: customer discovery, market analysis, survey design, financial statements, financial ratios, data visualization, basic statistical methods, and company valuation. [Prerequisite: MGMT 101, MGMT 120, or ECON 160. Not open to Juniors or Seniors unless declared major/minor]

MGMT 210 Fundamentals of Marketing This course provides students with a foundational understanding of marketing necessary for designing or evaluating marketing campaigns, whether for business or a nonprofit. Topics address customer and market analysis segmentation, targeting and positioning, product pricing, and placement, social media strategies, regulation, ethical considerations, and communication strategies. After completing this course, students will appreciate how marketing strategies have changed over time, whether because of cultural norms or advances in technology, and will demonstrate the design of effective and ethical marketing strategies. [Prerequisite: MGMT 201.]

MGMT 213 Learning to Fail: From Strategic Setbacks to Success This innovative course challenges traditional success-focused business education by exploring how intelligent failure drives innovation, learning, and competitive advantage. Students examine case studies of "failed" ventures that created unexpected value, analyze their own relationship with risk and failure, and develop frameworks for extracting maximum learning from unsuccessful outcomes. Through experiential exercises, students practice failing fast, failing cheap, and failing forward while building the resilience essential for entrepreneurial and corporate leadership. [Prerequisite: MGMT 101, and MGMT 120 or ECON 160, or permission of instructor]

MGMT 215 Managerial Accounting This course emphasizes the need and purpose of accounting information systems for any type of organization. Emphasis is placed on the interpretation of financial statements, terms, and accounting theories utilized by management to effectively participate in managerial activities such as long-range planning, capital budgeting, investments, internal control and various managerial scenarios. The class also covers key regulatory requirements, including the Financial Accounting Standards Board, the Securities and Exchange Commission, and the Sarbanes-Oxley Act of 2002. Students may take Econ 196 as an alternative to MGMT 215. **P1** [Prerequisite: MGMT 201.]

MGMT 220 Social Innovation for the Entrepreneur This course considers the two convergent streams of conceptual thought, activity, and impact associated with the emerging field of social innovation and entrepreneurship. First, we will discover who are social entrepreneurs defined as change agents and pioneers of social innovation. We will together try to understand the knowledge, courage, hope, dreams, personalities, cognition thought-patterns, behaviors, strategies, processes, and acumen of today's social entrepreneurs. Second, this understanding leads to our thinking about the application of entrepreneurship principles to social issues. Furthermore, the uniqueness of the nonprofit form in relationship to government and commercial enterprises is acknowledges, so that students may learn of the importance of social enterprise. Social enterprise – the second major stream of content for the course - utilizes earned income strategies to serve social missions. Students will explore, debate, and question whether purpose and profit can go together. **P4** [Prerequisite: MGMT 101, MGMT 120, or ECON 160.]

MGMT 223 Business Sustainability and Social Responsibility Environmental sustainability means balancing today's ecological needs and society's needs without compromising our ability to meet tomorrow's needs. However, sustainability is a multifaceted concept that includes social and economic impacts. This course provides a unique focus regarding the burgeoning concern for sustainability and sustainable organizational practices. It will also explore successful sustainable business strategies and the management processes needed to support them. **P4** [Prerequisite: MGMT 201]

MGMT 235 Spatial Business Decisions This course provides students with the necessary Geographic Information System (GIS) skillset using ArcGIS Pro to analyze and visualize spatial data, e.g., the spatial distribution of demographic and transportation corridor data, as it relates to decisions in the business or nonprofit world. It uses location intelligence and ArcGIS Pro business analysis tools to achieve a competitive advantage and success in business. For example, businesses need to know where to source, operate, and market their product to grow their customer base, and GIS is the appropriate spatially tool to gather and manipulate the appropriate data solve these questions. Students will work through numerous, in-depth, real-world examples using GIS software to learn how location analytics are designed, deployed, and managed for successful outcomes. (Halfman, spring semester) **P1** [Prerequisite: MGMT 201.]

MGMT 240 Leveraging Technology for the Public Good When we orient ourselves towards benefiting the public, what kinds of technological solutions might we imagine? This course explores answers to this question in three phases: first, by thinking about how technology, society, and citizenship; second, by researching real world problems and industry trends using data analysis, and third, by collaborating with classmates to design a plausible product or policy solution to alleviate the problem. In doing so, this course helps students develop courses design thinking, ethical reasoning, data analytics, and communication skills through simulating the development of a business pitch. Offered annually, Hosek. [Prerequisite: MGMT 101 & [MGMT 120 OR ECON 160] or permission of instructor]

MGMT 305 Leadership and Strategy in Entrepreneurial Organizations This course examines how entrepreneurial leaders create value, inspire innovation, and drive change in both emerging and established organizations. Through a series of weekly guest speakers representing industries such as technology, finance, food and beverage, sustainability, and social enterprise, students will explore how leaders recognize opportunity, manage risk, and learn from failure. Readings and class discussions connect these experiences to core concepts in business strategy, ethics, and leadership theory, helping students understand entrepreneurship as a mindset that applies across diverse settings. Students will prepare company briefs and post-visit reflections to analyze each enterprise's strategic and financial choices. The semester concludes with a team-based consulting project in which students evaluate one featured organization and present evidence-based recommendations for future growth or adaptation. [Prerequisite: MGMT 210 (Marketing) and MGMT 215 (Managerial Accounting or permission of instructor]

MGMT 310 Managerial Finance This course provides managers and decision makers with the fundamental skills necessary to analyze and understand how businesses make investment and finance decisions. Topics covered include: the concept of present value, discounted cash flow analysis, valuation techniques, capital structure, capital management and investment priorities, risk management, short- and long-term financing, and selected topics in international finance. [Prerequisite: MGMT 215 or ECON 196. Junior or Senior Status]

MGMT 315 Organizational Management This course offers majors the opportunity to engage materials that will enhance their knowledge of the art and science of management across sectors (i.e., for-profit, nonprofit, public, etc.). The course covers the many roles of managers across enterprises and begins with foundational/historical components of enterprise administration (e.g., Fayol's planning, organizing, coordinating, commanding, and controlling). The course continues with contemporary theories and practices in management (e.g., diversity, equity, and inclusion; lean management; sustainability; flexible work arrangements; data-driven decision-making; learning organizations; intrapreneurship; among others). This course draws on interdisciplinary perspectives on management spanning across nonprofit management, industrial/organizational psychology, sociology, among others. Offered annually. [Prerequisite: MGMT 201.]

MGMT 320 Contemporary Concepts in Sports Management Contemporary Concepts in Sports Management is designed to provide students with a comprehensive understanding of the evolving trends and challenges in the sports industry. The course delves into modern theories, best practices, and real-world applications related to the management of sports organizations, personnel, and athletes. Emphasizing the dynamic nature of the sports landscape, the course covers a wide array of topics such as leadership, organizational behavior, marketing, and strategic planning, all tailored to the unique context of the sports world. This includes the impact of technology on sports management, such as the use of data analytics for performance analysis, as well as the growing influence of digital media and social platforms in shaping fan culture and brand identity. Students also explore the ethical challenges and controversies that arise within sports, from issues of diversity and inclusion to questions about athlete health, mental wellness, and fair pay. [Prerequisite: MGMT 210 or WRRH 212, and MGMT 215 or ECON 196. MGMT majors or minors only.]

MGMT 325 Production and Innovation: Operations in the Al Age This course explores the fundamentals of production and operations management through the lens of a rapidly changing global economy. Students examine how organizations design, manage, and improve processes that create goods and services, from small startups to global platforms like Amazon and Temu. Core topics include process design, capacity planning, quality, supply chains, and performance measurement, with a strong emphasis on innovation and ethical decision-making. The course highlights how artificial intelligence is reshaping operations-from demand forecasting to automation-and how global forces affect cost, speed, sustainability, and resilience. Through case discussions, simulations, and real-world examples (historical and current), students develop analytical and critical-thinking skills while gaining a practical understanding of how operations decisions influence strategy, competitiveness, and societal outcomes. (Dun Moodie, offered annually) **P1** [Prerequisite: MGMT 201 AND [MGMT 120 OR ECON 160] or permission of instructor]

MGMT 330 Ideation Lab In this course, students learn how to identify high-value entrepreneurial ideas, whether in the private or non-profit space. After brainstorming problems worthy of attention and proposing solutions, students work through a structured approach to determine the feasibility and value of each solution. By the end of the of the semester, student teams will vote on which ideas/solutions should be pursued, either in the capstone course (MGMT 400) or as a future endeavor. [Prerequisite: MGMT 201.]

MGMT 338 Entrepreneurship and the Wine Industry in the Finger Lakes This course explores the intersection of entrepreneurship and the wine industry, focusing on the unique context of the Finger Lakes region. Students will examine the history and development of winemaking in the area, study various business models, and analyze the sustainability practices within the industry. The course will also involve developing a business plan for a new winery venture or a new product line for an existing winery venture. (Offered spring, Hutenhower/Talmage) [Prerequisite: ECON 196 or MGMT 215, MGMT 210 or WRRH 212, and Senior Status. Juniors who are 21+ with permission.]

MGMT 350 Not for Profit and Governmental Accounting This course analyzes the accounting principles, practices, and processes unique to not for profit and governmental entities. The course will focus on the preparation, content and purpose of the various financial reports required of each type of entity. The role of the Financial Accounting Standards Board (FASB) and the Governmental Accounting Standard Board regarding reporting standards and disclosure requirements for not for profit and governmental organizations will be explored. [Prerequisite: MGMT 310 or permission of instructor]

MGMT 400 Capstone for MGMT Students in this senior capstone experience will identify and tackle real-life challenges in the social, economic and global environment using skills developed in other courses in the major or minor. Capstone projects could include the development and launch of a product, service or organization (for-profit or non-profit). Projects will be required to demonstrate positive social and environmental impact regardless of legal structure. Students will be required to pitch their ideas for social, environmental, or economic innovation to HWS and local community experts. They will use this feedback to ensure their ideas and subsequent innovations have lasting community impact. This course will provide students with opportunities to think systematically and critically to identify and analyze real-world social, environmental, and economic issues. It will provide students with opportunities to brainstorm and construct sustainable and responsible solutions. This course not only focuses on the economic processes and outcomes (e.g., wealth generations and job creation) of entrepreneurship; but also, it explores other domains and bottom lines (e.g., social, environmental, etc.) that must be addressed for the betterment of our world and our diverse societies. Students will be challenged to discover where they fit in regarding bettering our world and society. [Prerequisite: Taken at least one MGMT 300-level course]

MGMT 495 Honors

MGMT 499 Management Internship

MGMT 501 Management Strategies for a Changing World An interdisciplinary, team-taught approach to understanding the challenges and responsibilities managers must confront in any 21st Century organization, including principles of: diversity, equity, and inclusion (DEl); ethical decision making; and sustainability. By recognizing how past practices continue to afford privilege according to race, as well as ethnicity, religion, gender, sexuality, ability, age, and socioeconomic class and how current practices threatens the environmental health of our planet, students will learn how and where change is possible. 'Management Strategies for a Changing World' aims to empower a new generation of leaders impassioned to meet the challenge of combating the connected ills of environmental injustice and social inequality in its many forms. Offered annually. [Prerequisite: Open to MSM students only.]

MGMT 502 Management Accounting This course will provide a conceptual understanding of the skills necessary to understand and construct financial statements and for the planning and controlling processes of any type of enterprise. Students will learn to effectively manage and control capital assets and human resources and to increase operating income (profits) by setting sustainable goals and determining how to achieve them efficiently. Students will learn how to apply a budget to coordinate the business's activities with the strategic planning process by controlling operations through various costs/benefits analyses including Activity-Based-Costing, Cost-Volume-Profit analysis, and other cost management tools. Students will learn how to make capital investment decisions and why performance evaluation is an integral component in this process. The class will also cover key regulatory requirements, including the Financial Accounting Standards Board, the Securities and Exchange Commission, and the Sarbanes-Oxley Act of 2002. Offered annually. [Prerequisite: Open to MSM students only.]

MGMT 503 Financial Management This course provides decision makers and managers with the basic finance skills necessary to understand how businesses make investment and finance decisions. Topics covered include: the concept of present value, discounted cash flow analysis, valuation techniques, capital structure, capital management and investment priorities, risk management, short- and long-term financing, and the growing reliance on environmental, social, and governance (ESG) factors. Offered Annually [Prerequisite: Open to MSM students only.]

MGMT 504 Leadership and Innovation Today's leaders must drive innovation by fostering inclusive workplaces with diverse teams, cultivating organizational cultures that allow for creative ideas and evidence-based solutions and tackling significant issues on a local and global scale. This course offers a vision of contemporary leadership concepts that can be applied in an array of professional contexts along with essential innovation principles necessary for undertaking real world challenges. Embedded within the liberal arts learning, this course is constructed with concepts, theories and models from multitude of disciplines and is designed for for-profit and non-profit leaders who want to strengthen their ability to generate ideas, solve problems, affect and manage change, think creatively, develop strategic plans and pitch and present to an audience. (Offered annually, A. Forbes) [Prerequisite: Open to MSM students only.]

MGMT 505 Business Communication This course in business communications is designed for graduate students seeking to enhance their professional communication skills in a complex business environment. The course covers a wide range of topics including internal communications, team dynamics, crisis management, change communication, personal branding, and effective presentation skills. Through a combination of theoretical frameworks and practical applications, students will develop the ability to communicate effectively in various business contexts, manage conflicts, and build a strong personal brand aligned with organizational values. This course is designed to enhance both theoretical understanding and practical application of business communication skills. Through engagement with diverse topics, students will leave equipped to navigate complex communication scenarios in various business environments. The course will integrate skill development and self-assessment to foster both individual and organizational communication effectiveness. [Prerequisite: Open to MSM students only.]

MGMT 510 Contemporary Concepts in Sports Management Contemporary Concepts in Sports Management is designed to provide students with a comprehensive understanding of the evolving trends and challenges in the sports industry. The course delves into modern theories, best practices, and real-world applications related to the management of sports organizations, personnel, and athletes. Emphasizing the dynamic nature of the sports landscape, the course covers a wide array of topics such as leadership, organizational behavior, marketing, and strategic planning, all tailored to the unique context of the sports world. This includes the impact of technology on sports management, such as the use of data analytics for performance analysis, as well as the growing influence of digital media and social platforms in shaping fan culture and brand identity. Students also explore the ethical challenges and controversies that arise within sports, from issues of diversity and inclusion to questions about athlete health, mental wellness, and fair pay. [Prerequisite: Open to graduate students.]

MGMT 511 Marketing and Communication This course provides management students the marketing and communications skills necessary to run successful marketing campaigns, whether for a business or a nonprofit. The course begins with a general overview of basic marketing topics including customer and market analysis segmentation, targeting and positioning, product pricing and placement, social media strategies, and communication strategies. Using case studies, students will critique the effectiveness of various strategies, including consideration of principles of inclusivity, ethics, and sustainability (Staff, Offered Annually). [Prerequisite: Open to MSM students only who have completed MGMT 501.]

MGMT 512 Organizational Development This course provides a survey of issues and ideas in management theory and practice. A special emphasis is placed on understanding management as a scientific enterprise, one that is characterized by complex but systematic relationships with inputs and outputs that, if understood, can be applied to increase the performance of individuals, groups and organizations. This course will also consider critical perspectives (i.e., queer, multicultural, indigenous, historical, and others) of traditional approaches to understanding organizational development. While traditional approaches to management learning typically divide individual and organizational considerations between, respectively, "behavior" and "strategy" courses, the unique public administrative perspective taken here encourages students to consider individual and organization level issues as related interactions (Staff, Offered Annually). [Prerequisite: Open to MSM students only who have taken MGMT 504.]

MGMT 513 Business Law The main goal for this course is to provide management students with an in-depth understanding of the structures, rules, regulations, and principles related to operating different types of entities and organizations (sole proprietorships, LLC, corporation, and partnerships, non-profits). Topics include: corporate law topics (fiduciary duties, tax, merger & acquisition); legal business structures and the liability and tax issues associated with each; real estate law; torts (defamation, theft of trade secrets, fraud, tortious interference with contracts, etc.), and the protection of intellectual property (Staff, Offered Annually). [Prerequisite: Open to MSM students only who have completed MGMT 501.]

MGMT 514 Data Analytics and Visualization This course provides students with the skills they need to analyze and to visualize data sets and to communicate the results effectively. Topics include data collection and visualization, descriptive statistics and analysis, probability, survey design, inferential statistics, sensitivity and scenario analysis, and regression analysis – all aimed at providing critical insights for managerial decisions. Software used: Excel and Tableau (Staff, Offered Annually). [Prerequisite: Open to MSM students only.]

MGMT 515 Spatial Management Decisions This course provides students with the appropriate Geographic Information System (GIS) skillset to analyze and visualize spatial information as it relates to the business or nonprofit world. It uses location intelligence to achieve a competitive advantage and success in business. For example, businesses need to know where to source, operate, and market their product to grow their customer base, and GIS is the appropriate tool to solve these questions. Students will work through numerous, in-depth, real-world examples using GIS software to learn how location analytics are designed, deployed, and managed for successful outcomes. The course uses ArcGIS Pro. (Halfman, spring semester) [Prerequisite: Open to MSM students only.]

MGMT 516 Modern Managers: Essentials for Business Leaders Modern Managers is not a label but rather a path of development for future leaders that is progressive, reflective of lessons learned during the pandemic caused by COVID-19 and designed to withstand the inevitable turmoil, uncertainty, and rapid change that organizations consistently contend with. Modern managers are clear about their values so they can operate within their environments with authenticity; they care deeply about relationships with people and carefully work within and across differences; they are sound in their fundamentals of contemporary business know how; further, they cultivate excellence in service and understand what drives their clients' behaviors; and last, they value the sense of community they must create with all stakeholders, internally and externally. Modern managers are essential to the future of work. They need tools if they are to be exceptional leaders. [Prerequisite: Open to MSM students who have taken MGMT 504.]

MGMT 521 Nonprofit Management This course introduces students to the world of nonprofit organizations, whether a governmental agency, academic institution, or one of the many organizations established to provide health services, social services, or public advocacy for environmental, social, or other interests. Topics discussed include the historical and legal contexts of the sector, governance and leadership issues, standards, accountability, and ethics in nonprofits, human resource and volunteer management, funding strategies, and marketing and strategic communications. The course relies heavily on case studies of a wide variety of nonprofits. [Prerequisite: Open to MSM students only.]

MGMT 523 Managing Sustainability In this course, graduate students learn fundamental concepts related to sustainability and climate change challenges facing society and the systems-based approaches required to create sustainable solutions. Students learn quantitative and qualitative frameworks and life cycle assessment tools being used by companies to evaluate environmental, social, and governance related risks. Students will critically evaluate how companies are reporting sustainability goals and strategies, as well as achieving progress towards their goals. Students will learn and evaluate sustainability strategies and business models that can create opportunities for value and generate revenue for companies. Students will analyze how companies face sustainability challenges and implement practices and policies. [Prerequisite: Open to MSM student only who have taken MGMT 501 (may be taken concurrently).]

MGMT 531 Excel Skills [Prerequisite: Open to MSM students only.]

MGMT 532 Project Management Skills [Prerequisite: Open to MSM students only.]

MGMT 538 Entrepreneurship and the Wine Industry in the Finger Lakes This course meets in conjunction with MGMT 338 allowing master's level students experience as group leaders and providing them with meaningful opportunities to apply managerial and leadership competencies in real-world contexts. Participants will come from diverse disciplinary backgrounds – including psychology, economics, and business – and will have the opportunity to leverage their backgrounds and their first-semester graduate-level knowledge to guide undergraduate teams as they collaborate with local wineries on applied projects, including business plans. In their leadership roles, they will oversee coordination, ensure effective communication, and lead the analytical components of the work. Students will experience firsthand the complexities of managing people and projects, bridging strategy and implementation while mentoring undergraduate peers. Their learning will culminate in an additional written reflection analyzing their leadership performance, challenges faced, and lessons learned, providing a rigorous and reflective graduate-level experience. [Prerequisite: Open to MSM students only. Students can't have taken MSM 338]

MGMT 541 Experiential Field Trip I [Prerequisite: Open to MSM students only.]

MGMT 542 Experiential Field Trip II [Prerequisite: Open to MSM students only.]

MGMT 550 Independent Study

MGMT 560 Management Graduate Capstone This capstone provides Master of Science in Management students with the opportunity to integrate and apply the knowledge and skills developed throughout the program in a culminating professional project. Working individually or in pairs, students will design and implement a consulting-style project that addresses a real-world organizational challenge or explores a significant industry issue. Projects may take the form of applied tools (e.g. Interactive dashboards), strategic analyses, or organizational recommendations. Students will draw on concepts from the core curriculum, including management strategies, accounting, financial management, leadership, innovation, and data analysis and visualization, as well as their chosen electives. Through iterative feedback and regular presentations, students will develop projects that demonstrate analytical depth, professional communication, and strategic insight. All students will complete a written report and present their work to peers and faculty within the program. [Prerequisite: MGMT 501, 502, and 504. Open to MSM students only]

MGMT 599 Masters in Management Internship Masters in Management Internship [Prerequisite: Open to MSM students only.]

THE CENTENNIAL CENTER

The Centennial Center was created to support HWS students in gaining access to coursework, presentations, workshops and community projects that deepen their understanding of leadership. Through innovative co-curricular programs such as the Centennial Scholars Program, the First-Year Mentor Program, the Leader in Residence Speaker Series and the Public Leadership Education Network (PLEN), The Center offers unparalleled experiences and resources for young leaders to develop global awareness, community focus and the skills to transform conviction into change. Students are encouraged to pursue leadership courses beginning in spring of their first year.

Offerings

The Centennial Center offers a Leads Leadership Certificate and a Degree with Leadership Distinction. The Leads Leadership Certificate Program is designed to purposefully guide students in the study of leadership and offers the opportunity to develop as leaders through academic enrichment and applied learning. This program provides the foundation for students to embark upon, or continue, their journey of developing into ethical, inclusive and value-based leaders.

The Degree with Leadership Distinction allows students to complete the same milestones as the Leads Leadership Certificate students but done in the context of their chosen field. Through experiential learning, mentorship and interdisciplinary coursework within their chosen field of study, they will acquire insights, perspectives and experiences that will support them along their personal and professional journey at HWS and beyond. Participating majors include: Anthropology, Art History, Asian Studies, Economics, Educational Studies, Gender, Sexuality & Intersectional Justice, Geoscience, Greek and Roman Studies, History, International Relations, Management & Entrepreneurship, Music, Politics, Psychological Science, Public Health and Spanish, Latin American, and Bilingual Studies. Students who fulfill the program requirements earn a leadership designation on their degree and develop a thorough comprehension of proficient leadership within their selected field of study.

COURSE DESCRIPTIONS

LEAD 104: Leadership Theory I By providing an overview of contemporary leadership theories, this course deepens students' understanding of leadership and balances academic enrichment with engaged learning. Students enter in a cohort by way of the Leadership Theory I course and complete a cohort project together. Students also start an individual portfolio that chronicles their growth, perspectives, values, experiences and personal leadership understanding. Students will add to their portfolio throughout each of the certificate requirements and be expected to submit a copy of their completed portfolio.

LEAD 106 HWS Leads: Public Speaking HWS Leads: Public Speaking Reader's College introduces students to the basics of public speaking and presentation techniques, an essential leadership skill. Topics covered include: critiquing a speech, analyzing an audience, exploring a topic, arranging a speech, the use of language and the performance of speech through the voice and body. This course provides a practical opportunity for students to become a better public speaker while framing techniques for ethical, inclusive, value-driven leaders who are posed to articulate their views.

LEAD 250 Leadership and Peer Mentoring in Theory and Practice This course is exclusive to First-Year Mentors. In this course, students will explore: learning theory, leadership theory, science of motivation, mind-set, and behavior, facilitation methods, public speaking, engagement models, as well as honing the skills of critical thinking, reflection, and analysis. They will have the opportunity to put their theory into practice as they support first-year students through their respective FSEM courses. This course will host a collective group of students to learn, collaborate and share best practices in a classroom setting to be directly applied to the FSEM course they are mentoring.

LEAD 251 Leadership and Peer Mentoring This course is an extension of LEAD 250 for student mentors who are repeating the First-Year Mentor Program and have already taken LEAD 250. This course is offered every Fall with course code and will be taught by the same professors teaching LEAD 250 (Emily Kana and Ingrid Keenan).

CHEMISTRY

Department Faculty

Walter J. Bowyer, Professor
Justin S. Miller, Professor
Erin T. Pelkey, Professor, Chair
David J. Slade, Teaching Associate Professor of Chemistry
Kristin M. Slade, Professor

The chemistry major consists of a core set of foundational courses exposing students to four main subdisciplines: organic, analytical, inorganic and physical. The curriculum then provides students the flexibility to further engage the subdisciplines that they find most stimulating through upper-level electives and independent studies. To enhance real-world application beyond the classroom and hands-on teaching labs, students have the opportunity to conduct research with faculty, publish peer-reviewed articles and attend regional or national conferences to present their work and engage with the bigger scientific community. This major is approved by the Committee on Professional Training of the American Chemical Society (ACS). Chemistry students earn a degree that has prepared them for immediate employment as a chemist or for admission to a graduate/professional school. Careers recently pursued by graduates include biotechnology, cosmetics, forensics, teaching, drug development, environmental and geoscience, agriculture, materials, quality control and instrumentation.

The Chemistry Department currently offers majors at the B.A. and B.S. degree levels, and a minor. The B.A. includes required courses in general, organic, inorganic, analytical, and physical chemistry, senior seminar, and one additional chemistry elective, along with cognates in math and physics. The B.S. includes the same core as the B.A., as well as one additional chemistry elective, and an additional natural science course. The more rigorous ACS B.S. contains a set of courses determined by the ACS. 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 discuss the possibility of doing research with a professor. Opportunities to do so arise from paid summer internships or independent study and Honors projects.

For students who are planning graduate work in chemistry, chemical engineering, biochemistry, or for those pursuing a career as a practicing industrial chemist, the B.S. or ACS-certified B.S. 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, veterinary, or dental schools are advised to take the following courses in chemistry: 110 and 120 (or 190); 130; 240, 241, and 348.

Mission Statement

The chemistry major provides students with a strong foundation in modern chemistry techniques so that they can go on to make scientifically informed contributions in a diverse assortment of fields and live lives of consequence. Students engage in small classes to optimize close student-faculty interaction and support quality teaching from dedicated faculty with wide ranging expertise. Our majors gain foundational knowledge, quantitative skills, analytical reasoning and laboratory skills that are transferrable to a wide variety of careers. Students are trained to understand the physical and living world at the molecular level and leave HWS equipped with the skills necessary to apply this knowledge.

Offerings

CHEMISTRY MAJOR (B.A.)

disciplinary, 13 courses (12 courses if CHEM 190 is taken instead of 110 and 120)

Learning Objectives:

- Communicate effectively, both orally and in written form, the results, conclusions, and relevance of scientific experiments to a specific audience.

- Understand disciplinary material and have familiarity with the subdisciplines: inorganic, organic, analytical, and physical chemistry.
- Apply fundamental content knowledge and core chemical principles to solve unfamiliar problems and applications.
- Design and perform experiments safely, collect data, and analyze those data to answer chemical questions.
- Collaborate with a diverse team of students and faculty to answer scientific questions.

Requirements:

CHEM 110 and 120 (or 190), 130, 210, 240, 241, 318, 320, 470; one additional 300- or 400-level chemistry course, which may include CHEM 450, 490, or 495; MATH 130 Calculus I and MATH 131 Calculus II; and PHYS 150 Introductory Physics I. At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better.

CHEMISTRY MAJOR (B.S.)

disciplinary, 15 courses (14 courses if CHEM 190 is taken instead of 110 and 120)

Learning Objectives:

- Communicate effectively, both orally and in written form, the results, conclusions, and relevance of scientific experiments to a specific audience.
- Understand disciplinary material and have familiarity with the subdisciplines: inorganic, organic, analytical, and physical chemistry.
- Apply fundamental content knowledge and core chemical principles to solve unfamiliar problems and applications.
- Design and perform experiments safely, collect data, and analyze those data to answer chemical questions.
- Collaborate with a diverse team of students and faculty to answer scientific questions.

Requirements:

CHEM 110 and 120 (or 190), 130, 210, 240, 241, 318, 320, 470; two additional chemistry courses, one must be 400-level which is not CHEM 450, 490 nor 495; Only one semester of research (Chem 450, 495/496) may be counted toward the major. MATH 130 Calculus I and MATH 131 Calculus II; and PHYS 150 Introductory Physics I; one additional natural science course. At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better.

CHEMISTRY MAJOR (ACS B.S.)

disciplinary, 19 courses (18 courses if CHEM 190 is taken instead of 110 and 120)

Learning Objectives:

- Communicate effectively, both orally and in written form, the results, conclusions, and relevance of scientific experiments to a specific audience.
- Understand disciplinary material and have familiarity with the subdisciplines: inorganic, organic, analytical, and physical chemistry.
- Apply fundamental content knowledge and core chemical principles to solve unfamiliar problems and applications.
- Design and perform experiments safely, collect data, and analyze those data to answer chemical questions.
- Collaborate with a diverse team of students and faculty to answer scientific questions.

Requirements:

CHEM 110 and 120 (or 190), 130, 210, 240, 241, 318, 320, 348, 437, 470; three additional chemistry courses, two of which must be from 422, 445, or 436, chemical research (may be CHEM 450, 490, 495 or summer research); MATH 130 Calculus I and MATH 131 Calculus II; PHYS 150 Introductory Physics I and PHYS 160 Introductory Physics II. At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better.

CHEMISTRY MINOR

disciplinary, 7 courses (6 courses if CHEM 190 is taken instead of 110 and 120)

Requirements:

CHEM 110 and 120 (or 190) and 130, 240; either CHEM 210 or CHEM 241; either CHEM 318 or CHEM 320, one additional chemistry course from the 300- or 400-level, which may include CHEM 450, 490, or 495. At least 3 courses must be unique to the minor. All courses for the minor must be completed with a grade of C- or better.

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 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 may 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 or declared major. (Offered occasionally) **P1** [Prerequisite: Open to First Year and Sophomore students only. Not open to students who have taken CHEM 110 or CHEM 190. Intended for non-majors only and will not count towards the CHEM major.]

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. Three lectures per week. This course prepares students for CHEM 120 and CHEM 240. No prerequisites. (offered each semester) **P1**

CHEM 120 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 per week. (Spring, offered annually) **P1** [Prerequisite: CHEM 110 with a grade of C- or better, or permission of instructor.]

CHEM 130 Comprehensive General Chemistry I and II Laboratory In this course, students will learn how to operate safely in a lab while developing their "hand skills": the ability to weigh precisely, deliver volumes of liquids precisely, prepare solutions of reagents, and analyze the content of solutions. Through hypothesis-driven work, students will answer questions such as: how to create a calibration curve and correctly interpret how to utilize the curve; when to prepare and how to perform a titration; how to correctly synthesize materials; other forms of analysis may be included as well. Through the combination of lab (3 hours) and a separate discussion section (1 hour), students will receive assistance with the theoretical underpinning of the experiments and learn how to effectively communicate in technical writing. Topics covered in the course will include both qualitative and quantitative aspects of chemical reactivity. Questions addressed will include things such as: whether a reaction will occur, at what rate the reaction occurs, and whether the reaction generates or requires heat. (Spring, offered annually) [Prerequisite: CHEM 110 or CHEM 190 with a grade of C- or better. Students are highly recommended to take CHEM 120 concurrently.] **P1** [Prerequisite: CHEM 110 or CHEM 190 with a grade of C- or better. Students are highly recommended to take CHEM 120 concurrently.]

CHEM 190 Accelerated General Chemistry This course is designed for first year students with a strong high school background in chemistry. The course will begin with a brief review of the material covered in high school chemistry and then move on to more advanced topics. Questions such as (1) whether a reaction will occur and at what rate, (2) does a reaction require heat or liberate heat? (3) To what extend will a reaction proceed? and (4) How fast does a reaction proceed? will be explored. (Fall, offered annually) **P1**

CHEM 210 Quantitative Analysis The first part of the course investigates aqueous and nonaqueous solution equilibria including theory and application of acid-base, complexation, oxidation-reduction reactions, and potentiometric methods of analysis. The second part of the course includes an introduction to spectroscopy, analytical separations, and the application of statistics to the evaluation of analytical data. Laboratory work emphasizes proper quantitative technique. (Bowyer, Slade, offered annually) [Prerequisite: CHEM 130, and CHEM 120 or CHEM 190 with grades of C- or better.] **P1** [Prerequisite: CHEM 130, and CHEM 120 or CHEM 190 with grades of C- or better.]

CHEM 240 Organic Chemistry I This course is an introduction to the study of organic molecules, and includes structure, mechanism, reactions, synthesis, and practical methods for structure determination. The laboratory emphasizes learning modern techniques and the identification of compounds using spectroscopic methods. (Pelkey, Miller, Fall, offered annually) **P1** [Prerequisite: CHEM 110 or Chem 190 with grades of C- or better.]

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. (Pelkey, Miller, Spring, offered annually) **P1** [Prerequisite: CHEM 240 with a grade of C- or better.]

CHEM 304 Bonding with Food: The Chemistry of Food Preparation, Production, and 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. (Miller, offered occasionally) [Prerequisite: CHEM 241 with a grade of C- or better, or permission of instructor.]

CHEM 308 The Chemistry of Art: Materials and Conversation Our studies will begin with the fairly simple pigments of the Stone Age, work our way through the altered materials created in Egypt (esp. glass), then the Renaissance in Europe, all the way through modern art. The advanced chemistry of the materials themselves, their conservation, and especially the analytical techniques used to understand and identify materials will be the focus of the course. Chemical tools to recognize forgeries will be included. The course will be about 50% lecture. The other 50% will comprise reading primary literature, discussions, student presentations, and student projects. The course will include at least one field trip to a museum for a behind-the-scenes visit. Although the course does not have a separate laboratory component, there will be some lab activities and independent projects like making colored glass, recording spectra (IR and NMR) of materials (paper, oil paints, tempera, some pigments), chromatography of dyes, and synthesis of artificial pigments. (Bowyer, offered occasionally) [Prerequisite: CHEM 240 with a grade of C- or better.] [Prerequisite: CHEM 240 with a grade of C- or better.]

CHEM 318 Inorganic Chemistry I A systematic survey of the principal reactions and properties associated with various groups and periods in the periodic table. A generally qualitative approach to preparation and properties of various classes of inorganic compounds such as: acids and bases, oxidation and reduction systems, complex ions, amphoteric oxides, and ionic compounds, and the quantitative manipulations of these systems. Laboratory. (de Denus, offered annually) [Prerequisite: CHEM 120 or CHEM 190 and CHEM 130; with grades of C- or better.] [CHEM 120 or CHEM 190 and CHEM 130; with grades of C- or better.]

CHEM 320 Physical Chemistry I In this course students study the ways that energy and entropy influence the structure, motion, and reactivity of matter-core chemical principles that underlie all the subdisciplines of chemistry. In Unit 1 students study chemistry through a macroscopic lens with the laws of thermodynamics and kinetics. In Unit 2 students study the structure of matter through a microscopic lens with the postulates of quantum mechanics. Students learn a variety of mathematical tools that are widely used in chemistry. Calculus in particular plays an essential role as the 'language' of the theories in physical chemistry. In the lab students gain hands-on experience with several types of techniques and instrumentation, including bomb calorimetry and various forms of spectroscopy. Dry labs include writing workshops for lab reports, practice with mathematical analysis, and modeling with computer programming. Prior programming experience is not required. (Church, Fall, offered annually) [Prerequisite: CHEM 120 (or 190) and MATH 131, and CHEM 130 with grades of C- or better, or permission of instructor.] [Prerequisite: CHEM 120 (or 190) and MATH 131, and CHEM 130 with grades of C- or better, or permission of instructor.]

CHEM 347 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. (Pelkey, Miller, offered occasionally) [Prerequisite: CHEM 241 with a grade of C- or better.] [Prerequisite: CHEM 241 with a grade of C- or better.]

CHEM 348 Biochemistry I The first part of this course involves the study of the structure, function, and physical properties of biological macromolecules. These include proteins, carbohydrates, and lipids, with particular emphasis on the kinetics and mechanisms of enzyme catalysis. The second part of the course deals with carbohydrate metabolic pathways, principles of bioenergetics, electron transport, and oxidative phosphorylation. Laboratory. (K. Slade, Fall, offered annually) [Prerequisite: CHEM 241 and CHEM 120, or CHEM 190 with grades of C- or better, or permission of instructor. CHEM 320 is highly recommended.]

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. (K. Slade, Spring, offered annually) [Prerequisite: CHEM 348 with grade of C- or better.]

CHEM 470 Chemistry Senior Seminar This course is a capstone experience that integrates knowledge learned in previous chemistry courses and will require students to critically analyze and synthesize their knowledge. Students will explore a topic in chemistry through primary literature and review articles, as well as class discussions. The context of these discussions will enable each student to produce a Chemistry senior thesis. The thesis will be a well-referenced paper that incorporates the following elements: 1) an analysis and literature review of research to date, and 2) a detailed description of where the student believes the research area/topic should go next. (Spring, offered annually) [Prerequisite: Open to senior CHEM majors only.]

CHEM 495 Honors (Offered each semester)

CHEM 499 Chemistry Internship

CHILD ADVOCACY

Coordinating Committee

Diana Baker, Educational Studies, Coordinator

Julie Newman Kingery, Psychological Science

Mary Kelly, Educational Studies

James Sutton, Sociology

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.

Offerings

CHILD ADVOCACY MINOR

interdisciplinary, 5 courses

Requirements:

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. Three of the five courses must be unique to the minor. All courses must be passed with a grade of C- or higher. No more than two courses with a CR grade may be counted towards the minor.

Core Courses

DEVELOPMENT

EDUC 202 Human Growth and Development
EDUC 203 Children with Disabilities
EDUC 221 Understanding Autism
EDUC 310 Second Language Acquisition
PSY 203 Introduction to Child Psychology
PSY 205 Adolescent Psychology
PSY 370 Topics in Developmental Psychology
PSY 303 Advanced Theory and Design in Developmental Psychology

Family and Other Social Contexts

AFS 208 Growing up Black
AMST 260 Who Am I: A Critical Family History
ANTH 341/441 Making Babies
AUCK 220 Māori Life and Culture
GSL 203 Eat Like a Slav
GSIJ 207 Transnational Intimacies
GSIJ 211 Place and Health
GSIJ 219 Black Feminisms
GSIJ 250 Introduction to Chicana Feminism and Visual Culture

GSIJ 303 Sexuality and Disability
ECON 126 Economics of Immigration
ECON 207 Economics of Education
ECON 310 Economics and Gender
EDUC 201 Schooling and Social Equality
EDUC 209 Gender and Schooling
EDUC 303 Safe Spaces, Strong Relationships
EDUC 330 Disability & Transition: Life after High School
ENG 274 Stories That Heal: Writing Trauma and Recovery
ENV 201 Urban Communities
ENV 213 Poverty and Place in Rural America
ENV 237 Environmental Justice in Indian Country
GSIJ 210 Queer and Trans Child
GSIJ 213 Transnational Families
SLA 332 Literatura Infantil
SOC 206 Kids and Contention: The Sociology of Childhood
SOC 225 Working Families
SOC 263 Juvenile Delinquency

Strategies for Child Advocacy
ANTH 205 Race, Class, and Ethnicity
BIDS 296 Queer Death Studies
GSIJ 205 Queer and Trans Social Movements
GSIJ 302 Trans Studies
ECON 122 Economics of Caring
ECON 248 Poverty and Welfare
EDUC 170 Race Dialogues for Community and Change
EDUC 220 Storytelling
EDUC 230 Teaching English Language Learners
EDUC 306 Technology and Children with Disabilities
EDUC 308 Politics of Care
EDUC 321 Creating Children's Literature
EDUC 333 Literacy
EDUC 336 Special Topics: Learning Disabilities and Education
MUS 221 Introduction to Music Therapy
PHBL 100: Intro to Public Health
SJSP 101 Introduction to Community Based Research
SLA 210 Introduction to Bilingual Education
SOC 204 Sociology of Digital Life
SOC 221 Race and Ethnic Relations
SOC 261 Sociology of Education
SOC 357 Race and Education
THTR 290 Theatre for Social Change
WRRH 250 Talk and Text
WRRH 335 Writing Colleagues Seminar

Service-learning courses, individually designed course equivalents, or an internship (including the Boston or Geneva Collaborative Internship), may count toward the Strategies for Child Advocacy core with permission of the child advocacy minor advisor.

ELECTIVES

AMST 353 Alienation and Intimacy: Russian-American Writers
DAN 107 Introduction to Jamaican Dance
DAN 110 Introduction to Dances of the African Diaspora
DAN 230 Community Arts: Wellness, Environment, Culture
EDUC 100 Perspectives on Education
EDUC 305 Inclusive STEM Methods
EDUC 309 Inclusive Arts and Humanities
ENG 114 Literature of Sickness, Health and Disability
GLS 201 Global Cultural Literacies
GSIJ 100 Introduction to Gender, Sexuality, and Intersectional justice
GSIJ 204 Politics of Health
GSIJ 213 Transnational Feminism
GSIJ 218 Queer Representation in Theater and Film
GSIJ 220 The Body Politic
GSIJ 305 Food, Feminism, and Health
POL 333 Civil Rights
SLA 304 Latinx-Latin American Literature
SOC 204 Body, Culture, and Disability
SOC 223 Inequalities
SOC 224 Social Deviance

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

COMPUTER SCIENCE

Department of Mathematics and Computer Science Chair

Joseph Rusinko, Associate Professor

Computer Science Faculty

Stina Bridgeman, Associate Professor
Chris Fietkiewicz, Associate Professor
Hanqing Hu, Assistant Professor

Mathematics Faculty

Jocelyn Bell, Associate Professor
Jennifer Biermann, Associate Professor
Jonathan Forde, Professor
Yan Hao, Associate Professor
Erika L. C. King, Associate Professor
Joseph Rusinko, Associate Professor

Emeritus Faculty

David Belding
Carol Critchlow
David J. Eck
Kevin Mitchell
Ann Oaks
John Vaughn

Computers and software have a profound impact on the world and society, and understanding how to effectively use the power of computing is an important part of today's world. Course topics in the computer science curriculum span the core of the discipline, from the theory of computation to algorithms and from hardware to software development, as well as delving into real-world applications in areas such as artificial intelligence, computer graphics and databases. However, beneath the technical knowledge necessary for working with computers, computer science is, at its core, very much the study of how to think critically and solve problems.

Whether pursuing computer science as a major or a minor, students gain analytical and programming skills that are sought after by employers and graduate schools in a variety of fields. Because of the increasing importance of computing across disciplines, computer science can also be an excellent choice for a minor or second major.

In a rapidly growing and changing field, the Department of Mathematics and Computer Science offers a range of courses that enable students to use the software technology of today and to apply enduring principles in designing the technology of tomorrow. The department offers two majors in computer science (B.A. and B.S.) and a minor in computer science. The majors are structured to give students a broad but firm foundation in both core and application areas of the discipline, while the minor provides students with a solid foundation in programming and the flexibility to pursue the additional courses most closely aligned with their interests.

Mission Statement

The mission of the Computer Science program is to prepare students to lead lives of consequence in the rapidly evolving field of computing by enabling them to use current methodologies and tools, instructing them in the enduring principles of computer science, training them to think critically and inspiring them to apply the power of computing to help tackle the world's current and future problems.

Offerings

The Department of Mathematics and Computer Science offers two majors in computer science (B.A. and B.S.), and a minor in computer science. In addition to the specific courses listed below, other courses may be approved by the department for credit toward the major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; credit/no credit courses cannot be taken toward the major or minor.

COMPUTER SCIENCE MAJOR (B.A.)

disciplinary, 10 courses

Learning Objectives:

- Demonstrate both a theoretical and technical understanding of the core body of knowledge in computer science as well as several application areas.
- Analyze computational problems and design correct and efficient algorithms to solve them.
- Design and implement efficient, well-constructed, and well-documented software solutions.
- Explain their work both verbally and in writing, and work effectively as a member of a team.
- Continue learning and adapting their skills throughout their careers as technologies change.
- Recognize the broad applicability and ethics of computing, and appreciate the need for collaboration with experts in other domains.

Requirements:

CPSC 124, CPSC 220, CPSC 225, CPSC 229, CPSC 327, CPSC 329; two additional 300- or 400-level computer science courses excluding CPSC 450, CPSC 495, and CPSC 499; two additional computer science or mathematics (MATH 130 or above) courses. This major will also include a capstone experience.

COMPUTER SCIENCE MAJOR (B.S.)

disciplinary, 15 courses

Learning Objectives:

- Demonstrate both a theoretical and technical understanding of the core body of knowledge in computer science as well as several application areas.
- Analyze computational problems and design correct and efficient algorithms to solve them.
- Design and implement efficient, well-constructed, and well-documented software solutions.
- Explain their work both verbally and in writing, and work effectively as a member of a team.
- Continue learning and adapting their skills throughout their careers as technologies change.
- Recognize the broad applicability and ethics of computing, and appreciate the need for collaboration with experts in other domains.

Requirements:

CPSC 124, CPSC 220, CPSC 225, CPSC 229, CPSC 327, CPSC 329; two 400-level computer science courses excluding CPSC 450, CPSC 495, and CPSC 499; two additional computer science courses; and five additional courses from the Natural Science Division that count towards the major in their respective departments, chosen in consultation with the advisor. (MATH 130 can be included in the last category.) At most one 100-level CPSC elective can be counted towards the major. This major will also include a capstone experience.

COMPUTER SCIENCE MINOR

disciplinary, 5 courses

Requirements:

CPSC 124, CPSC 225, and three additional computer science courses chosen in consultation with the advisor. At most one 100-level CPSC elective can be counted towards the minor.

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. Past topics have included Graphics and Animation, Multimedia, Robots, and Web Site Development. This course is intended for students with no previous programming experience, and is appropriate for those who are interested in computer science as well as those who might not have considered computer science but are interested in a particular topic area. This course counts towards the major and minor in computer science but cannot be taken concurrently with or after completion of CPSC 124. No prerequisites. [Prerequisite: Open to First Year and Sophomore students. Not open to students who have completed CPSC 124 or who are taking it concurrently.]

CPSC 121 Coding in Python This course provides an accessible introduction to programming using Python, designed for students without previous programming experience. The course is intended for those who wish to understand and apply computational thinking, and learn to write code in Python. Students will design and write Python programs, and learn to use those programs as a practical tool for problem solving, data manipulation, and creative projects. Key course topics are computational problem solving and syntax for key Python programming constructs including data types, control structures, functions, and objects. This course counts towards the major and minor in computer science, but cannot be taken concurrently with or after completion of CPSC 124. No prerequisites. **P1** [Antirequisite: Students can't have taken CPSC 124]

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) [Prerequisite: Open to First Year and Sophomore students only, or CPSC majors and minors, or MATH majors.]

CPSC 130 Humanity in Computing Do you worry about the impact of constant evolving technology on your day-to-day life? Do you want to be a responsible citizen in the technical space? This course will discuss computing technologies' impact on society. The course will provide introductory technical knowledge of one specific aspect of computer science, such as machine learning or cybersecurity. After being equipped with basic understanding of the technology, the course will discuss the humanity, philosophy and ethics side of it through reading and hands-on experiments/project. The course requires no technical or coding background. Which aspect to focus on is determined by individual instructor. (Offered occasionally) **P4**

CPSC 220 Introduction to Computer Architecture This course reveals how hardware executes software. Students design digital logic circuits to work with binary data, develop programs using both assembly language and machine language, and analyze operations of the central processing unit during program execution. This course has a required lab component and is required for the major in computer science. (Offered annually) [Prerequisite: CPSC 124 with a grade of C- or better.]

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. (Offered annually) [Prerequisite: CPSC 124 with a grade of C- or better.]

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. (Offered annually) [Prerequisite: CPSC 124 with a grade of C- or better.]

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. Past topics have included web programming, human-computer interaction, and Linux system and server administration. This course may be repeated for credit by permission of the department. (Offered occasionally) [Prerequisite: CPSC 124 with a grade of C- or better.]

CPSC 310 Computational Neuroscience Computational neuroscience uses techniques from mathematics and computer science to model, simulate, and analyze the nervous system at multiple scales. It has become an essential tool in multiple fields, including neuroscience, medicine, and biomedical engineering. Students will study different neural modeling approaches, including physics-based models, firing rate models, and statistical models. A significant focus will be algorithms for implementing, executing, and analyzing simulations. Models will be constructed and simulated for single neurons, synapses, and networks. Students will evaluate numerical simulations with regard to numerical accuracy and computational efficiency. (Offered alternate years) [Prerequisite: CPSC 225 with a grade of C- or better.]

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. (Offered annually) [Prerequisite: CPSC 225 with a grade of C- or better. CPSC 229 is recommended.]

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. (Offered annually) [Prerequisite: CPSC 225 with a grade of C- or better.]

CPSC 331 Operating Systems An operating system, such as Windows, Mac OS, or Linux, is a fundamental part of any computing system. The core concept of processes in modern operating systems is explored. Techniques covered include process execution, CPU scheduling, address translation, and virtual memory. Additional topics may include concurrency with threads, file systems, and security basics. An introduction to the C programming language is used to demonstrate system level applications. (Offered alternate years) [Prerequisite: CPSC 220 and CPSC 225 with grades of C- or better, or permission of instructor.]

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. (Offered alternate years) [Prerequisite: CPSC 225 with a grade of C- or better, or permission of instructor. CPSC 229 is recommended.]

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. (Offered occasionally) [Prerequisite: CPSC 225 with a grade of C- or better.]

CPSC 424 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, OpenOL, 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. (Offered alternate years) [Prerequisite: CPSC 329 with a grade of C- or better.]

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. (Offered alternate years) [Prerequisite: CPSC 229 and CPSC 329 with grades of C- or better. CPSC 220 is recommended.]

CPSC 441 Computer Networks and Distributed Processes 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, inter-networking, end-to-end protocols, network applications, and network security. (Offered alternate years) [Prerequisite: CPSC 329 with a grade of C- or better.]

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 329. (Offered alternate years) [Prerequisite: CPSC 329 with a grade of C- or better.]

CPSC 451 Capstone Independent Study This independent study can be taken in the senior year as the capstone experience in the computer science major. A student who would like to pursue this option must find a faculty sponsor, as for any independent study, and must submit a written proposal for the independent study. The proposal must be approved by the department chair. A Capstone Independent Study must satisfy the general criteria for a computer science capstone course: a significant project integrating theory and practice, and utilizing software development principles, practices, and tools; a significant design/planning experience where students must weigh alternatives and choose an appropriate approach; and a significant written, oral, and/or visual presentation of work beyond the program code itself. Note that in some cases an Honors course, CPSC 495, that does not lead to a completed Honors project might be converted into a CPSC 451 course instead of CPSC 450; this will require approval by the department chair. [Prerequisite: Open to seniors who have taken CPSC 329.]

CPSC 495 Honors

CPSC 499 Computer Science Internship CPSC 499 offers academic credit for an internship in which the student encounters computer science concepts that are new to them or applies familiar computer science concepts in unfamiliar contexts. To get academic course credit, the student should consult before starting the internship with a faculty member of the Department of Mathematics and Computer Science who will act as sponsor. The student and faculty member should agree on what will be required to receive credit, which will ordinarily include: a reflective journal written over the course of the internship discussing what is done for the internship and how it relates to computer science, a confirmation from the student's internship supervisor that the internship was successfully completed, and some sort of final product such as a paper, project, or presentation.

CRITICAL MUSEUM STUDIES

Program Faculty

Angelique Szymanek, Art and Architecture, Chair

Affiliated Faculty

Christopher Annear, Anthropology
Nan Crystal Arens, Geoscience
Elizabeth Belanger, American Studies
Lara C. W. Blanchard, Art and Architecture
Walter Bowyer, Chemistry
James Capreedy, Greek and Roman Studies
Brian Clark, Anthropology
Leah Himmelhoch, Greek and Roman Studies
Meghan Jordan, Clarence A. Davis '48, Visual Arts Curator
David Kendrick, Geoscience
Liliana Leopardi, Art and Architecture
John C. Marks, History
Leah Shafer, Media and Society
Virgil Slade, History
Michael C. Tinkler, Art and Architecture

The Critical Museum Studies minor introduces students to the history, function and future of museums and other cultural institutions, combining critical analysis with hands-on experience in public history and material culture. Students learn to examine how objects, narratives and communities are represented, while also developing practical skills relevant to contemporary museum work. The minor prepares students for careers and further study in areas such as collections care, exhibition design, installation, museum education, heritage management, art conservation and professional writing.

Offerings

CRITICAL MUSEUM STUDIES MINOR

interdisciplinary, 5 courses

Requirement:

The minor consists of one foundation course, three electives selected in consultation with the advisor and one practicum course or internship placement that connects coursework to applied experience. The elective and practicum are selected in line with one of three tracks listed below. At least three courses must be unique to the minor. All courses for the minor must be completed with a grade of C- or better. No more than one course may be a transfer credit.

Preventative Conservation

Foundations Course (1 required)

BIDS 204 Technical Art History and Applied Chemistry for Museum Studies
CMST 220 Collections Management
CMST 225 Introduction to Technical Art History

Chemistry Courses (2 required)

CHEM 110 Introductory General Chemistry
CHEM 190 Accelerated General Chemistry
CHEM 240 Organic Chemistry I

Elective Course (1 required)

Any ARTH course
BIDS 204 Technical Art History and Applied Chemistry for Museum Studies
CMST 450 Independent Study (pre-approval required)
CMST 456 Independent Study (Half-credit) (pre-approval required)

Practicum Course (1 required, two half-credit courses allowed)

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
BIDS 204 Technical Art History and Applied Chemistry for Museum Studies
CMST 202 Art Internship: Catalog (.5 credit)
CMST 203 Art Internship: Exhibition (.5 credit)
CMST 204 Art Internships: Acquisition (.5 credit)
CMST 220: Collections Management
CMST 225 Introduction to Technical Art History
CMST 300: Independent Practicum (pre-approval required)
ROM 218 Art Restoration (on-site in Rome)

Track 2: Curation and Collections Management

Foundations Course (1 required)

CMST 200 Indigenous Arts of the Americas in the Museum
CMST 213 Reclaiming African Artefacts
CMST 214 Introduction to Critical Museum Studies
CMST 218 It Belongs in a Museum
CMST 220 Introduction to Collections Management

Elective Courses (3 required in consultation with advisor)

AMST 202 Drawing for Study and Storytelling
AMST 270 Storytelling with Data
AMST 330 Digital Humanities
AMST 333 Other American Studies
AMST 370 History Wars
ANTH 310 Experimental Archaeology and Paleotechnology
ANTH 326 Pre Columbian Mesoamerica
ARTH 201 Black Arts in America
ARTH 205 Gender and Display
ARTH 208 Greek Art and Architecture
ARTH 210 Women Artists
ARTH 212 Arts of Modern China
ARTH 215 Art, Culture, and National Identity in Buenos Aires (on-site, in Buenos Aires)

ARTH 221 Italian Renaissance
ARTH 234 Contemporary Rome (on-site, in Rome)
ARTH 236 Monuments & Memories, Rome (on-site, Rome)
ARTH 272 Visualizing Oral History
ARTH 282 20C American Art
CMST 200 Indigenous Arts of the Americas in the Museum
CMST 213 Reclaiming African Artefacts
CMST 214 Introduction to Critical Museum Studies
CMST 218 It Belongs in a Museum
CMST 220 Collections Management
CMST 225 Introduction to Technical Art History
CMST 450 Independent Study (pre-approval required)
CMST 456 Independent Study (Half-credit) (pre-approval required)
GSIJ 301 Visualizing Oral History
HIST 212 Historical Research Methods
HIST 229 Reclaiming African Artifacts
HIST 348 Public History
WRRH 333 Digital Rhetoric and Writing with New Technologies

Practicum Course (1 required, two half-credit courses allowed)
ANTH 310 Experimental Archaeology and Paleotechnology
ROM 218 Art Restoration (on-site in Rome)
ARTH 225 Introduction to Technical Art History
BIDS 204 Art History and Chemistry in Museums
CLAS 275 De-colonizing Ancient History
CMST 199 Provenzano Student Art Gallery internship (.5 credit)
CMST 202 Art Internship: Catalog (.5 credit)
CMST 203 Art Internship: Exhibition (.5 credit)
CMST 204 Art Internships: Acquisition (.5 credit)
CMST 220 Collections Management
CMST 225 Introduction to Technical Art History
CMST 300 Independent Practicum (pre-approval required)
CMST 380/480 The Curatorial Project
CMST 499 Provenzano Student Art Gallery- Gallery Director

Track 3: Field and Museum Archaeology

Foundations Course (1 required)
CMST 200:Indigenous Arts of the Americas in the Museum
CMST 214 Introduction to Critical Museum Studies
CMST 218 It Belongs in a Museum

Elective Courses (3 required in consultation with advisor)

ANTH 102 Archaeology and World Prehistory
ANTH 217 Precolonial Africa
ANTH 273 Research Methods
ANTH 282 North American Indians
ANTH 310 Experimental Archaeology and Paleotechnology
ANTH 326 Pre-Columbian Mesoamerica
ANTH 499 External Archaeological Field School (consult with the Anthropology Dept)
CMST 218 It Belongs in a Museum
CLAS 275 De-colonizing Ancient History
CLAS 281 Fall of the Roman Empire
CLAS 286 Ancient Epigraphy
CLAS 330 Greek Archaeology
CMST 200 Indigenous Arts of the Americas in the Museum
CMST 213 Reclaiming African Artefacts: Memory, Identity and Belonging
CMST 214 Introduction to Critical Museum Studies
CMST 218 It Belongs in the Museum
CMST 450 Independent Study (pre-approval required)
CMST 456 Independent Study (Half-credit) (pre-approval required)
GEO 220 Geomorphology
GEO 380 Palaeontology
HIST 213 Reclaiming African Artefacts
ROM 212 Sustainable Rome (on site-Rome)

Practicum Course (1 required)

ANTH 310 Experimental Archaeology and Paleotechnology
ANTH 465 Anthropology Capstone (if Anthropology major)
ANTH 499 External Archaeological Field School (consult with the Anthropology Dept)
CLAS 230 Ancient Gender and Sexuality
CLAS 286 Ancient Epigraphy
CLAS 330 Greek Archaeology
CLAS 730 Greek Archaeology
CMST 300 Independent Practicum (pre-approval required)
LAT 223 Medieval Latin

COURSE DESCRIPTIONS

CMST 199 Provenzano Student Art Gallery internship Provenzano Student Art Gallery interns work as members of a team to manage the student-run arts space including generating exhibition themes and calls for art as well as planning and hosting various events such as art exhibitions, workshops, film screenings, poetry readings, and others as determined by the intern team. This internship provides students hands-on experience with the skills necessary to manage an arts space including art handling and installation, curation, promotion, and community out-reach. Students are encouraged to participate more than once so that peer mentoring can happen with a more consistent and contiguous knowledge being passed from more experienced interns to new ones. (Offered every semester)

CMST 200 Indigenous Arts of the Americas in Museums This course addresses the history and ethics of the collecting and display of indigenous arts of North and Central America, including ancient artistic traditions. We will study selected episodes from the late 19th century to the present, considering both the colonial or imperial origins of museums and more recent museum practices. We also will explore the intertwined histories of private and institutional collecting of indigenous arts of the Americas and consider the legality and ethics of this collecting, as well as histories of repatriation. Furthermore, we will examine collaborative practices in which contemporary artists, curators, and activists critique, contextualize, or transform historic collections and displays. Dual-listed as AMST 200. (Szymanek, offered occasionally) **P3**

CMST 202 Art Internship: Catalog This curatorial practicum will involve choosing and researching pieces in the Colleges' permanent collection of art and developing research components necessary for adequate publication, whether in a formal catalog or in an internal record. Research into various types of metadata and museum best practices of documentation will be included. Choices of works will be linked to gallery topics, and curated by the interns. Interns will be involved in documenting, conserving, and researching these works over the course of a term. This is a half-credit course. Dual-listed as ARTH 202. (Jordan, offered occasionally) [Prerequisite: Open to ARTH majors, or permission of instructor.]

CMST 203 Art Internship: Exhibition This internship involves studying chosen pieces from HWS's 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. (Jordan, offered every Spring) [Prerequisite: Open to ARTH majors only, or permission of instructor.]

CMST 204 Art Internship: Acquisition This practicum involves choosing a section of HWS's permanent collection of art and developing an analysis of its strengths and weaknesses providing a knowledge base to justify any acquisitions 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. (Jordan, offered occasionally) [Prerequisite: Open to ARTH majors only, or permission of instructor.]

CMST 213 Reclaiming African Artefacts: Memory, Identity, and Belonging Central to the colonization of the African continent was the destruction of indigenous cultures, supposedly `inferior' to those found in Europe. Unfortunately, these perceptions of African inferiority did not extend to African art. Without exception, every colonial power looted their African colonies of cultural artefacts, the majority of which remain in western spaces. Despite several concerted campaigns to ensure the return of these stolen objects to the spaces of their origins, self-styled 'universal museums' resolutely refuse these entreaties. What is at stake for these museums in refusing calls for `repatriation'? How does the universal (ethnographic) museum deflect such calls? And most importantly, why is it urgently imperative to undermine the kind of knowledge these ethnographic museums create about African cultures and African peoples? (Slade, offered occasionally) [Antirequisite: Students can't have taken HIST 213]

CMST 214 Introduction to Museum Studies This course is an introduction to the history and theory of museums, and to institutional collecting and the interpretation of culture. The focus will be on the role of museums in colonization and nation building, involvement in globalizing processes as well as the opportunities museums offer for social advocacy. Aiming to provide a wide-ranging and challenging introduction to the theoretical issues involved in contemporary museum practice as a sociologically-informed and socially-situated discipline, this course will encourage the development of critically aware perspectives on professional practice and research processes. The aim of this course is to familiarize students from a range of subject specialisms with current issues in museology, and the ways in which museums have been developing from storehouses of culture and centers of authority to flexible places which engage with communities and invite audiences to author their own museum experiences. This course will be offered every spring. Dual-listed as AMST 214. (Szymanek or Belanger, offered annually) **P4** [Prerequisite: First Years and Sophomores only. Juniors by permission.]

CMST 218 It belongs in a museum! Or does it? Controversy in Collecting Anthropological Objects In the famous cinematic showdown between the "archaeologist," Dr. Indiana Jones, and an unnamed treasure hunter, Indy delivers the famous line "It belongs in a museum!" While the franchise uses archaeology as a conceit for swashbuckling adventures among exotic ruins, it inadvertently hints at many contemporary questions circulating around the possession and study of archaeological and ethnographic subjects. Is it right that a private collector can hoard artifacts, and how does this encourage looting and forgery? Do foreign archaeologists have any right to claim the products of past civilizations "for the world" against the wishes of their contemporary descendants? Who gets to tell the history of those people, the western "expert" or the very people whose history forms an integral part of their identity? Should museums return artifacts stolen in colonial wars? Is it okay to tum human remains into public spectacles or research subjects without their consent? (What should HWS do with the Egyptian mummy in their possession?) In this course, we will survey a number of these and other questions currently vexing many stakeholders in the world of archaeological and ethnographic museums, research institutes, and collectors. Students will learn the origins of these debates in the legacies of colonialism, racism, and academia, and together we will examine many specific case studies like the Elgin marbles and Benin bronzes. Students will then be asked to take sides in moderated debates, deploying the arguments of each side to defend their positions and negotiate with others. After the class, students will be prepared to engage in similar debates and exercise due diligence and ethical consideration in future contacts with historical objects, whether it be as collector/sellers, museum staff social scientists, or merely as eager museum patrons. (Clark, offered occasionally) **P3, P4**

CMST 220 Introduction to Critical Collections Management and Preventive Conservation This course will introduce students to the basics of collections management, documentation and preventive conservation. The course will focus on agents of deterioration of different organic and inorganic artifacts, preventive care, issues of acquisition and registration, collection policy as well as legal and ethical issues affecting the management of museum collections. (Leopardi, offered every other year) **P4**

CMST 225 Introduction to Technical Art History: Materials and Techniques of Italian Renaissance Art This course will explore Technical Art History as a key component of Preventive Conservation. Knowledge of the materials and techniques of artworks and the scientific methods used to study them, is essential in approaching and creating a preventive conservation plan of an object. Knowledge of the physical properties of an art object, often revealed only through scientific tools, can provide crucial insights into its origins, creative genesis and development, dating, alterations and thus best approaches to restoring or conserving it. This course will focus on three components: the history of Renaissance panel and canvas paintings: 1) a historical review of the context and style of Renaissance paintings; 2) techniques and materials used in their creation and the scientific methods of examination and their applications; and 3) preventive conservation best practices in museum settings. (Leopardi, offered every other year) **P3, P4**

CMST 300 Independent Practicum This course is avalable through consulation with the student's CMST minor advisor. It is designed to allow students to engage in a semester-long hands-on project aimed at gaining discipline specific knowledge and skills such as archiving, cataloging, conservation, collections management, and curation. This course may include work with local cultural institutions such as The Dove Block Project, Historic Geneva, Sons & Daughters of Italy Heritage Site, and Main Street Arts as well as on campus partners including work with the HWS Arts Collection and Archive. (Offered every semester; advisor permission only)

CMST 380 The Curatorial Project This is a practicum capstone course that explores the history, theory, politics, and practical knowledge of curating. In addition to critical readings, classroom discussion, writing, and exhibition design, the class organizes and realizes a student-curated art exhibition during the semester, including a full-scale gallery installation and the production of a catalog. There is also the opportunity to explore methods and technology of digital curation and virtual exhibition. Taken at the 300-level, this course fulfills the CMST capstone requirement. If taken at the 400-level, this course fulfills the ARTH capstone requirement. Students should be advised to take CMST 200, 214, or 218 to fulfill a capstone requirement. (offered occasionally, fall semester; ARTH & CMST affiliated faculty) **P3, P4**

CMST 450 Independent Study This course is avalable through consulation with the student's CMST minor advisor. It is designed to allow students to create a course that focuses on an area of the discipline that is of particular interest to them. Students will work with their advisors to build a course schedule, reading list, and final project. The student may produce an advanced research paper or other project that reflects skills relevant to the field such as curation of an exhibition, production of a conservation project report, or archival research portfolio. (Offered every semester; advisor permission only) [Prerequisite: At least one CMST course]

CMST 456 Independent Study (Half credit) This course is avalable through consulation with the student's CMST minor advisor. It is designed to allow students to create a course that focuses on an area of the discipline that is of particular interest to them. Students will work with their advisors to build a course schedule, reading list, and final project. The student may produce an advanced research paper or other project that reflects skills relevant to the field such as curation of an exhibition, production of a conservation project report, or archival research portfolio. (Offered every semester; advisor permission only) [Prerequisite: At least one CMST course]

CMST 480 The Curatorial Project This is a practicum capstone course that explores the history, theory, politics, and practical knowledge of curating. In addition to critical readings, classroom discussion, writing, and exhibition design, the class organizes and realizes a student-curated art exhibition during the semester, including a full-scale gallery installation and the production of a catalog. There is also the opportunity to explore methods and technology of digital curation and virtual exhibition. Taken at the 300-level, this course fulfills the CMST capstone requirement. If taken at the 400-level, this course fulfills the ARTH capstone requirement. Students should be advised to take CMST 200, 214, or 218 to fulfil a capstone requirement. (Offered occasionally, fall semester; ARTH and CMST affiliated faculty) **P3, P4**

CMST 499 Provenzano Student Art Gallery Internship: Gallery Director The Provenzano Art Gallery Student Director intern is responsible for overseeing and managing all of the activities and events that occur in the Gallery. The student Director also acts as supervisor to the rest of the interns, ensuring that each understands their roles and responsibilities and provides the support and training necessary from them to succeed. The student Director schedules and leads all PSAG intern meetings throughout the semester; works in collaboration with all interns on the planning and execution of exhibitions, events, and general programming of the Gallery; ensures the maintenance of the space and reaches out to the appropriate campus resources when necessary; communicates regularly with the PSAG Faculty Supervisor. [Prerequisite: CMST 199]

DANCE AND MOVEMENT STUDIES

Department Faculty

Michelle Iklé, Associate Professor
Kelly Johnson, Associate Professor, Chair
Cynthia Williams, Professor (Chair)

The dance curriculum emphasizes the interconnectedness of dance as physical practice, creative process, and as an expression of cultural, social and/or political positionality. Dance and Movement Studies department professors encourage students to develop a foundation of applied and theoretical dance knowledge that transcends studio and classroom boundaries and encourages students to engage with critical inquiry across genres and disciplines. At the core is a belief in the importance of learning that empowers personal growth and engaged movement research.

We offer studio-based courses in movement forms including ballet, contemporary/modern dance, jazz, Jamaican, and Afro-Diasporic forms at both the introductory and upper levels. We endorse a non-hierarchical perspective on dance forms and genres and actively seek through our curriculum and pedagogy to dismantle the racist, sexist, ablest and colonialist approach to dance studies that has been historically normalized. Courses in dance composition and improvisation engage students with the craft and practice of dance as an expressive art; courses in dance history trace the changing perspectives on the gendered body, aesthetics, culture and politics; and courses that combine experiential and theoretical knowledge of the moving body such as kinesiology, somatics, Laban theory and embodied dance writing are relevant to students across many disciplines. Students in the Dance and Movement Studies Department frequently combine their coursework with practical applications, such as supervised community internships, teaching opportunities and/or off-campus performance opportunities.

There are four Dance Major tracks with specific concentrations, a Dance minor, and a Movement Studies minor. Each major track emphasizes a particular expertise yet shares a broad-based perspective on dance as a field. The Dance and Movement Studies Department expects its students to recognize the diversity that dance entails as an artistic, interdisciplinary and human expression. We affirm the importance of dance for every body, while recognizing the intersectional nature of dance as a cultural, historical and living art form.

Mission Statement

The Dance and Movement Studies Department is committed to providing HWS students with educational experiences that encourage the development of embodied knowledge through study of the artistic, physical, historical, scientific and philosophical elements of the art of dance. This commitment is demonstrated by our broad range of course offerings that emphasize the interconnectedness of dance as physical practice, creative expression and as an expression of cultural, social, and/or political positionality. Dance as a field encompasses many possibilities for in-depth study; we encourage our students to engage in movement research across many modalities. We seek to provide multiple opportunities for our students to engage in somatic, theoretical, artistic and practical research in Dance, from studio and lecture courses to teaching and performing experiences on campus and beyond. We welcome students of all backgrounds and abilities to join us and explore the myriad possibilities that dance encompasses.

Offerings

DANCE MAJOR (B.A.) in Performance & Choreography

disciplinary, 12 courses

Learning Objectives:

A major focus of this track is movement research as embodiment and performance. Students who pursue this major are expected to:

- Locate themselves in the matrix of identities that dance studies encompass to demonstrate respect for the diverse ways that dance is manifest in the world.
- Engage with dance as a cultural art form.

- Demonstrate the ability to develop and communicate one's creative voice as a composer and movement artist.
- Demonstrate an understanding of dance performance and the craft of choreography as embodied history, theory, practice, and production.

Requirements:

DAN 200 or 250; DAN 225; DAN 300; DAN 325 or DAN 305; either DAN 210, DAN 212, or DAN 214; DAN 460; two DAN 900 technique courses; DAN 980; and three DAN electives (not technique) in consultation with the advisor.

DANCE MAJOR (B.A.) in Dance Education

interdisciplinary, 12 courses

Learning Objectives:

The interdisciplinary major in Dance Education is designed for students who seek sophisticated knowledge in pedagogical and curricular aspects of Dance as informed by dance cultures, histories, and artistic practices. Students who pursue this major are expected to:

- Locate themselves in the matrix of identities that dance studies encompass to demonstrate respect for the diverse ways that dance is manifest in the world.
- Demonstrate competency and potential as a dance teacher or movement educator, grounded in empathy, curiosity, and ethical behavior.
- Embody content knowledge related to dance pedagogy, cultural relevancy, dance education curriculum, and inclusive teaching methods, including interdisciplinary coursework.
- Speak and write analytically and reflectively about the fundamental experience of dance as education.
- Develop proficiency in such areas as dance production, community engagement, and educational/arts administration.

Requirements:

Two courses from among DAN 225, 305, and 325; either DAN 200, 250, or 300; either DAN 210, 212, or 214; DAN 432; DAN 460; two DAN technique (900 series) courses; one DAN elective (not technique); and three electives drawn from Education and/or Psychology in consultation with the advisor.

DANCE MAJOR (B.A.) in Movement Studies

interdisciplinary, 12 courses

Learning Objectives:

This major, grounded in Dance, emphasizes theoretical integration and embodied practice through core courses in movement sciences, somatic practices, and movement analysis for enhanced movement performance. Students who pursue this major are expected to:

- Locate themselves in the matrix of identities that dance studies encompass to demonstrate respect for the diverse ways that dance is manifest in the world.
- Analyze and describe movement through multiple theoretical perspectives.
- Integrate multiple movement perspectives into physical practice.
- Design and guide relevant movement experiences for a range of individual participants.
- Articulate interdisciplinary relationships between movement practices and other such fields as Biology, Education, Physics, and Psychology.

Requirements:

Required: DAN 225, DAN 305, DAN 325; two DAN technique courses (at least one must be from 900 series); two DAN electives (not technique); Capstone DAN 460 (or DAN 450 or 499); one Human/Behavioral/Developmental elective; and three electives outside the department chosen in consultation with the advisor.

DANCE MAJOR (B.A.) in Theory and Performance Studies

interdisciplinary, 12 courses

Learning Objectives:

A key aspect of this major is interdisciplinary integration of theoretical concepts—making connections across fields, incorporating dance as an anchor. Students who pursue this major are expected to:

- Locate themselves in the matrix of identities that dance studies encompass to demonstrate respect for the diverse ways that dance is manifest in the world.
- Demonstrate an embodied understanding of dance as a movement practice in one or more movement forms.
- Demonstrate a theoretical understanding of movement as an expressive artistic discipline that is reflective of cultural, historical, social, and physical influences.
- Demonstrate a functional knowledge of the physical body, as understood through an anatomical lens, a somatic lens, or a movement lens.
- Articulate the ways in which dance specifically connects to (an) other academic field(s), as for example dance and aesthetics, dance and the environment, dance and gender studies, or dance and social justice.

Requirements:

DAN 980; DAN 210, 212, or 214; DAN 225, 305, or 325; two DAN technique courses (900 series); two DAN electives (not technique); DAN 460; and four courses outside the department chosen in consultation with the advisor.

DANCE MINOR

disciplinary, 7 courses

Requirements:

Either DAN 210, 212, or 214; either DAN 200, 250, or 300; either DAN 225, 305, or 325; two DAN (900 series) dance technique courses; and two DAN electives (not technique).

MOVEMENT STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

DAN 225, 305, and 325; one full-credit dance technique course; two electives from outside of Dance, chosen in consultation with the advisor.

COURSE DESCRIPTIONS

DAN 106 Introduction to Hip Hop Dance This beginner-level dance course explores the technique and history of two Hip Hop dance practices: Breaking and Hip-Hop Social Dance. The Breaking section focuses on floor movement and spins, with particular attention to the rhythm of traditional funk music. The Hip Hop Social Dance section covers trendy dances from the 1980s to the present, includes some partnering work, and emphasizes Hip Hop musicality. Students learn the fundamental steps in each practice, choreograph routines, and research the history of the communities that created and innovated these dances. The course culminates in a final group research project using movement and writing. **P2, P3**

DAN 212 Dance History II: Perspectives on Modern Dance This course examines the development of theatrical (concert) dance from the late 1800's through the contemporary period. A special focus of this course is the rise of modern dance and the women who were its pioneers and creators: Loie Fuller, Isadora Dunca, Ruth St. Denis, Martha Graham, Hanya Holm, and Doris Humphrey. The emergence of modern dance in America was greatly influenced by the social and political reform movements of the late nineteenth century, and we will investigate the subsequent social, political, economic, and aesthetic forces that shaped its creation and development. The course interrogates the ways in which the values and practices of modern dance as a concert dance form reinforced or challenged an othering of non-white dance forms and/or non-white dancers and choreographers. As we explore modern dance history we must acknowledge that the telling of this history isn't neutral – the people and their dances have been adjudicated by social, political, aesthetic and organizational systems that present them in particular ways – and it is incumbent upon us to be mindful of the ways in which some voices have been traditionally silenced or erased, or other voices amplified. (Williams, offered alternate years) **P3**

DAN 214 20th Century Dance History; Gender, Race and Difference This course examines contemporary trends in concert dance and looks critically at how "post modern dance" evolved from the revolutions in culture and aesthetics of the 1960's. Key questions we will explore include how gender identities are constructed and performed in contemporary dance through women's bodies, men's bodies, and gender fluid bodies; how prevailing social notions of body and (dis)ability inform our thinking about dance and dancers; how dance can be a platform for social, racial, and ethnic identities and assert political values, and the ways in which contemporary dance can be seen as a visible metaphor for social, political, and aesthetic values in the 21st century. (Williams, offered alternate years) **P3** [Prerequisite: Open to DAN, THTR, and MDSC majors and minors, or permission of instructor.]

DAN 225 Anatomy and Kinesiology This course focuses on human skeletal and muscular anatomy and practicing the principles of kinesiology from an interdisciplinary perspective. Once the basic skeletal and muscular anatomy is understood, the course focuses on analysis of action, with particular attention to the role of gravity and its effect on posture and muscular function. The course includes both lecture and experiential investigations. Principles of alignment, conditioning, and injury prevention while attending to individual differences in structure and function will be emphasized. The course material is relevant for students interested in movement education, action analysis, physical therapy, athletic training, human biology, and other movement sciences. (Iklé, offered alternate years) [Prerequisite: Open to DAN majors and minors only, or permission of instructor. Not open to First Year students.]

DAN 230 Community Arts: Activism Embodied Taught sometimes as a service learning course that takes students into the local community and to campus to embody an activist role, course work focuses on commitment to social change. Taught also as a combined studio and theory course, the focus is on deepening understanding of privilege, stereotypes, oppression, and the inequities and injustices that surround us in the USA. Students utilize contemplative body practices as a tool for deepening empathy for self and others and explore creative expression through the arts. By the end of the course, students embody greater self-awareness and commitment to positive social change. (Davenport, offered alternate years) **P2, , P4**

DAN 250 Dance Improvisation This course is devoted to movement improvisation, the ability to create movement spontaneously, responding to one's inner impulse to move, the presence and actions of others, or to environmental stimuli. Many types of movement improvisation are explored, with a particular emphasis on the form called Contact Improvisation, which, as its name implies, involves physical contact with a partner or partners: finding, initiating, traveling through points of contact with self and other(s). The course is designed to explore the practice and art of improvisation physically, intellectually, and emotionally. Each class involves participation in the practice of improvisation; each class will demand your total participation as a thinking, breathing, moving, and emoting self. Dance improvisation doesn't require any formal dance training; but our home base is the body. 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, spring, offered alternate years) **P2**

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. (Davenport/Williams, Fall, offered alternate years) [Prerequisite: Not open to FY students and major or minor in Dance or permission of instructor]

DAN 305 Somatics This course explores therapeutic and educational practices relating to physical and psychological wellness and philosophies toward the body and mind as a unified whole. The course examines prominent bodymind practices such as Feldenkrais Method, Alexander Technique, Ideokinesis, Body-Mind Centering, Rolfing, Laban/Bartenieff, Trager, Craniosacral Therapy, Traditional Chinese Medicine, and Eastwest Shin Somatics methods. Students are expected to develop somatic self-awareness, recognize individual patterns of movement behavior, practice skills of teaching through touch, and simultaneously gain a more comprehensive knowledge of the field by learning the philosophies, terminology, and techniques within each modality. Course format includes movement exploration, lecture/discussion, reading and reflective writing assignments, and hands-on application of course materials. Students interested in movement education, therapeutic practices, and wellness perspectives are generally well-suited for this course. (Iklé, offered alternate years) [Prerequisite: Not open to First Year students. DAN, MVST, EDUC, BIOL, PSY, or PBHL majors or minors, or permission of instructor]

DAN 314 Dance Criticism: Embodied Writing This course is designed to introduce students to dance criticism – its history, its prominent writers and their individual contributions; to examine current modes of dance criticism and speculate on its fullest development, and to study the ways in which dance criticism makes visible prevailing social, political, and artistic values. Additionally, students will observe dance performance and write reviews, engaging in the practice of dance criticism from a somatic/embodied perspective. Key questions we will explore include: what are the elements and functions of dance criticism, how does it impact audiences, choreographers, and dancers; how does responding to and writing about dance either shape or reflect artistic and aesthetic values, and in what ways have dance critics helped to give the ephemeral art of dance substance and resonance? In collaboration with those questions, we will explore how somatic awareness contributes to embodied writing, and how the practice of embodied writing might communicate understandings of the dances being described. We will also focus on how white-centered bias has dominated the conversation about dance, and the ways in which this may/should change, both in viewership and in writing about dance. (Williams, offered alternate years) [Prerequisite: One full-credit DAN or MDSC course, or open to DAN, THTR and WRRH majors and minors, or permission of instructor.]

DAN 325 Movement Analysis: Laban/Bartenieff Theory 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. (Willams/Staff, offered alternate years) [Prerequisite: Open to DAN majors or minors, INDV majors, or students having taken at least one previous dance course.]

DAN 335 Arts and Education Not a course about dance, the primary purpose of the course is to explore the ways in which the arts serve human development and social justice. Students examine the relationship between the arts, schooling, cognition, culture, and social-emotional learning. This course is interdisciplinary and experiential in nature and addresses the following questions: What is aesthetic education? What do the arts teach children that other traditional subjects do not teach? How is creativity taught and why is it important? Students are encouraged to explore connections between the arts and education while also reflecting upon the significance of the arts in their own lives. Dually designated as EDUC 335. (Davenport, offered alternate years) [Prerequisite: At least 1 ARTS or MUSIC or THTR or DAN course]

DAN 460 Senior Seminar: Advanced Topics in Dance This seminar provides an opportunity for faculty-guided research of a particular area of interest to senior or junior dance majors. (Dance minors admitted with permission of instructor.) Students will work toward the development of choreographic and performance material, in addition to pursuing individual studies of career-related topics such as dance education, dance science, somatics, dance anthropology, dance criticism, dance administration or other areas of interest. (Iklé/Davenport, Spring, offered annually) [Prerequisite: Senior DAN major or minor.]

DAN 495 Honors A course to be completed in partial fulfillment of the requirements for Honors work in dance. Permission of the Honors advisor 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 ten 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)

DAN 850 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.

DANCE TECHNIQUE AND PERFORMANCE COURSES (DAN/DAT)

The 900-series of Dance courses are upper level, studio-based courses designed for students with previous dance experience who wish to continue their study of dance technique. All of the 900-level Dance courses may be taken as a one-half credit course (DAT) for credit/no credit *or* as a full credit DAN course. Students electing the full credit DAN courses are expected to complete the academic components of the course, which may include reading and writing assignments, concert reviews, and research projects, in addition to the studio-based movement component. 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.

DAN/DAT 922 Contemporary Ballet II This studio-based course offers intermediate to advanced level student dancers instruction in the 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 kinesiological sound approaches to learning contemporary ballet technique are prioritized. Contemporary ballet sequences serve as an inspiration for barre and center combinations so that students gain deeper understanding of the aesthetic developments and artistic trends of ballet technique. A solid foundation in ballet technique is required. (Offered annually) **P2**

DAN/DAT 924 Contemporary Ballet III This studio based course offers intermediate to advanced level ballet students the opportunity to continue their exploration of contemporary ballet technique as it has developed from classical ballet into the 21st Century. 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 kinesiologically sound approaches to learning contemporary ballet technique. In addition to the skills introduced in DAN/T 922, students will further explore the ways in which ballet as an art form has changed in artistic, technical, and stylistic ways. A solid foundation in ballet technique is required, but students do not need to have taken DAN/T 922 as a prerequisite. (Offered annually) **P2**

DAN/DAT 940 Modern Dance II: Somatic Foundations This is a studio-based 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 their movement habits and patterns. Complex and diverse movement experiences will emphasize breath support, movement clarity, versatility, body connectivity, and self-expression in order to develop greater technical acuity and enhance performance artistry. Bill Evans technique, Laban/Barteneiff movement concepts, historical modern dance styles, and contemporary somatic systems are presented to serve as frameworks for physical and artistic development. (Williams, offered annually) **P2**

DAN/DAT 942 Modern Dance II: Contemporary Practices This is a studio-based course designed to further students' performance and understanding of the technical, stylistic, and expressive aspects of modern dance. 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 their movement habits and patterns. Complex and diverse movement experiences will emphasize breath support, movement clarity, versatility, body connectivity, and self-expression in order to develop greater technical acuity and enhance performance artistry. 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. This course focuses on the integration of modern dance principles within a contemporary performance context, which includes improvisation, dramatic expression, personal signatures, variety of music, and site performance. (Davenport, offered annually) **P2**

DAN/DAT 944 Modern Dance II: Performance Techniques This is a studio-based course designed to further students' performance and understanding of the technical, stylistic, and expressive aspects of modern dance. A central focus is on providing a rich array of dance experiences that support students¿ growth as dance artists by helping every individual dancer discover and uncover their movement habits and patterns. Complex and diverse movement experiences will emphasize breath support, movement clarity, versatility, body connectivity, and self expression in order to develop greater technical acuity and enhance performance artistry. Movement content will include classical and contemporary modern dance styles, contemporary partnering techniques, and somatic perspectives as students further develop their sense of personal agency and artistic identity. (Iklé, offered annually) **P2**

DAN/DAT 945 Jazz Dance: Tradition and Innovation This studio-based course is designed for movers with previous experience in any form of dance who wish to study traditional and contemporary jazz dance forms. Through a somatic pedagogy, movement material will encompass a diverse range of jazz styles from jazz's social beginnings to contemporary forms. Historical and cultural contexts will be woven throughout the term as we consistently emphasize embodiment of rooted jazz elements within all jazz-influenced dance forms: polyrhythms, improvisation, swing, articulate spine, individuality, and community. Enhancing stylistic versatility, dynamic range, individual expression, and increased performance clarity will also be emphasized each class as vital components of jazz dance. Concert attendance, video resources, reading, and writing assignments supplement course material as students situate themselves within the context of jazz dance. (Iklé, offered annually) **P2**

DAN/DAT 946 Modern Dance II: Diasporas in Dialogue This is a studio-based course designed to further students' performance and understanding of the technical, stylistic, and expressive aspects of modern dance in relationship to Diasporic dance forms. 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 their movement habits and patterns. Complex and diverse movement experiences will emphasize breath support, movement clarity, versatility, body connectivity, and self-expression in order to develop greater technical acuity and enhance performance artistry. A particular focus of this course is the fusion of Western concert (modern) dance with dances of the African Diaspora. African and Caribbean dance techniques are studied in relationship to modern dance styles and techniques and within this dialogue students are encouraged to celebrate and recognize an aesthetic that supports the following values: ancestry, lineage, creolization, rhythmic sensitivity, dynamics, juxtaposition, coolness, assertive approach to space, sensuality and arriving at personal artistry. (Johnson, offered annually) **P2** [Prerequisite: One full credit dance technique course (DAN 107, 110, 922, 940, 945, or 955), or permission of instructor.]

DAN/DAT 950 Jamaican Dance II This is an upper level studio-based course focusing on both traditional and contemporary Jamaican folk forms, their role in shaping Jamaican national identity and their significance in preserving Jamaican cultural traditions. This course builds upon information presented in the introductory course. Students generate individual research topics and further develop their artistry as composers and performers of Jamaican dance. (Johnson, offered annually) **P2, P3** [Prerequisite: DAN 907 or DAN 110.]

DAN/DAT 955 Dances of the African Diaspora II This is an upper level studio-based technique course that builds upon prior knowledge of African and Caribbean dance aesthetics and aims for sophistication and nuance in both theory and practice. This course builds upon information presented in the introductory course. Students are encouraged to investigate how the body is used as a tool for expression and definition of cultural voice. Students generate individual research topics and further develop their artistry as composers and performers of African Diasporic dance. (Johnson, offered annually) **P2, P3** [Prerequisite: DAN 107 (formerly DAN 907), or DAN 110]

DAN/DAT 960 All-Styles Hip Hop Dance This upper-level dance course explores how to combine techniques from several Hip Hop dance practices into a cohesive movement system. Students learn intermediate to advanced techniques in Breaking, House, Rocking, and Hip Hop Social Dance. The course also engages with historical and current social issues within Hip Hop dance practices. Learners choreograph (routines) and present their research in biweekly papers/discussion posts, culminating in a final project with movement and written components. This course is designed for movers with previous dance experience. We will dance every class. A solid foundation in any form of dance (social and/or theatrical) and some familiarity with Hip Hop dance forms is ideal. **P2, P3**

DAN/DAT 980 Dance Ensemble Enrollment in this course is typically by audition only, and requires participation in the Faculty Dance Concert (Spring) or End of Term Showing (Fall). Students selected for the course will collaborate with Dance faculty or guest artist choreographers in the creation of new or repertory work. The Dance Ensemble experience provides students with opportunities to learn about the choreographic process, performance techniques, and the technical aspects of concert production, such as lighting design, videography, and stagecraft. Because each section of Dance Ensemble is a unique choreographic process and experience, the final performance experience will be different across sections, but in general the course is designed to enhance students' understanding of 1) collaborative, creative process 2) performance techniques 3) the editing process in rehearsal 4) compositional principles 5) choreographic feedback 6) the influences of culture and society, and 7) technical aspects of concert production (lighting design and stagecraft). Students enrolled in DAN/DAT 980 Dance Ensemble must register for a concurrent DAN or DAT dance technique course. Course requirements in terms of outside of class work are different for the DAN (full credit, graded) 980 and the DAT (half-credit, CR/NC) sections, with additional emphasis in the DAN 980 course on performance/choreographic research assignments. The in-class, studio-based experience is the same regardless of DAN/DAT enrollment status. (Spring, offered annually; Fall, offered occasionally) **P2**

DATA ANALYTICS

Program Faculty

Jonathan Forde, Professor, Mathematics and Computer Science, Chair
Nan Crystal Arens, Professor, Geoscience
Rob Beutner, Director, Digital Learning Team
Kristen Brubaker, Associate Professor, Environmental Studeis
Jim Capreedy, Associate Professor, Greek and Roman Studies
Kendralin Freeman, Associate Professor, Sociology
T. Alden Gassert, Director of Institutional Research
Leslie Hebb, Associate Professor, Physics
Melissa Hosek, Professor of Practice, Digital Learning Team

In the digital age, we are gathering data at unprecedented rates. Across almost all areas of inquiry, data (continuous and categorical) are deployed to gain new and deeper insights into fundamental questions. The data revolution also opens new questions in virtually all fields. This minor provides students with a range of skills and perspectives that will help them gather, visualize, analyze, interpret and tell stories with data in a responsible, just and ethical way. Coursework will include foundational mathematical principles used in data processing and analysis, and extensive practice with basic and applied coding in open-source computing languages. Students will explore the nature of data and how it is gathered across a variety of disciplines. They will consider the biases and limitations of data. The minor capstone is a semester-long individual project in which students will build a web application in their field of expertise to allow users to query, visualize and analyze an underlying dataset. Students will document their workflow in a digital portfolio suitable for linking to their resume. The Data Analytics minor complements a wide range of academic foci in the natural and social sciences and in some areas of the arts and humanities.

Mission Statement

The Data Analytics minor will equip students to evaluate gathered data and the biases, limitations and power structures encoded in all data; develop questions, apply data, and tell stories using data; and code in open-source languages to clean, transform, model, visualize, and present data.

Offerings

DATA ANALYTICS MINOR

Interdisciplinary, 6 courses

Requirements:

DATA 101; DATA 127 or MATH 131 or equivalent; a disciplinary statistics course chosen from the following list: DATA 211, BIOL 230, ECON 202, ENV/GEO 207, GEO 107, HIST 200, PSY 201, or SOC 212; DATA 251; DATA 271; and DATA 353. All courses for the minor must be taken for letter grades. A grade of C- or better is required to count a course toward the minor and to have it serve as a prerequisite for subsequent coursework. A maximum of one transfer course may be applied to the minor.

COURSE DESCRIPTIONS

DATA 101 Introduction to Data Analytics Introduction to Data Analytics introduces students to answering questions with large datasets. We explore data types, obtaining data, integration, management, visualization, and examples of data modeling. We will also explore questions of data privacy, the ethics of collecting, storing and manipulating data, and the specter of bias. Students will also begin to acquire fluency in the R statistical computing language and will fine tune professional skills including effective communication, presentation, and storytelling with data. Students will develop a working knowledge of data analytics through hands-on projects and case studies in a variety of domains. Class sessions will be a combination of lecture, demonstration, independent coding work, and group collaboration. This introductory course is open to all students interested in the applications of data analytics and is the first course in the Data Analytics minor. The course partially satisfies the quantitative reasoning goal. (Staff, offered each semester) **P1** [Prerequisite: Open to First Year and Sophomore students]

DATA 127 Mathematical Foundations of Data Analytics DATA 127 covers the key mathematical tools for data analytics and other quantitative fields. Topics covered include limits, derivatives, definite integrals, optimization, matrix algebra, and vector spaces. A special emphasis is placed on practical applications in the interpretation of large data sets. Students will explore the uses of these mathematical tools through computer coding. Prerequisites: (1) MATH 100 or MATH 130 with a grade of C- or higher or a score 20 or higher on the Math Placement Test. DATA 127 substantially fulfills the Goal 3 (Quantitative Reasoning). (Staff, offered each fall) **P1** [Prerequisite: MATH 100 with a grade of C- or better, or a score of 20 or higher on the Math placement test.]

DATA 211 Statistics for Everyone The course is intended for students from any discipline interested in learning how to use data to help draw conclusions about ideas. Students will learn about what makes a good research question, different types of study designs used in the sciences and non-sciences alike, and basic strategies for collecting high quality data. Students will learn basic principles of causal inference, using graphical causal models to clearly articulate research questions and inform aspects of study design and data analysis. Basic principles of probability will be introduced as a tool for quantifying uncertainty in all aspects of data analysis. Students will be introduced to both frequentist and Bayesian approaches to estimation, providing a balanced perspective on parameter inference, hypothesis testing, and uncertainty quantification. General linear models will be introduced as a flexible tool to test hypotheses with data. Students will gain practical skills in R for organizing and analyzing data largely in the context of statistical analysis. Quantitative analysis and reasoning are emphasized throughout the course, but this is not a science or mathematics class, and students only need a background in basic algebra to succeed. (Staff, offered occasionally, Maymester or JTerm only) **P1**

DATA 251 Exploratory Data Analysis and Visualization Data matter! But how do we build datasets? How do the data from experiments and observational research differ? How are data from different studies aggregated to perform meta-analysis? What choices do we make to group, merge, collapse, link, and represent abstract concepts with data? How do we cope with missing data? What information do we gain or lose by making these choices? How do we answer questions once we've constructed and cleaned our data? How do these choices alter the stories we tell with the data that we've collected? This course will explore these questions with real-world applications from a variety of disciplines. Our focus will be on the ethics and consequences of the choices we make when working with real-world data sets. (Staff, offered each fall) **P1** [Prerequisite: DATA 101 and either DATA 127 or MATH 131 with grades of C- or better]

DATA 271 Probability and Modeling for Data Analytics DATA 271 covers the key mathematical tools for data analytics and other quantitative fields. Topics covered include sets and relations, combinatorics, discrete probability, random variables, probability distributions and the Central Limit Theorem. A special emphasis is placed on practical applications in the interpretation of large data sets. Students will explore the study, interpretation and visualization of probabilistic information through computer coding. DATA 271 substantially fulfills the Goal 3 (Quantitative Reasoning). (Staff, offered each spring) **P1** [Prerequisite: DATA 101, and DATA 127 or MATH 131 with grades of C- or better.]

DATA 353 Data Analytics Capstone This capstone course for the Data Analytics minor centers on a client-focused project. Students will work in teams and collaboratively with a 'client' to produce an app that provides visualizations and analysis to meet the client's needs. Students will experience the complete data science life cycles as they develop domain knowledge, assemble or gather data, clean, visualize and explore it, model, test and present a product to the client. Throughout the process, students will reflect on the ethical concerns embedded in their project and propose safeguards. Students will build programming skills in Shiny and SQL queries. (Staff, offered each spring) [Prerequisite: DATA 101 and DATA 127 or MATH 131 and DATA 251 and DATA 271 with grades of C- or better]

DATA 495 Honors

ECONOMICS

Department Faculty

Joshua Greenstein, Associate Professor, Chair
H. Evren Damar, Associate Professor
Thomas Drennen, Professor
Keoka Grayson, Associate Professor
Warren Hamilton, Associate Professor
Christina Houseworth, Associate Professor
Joyce Jacobsen, Professor
Feisal Khan, Professor
Sooyoung Lee, Associate Professor
Jennifer Tessendorf, Instructor
William Waller Jr., Professor
Anastasia Wilson, Assistant Professor

Emeritus Faculty

Alan I. Frishman, Professor Emeritus
Geoffrey Gilbert, Professor Emeritus
Christopher Gunn, Professor Emeritus
Daniel McGowen, Professor Emeritus
Patrick McGuire, Professor Emeritus
Judith McKinney, Associate Professor Emeritus
Scott McKinney, Professor Emeritus
Jo Beth Mertens, Associate Professor Emeritus

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.

Mission Statement

Because economists attempt to answer complex, unsettled questions, both positive and normative, and because Economics majors go on to work in a variety of professional fields, 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.

Offerings

The Economics Department offers a disciplinary major and minor.

Students must receive a score of at least 15 on the Math Placement Exam prior to registering for ECON 160 (see the online placement test for more information) , or have completed one of MATH 100, MATH 130, or MATH 131 with a C- or better. Calculus I or equivalent (MATH 130, MATH 129, MATH 131, or DATA 127) is a prerequisite for ECON 300 and 301. Only one 450 course can count toward the major. All courses must be completed with a grade of C- or higher in order to be credited toward the major or minor; for MATH 130 (or equivalent) students may opt to take the course CR/DCR/NC but must pass with a grade of CR. Courses taken Credit/No Credit are not accepted for the major.

Students interested in pursuing a career in finance (or business in general) are advised to take Econ 160 as soon as possible in their time at HWS as this is the prerequisite for courses such as Econ 196 Accounting and Econ 218 Intro to Investments, which should also be taken by the end of their sophomore year. Students who want to pursue a graduate degree in economics should take, in addition to the economics courses (and calculus) required for the major, several courses in mathematics, including ECON 307 Mathematical Economics, Calculus II (MATH 131), Multivariable Calculus (MATH 192), Linear Algebra and Applied Linear Algebra (MATH 204 and MATH 214), Differential Equations (MATH 237) and Foundations of Analysis (MATH 331).

ECONOMICS MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Use mainstream economic models to analyze individual decision-making, the functioning of markets, market flaws, market power, income distribution, inequality, and the macroeconomy, as well as recognize their limitations.
- Evaluate the impact of public policy changes in the situations above.
- Understand some important heterodox economists and schools of thought such as Keynes, Marx, Original Institutional economics, and Feminist economics, as well as recognize their limitations.
- Use statistical/econometric tools to analyze data and correctly interpret the results.
- Identify reliable and relevant sources of data and evidence appropriate to the question being asked or the argument being made.
- Communicate ideas and arguments effectively, in both papers and presentations, to the intended audience. This may include the use of graphs, tables, and mathematics, as well as words.

Requirements:

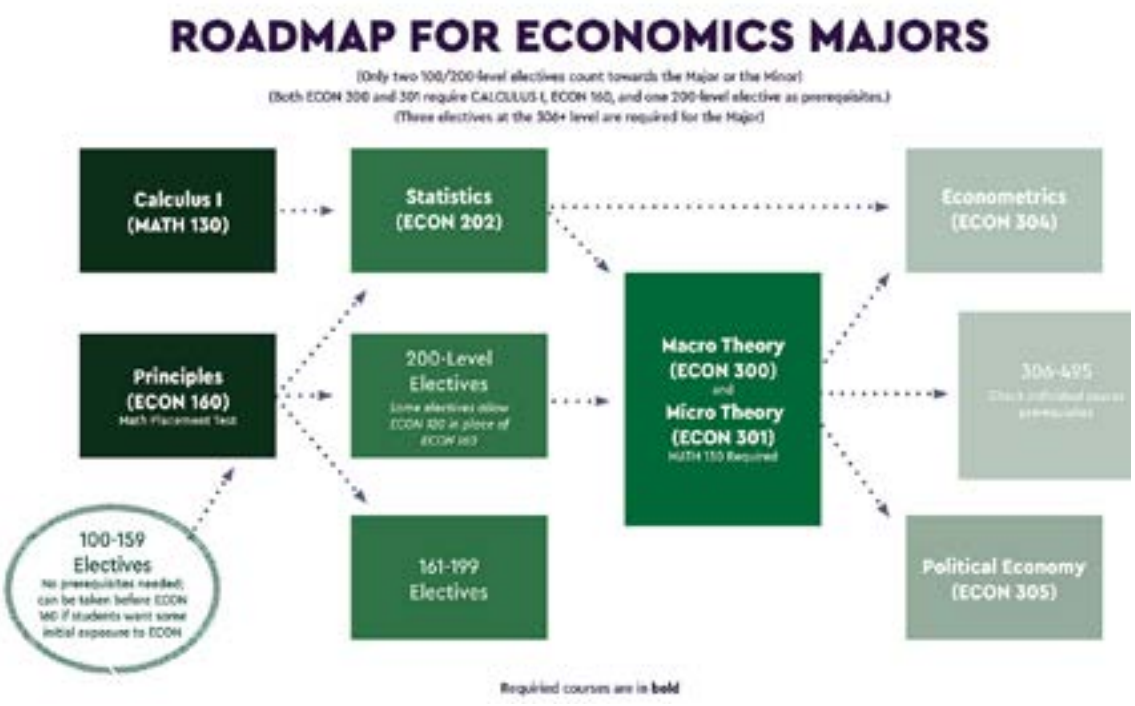
ECON 160; two topics/issues courses at the 100 or 200-level (at least one at the 200 level); ECON 202; the four core courses (ECON 300, ECON 301, ECON 304, ECON 305); and three additional upper-level courses. Calculus I or equivalent (MATH 130, MATH 129, MATH 131, or DATA 127) is a prerequisite for ECON 300 and 301. ECON 304 is the capstone for the major and must be taken on campus; at least one of the additional upper-level courses must be taken with an HWS Economics Department professor, whether on-campus or off-campus. Only one 450 (Independent Study) or 495 (Honors) can count towards the major. All courses (including MATH 130, MATH 129, MATH 131, or DATA 127) must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major, excepting math prerequisite.

ECONOMICS MINOR

disciplinary, 6 courses

Requirements:

ECON 160; two topics/issues courses at the 100 or 200 level; ECON 300; ECON 301; and one additional course at the 300 or 400-level. Calculus I (MATH 130), DATA 127, or equivalent is a prerequisite for ECON 300 and ECON 301. All courses (excepting MATH 130/DATA 127) must be passed with a grade of C- or higher. Credit/no credit courses (excepting Math 130) cannot be counted toward the minor.



COURSES

Introductory Theory Course

ECON 160 Principles of Economics

Quantitative Reasoning Course

ECON 202 Statistics

Topics/Issues Courses

ECON 105 Introduction to Political Economy
ECON 120 Contemporary Issues
ECON 122 Economics of Caring
ECON 126 Economics of Immigration
ECON 190 Introduction to Financial Markets and Analysis
ECON 196 Principles of Accounting
ECON 198 Business Law
PPOL 202 Public Policy Making, Implementation, and Evaluation
ECON 203 Between Labor and Management: Unions
INRL 205 Capitalism: Theoretical Foundations
ECON 207 Economics of Education
ECON 210 Economic Inequality
ECON 212 Environmental Economics

ECON 216 Debt & the US Economy
ECON 218 Introduction to Investments
ECON 219 Behavioral Finance
ECON 230 History of Economic Thought
ECON 233 Comparative Economics
ECON 236 Introduction to Radical Political Economy
ECON 240 International Trade
ECON 243 Political Economy of Race
ECON 248 Poverty and Welfare

Core Theory Courses

ECON 300 Macroeconomic Theory and Policy
ECON 301 Microeconomic Theory and Policy
ECON 304 Econometrics
ECON 305 Political Economy

Upper-Level Courses

ECON 302 International Trade Issues
ECON 307 Mathematical Economics
ECON 308 Corporation Finance
ECON 309 Portfolio Analysis
ECON 310 Economics and Gender
ECON 313 African American Economic History
ECON 315 Managerial Economics
ECON 316 Labor Market Analysis
ECON 319 Structure, Agency, and the Behavior of Economic Agent
ECON 324 Money and Financial Markets
ECON 325 Economics of Inequality and Distribution
ECON 328 Financial Macroeconomics
ECON 329 Economics and Social Theory
ECON 330 Law and Economics of Higher Education
ECON 331 Institutional Economics
ECON 334 Political Economy of Corruption
ECON 335 Marxist Political Economy
ECON 344 Economic Development
ECON 348 Natural Resources and Energy Economics
ECON 349 International Macroeconomics
ECON 415 Game Theory
ECON 420 Welfare in the Modern Economy: Workers, Consumers, and Humans
ECON 468 Seminar: Thorstein Veblen
ECON 474 Seminar: Current Issues in Political Economy
ECON 480 Seminar: Current Issues in Macroeconomics

CONCENTRATIONS

The Economics Department offers optional concentrations within the economics major. The concentration option gives students the opportunity to structure their choice of electives to create additional depth of study within the major. Students may complete the economics major without any concentration.

Upon successful completion of the concentration, the student will receive a notation on their transcript of the concentration and can refer to their major as "an economics major with a concentration in Financial Economics" (for example). A student can only have one concentration. To receive a concentration, a student must complete the Economics Concentration Form available from the Department. The form must be signed by the Economics major advisor, and Economics Department Chair after all courses are either completed or currently being taken. The student submits the signed form to the Office of the Registrar, who will ensure all courses are successfully completed before noting the concentration on the student's transcript.

While the Economics Department attempts to provide sufficient courses within the necessary time frame for any student to complete any of the concentrations, it is not able to guarantee this. Nor is a concentration a requirement for graduation.

The following five concentrations are available:

- Economic and Social Policy
- Financial Economics
- History of Economic Thought
- International Economics
- Power and Inequality

A short description of each concentration and the list of approved courses for each concentration appears below. Any four courses from a given concentration list can be used to complete that concentration.

Concentration in Economic and Social Policy

A wide range of policies can be considered from the perspectives of economic theory. Economic theory can also provide useful tools for analyzing policies and their effects. Students in the Economics and Social Policy concentration will have the opportunity to learn about policies affecting various economic and social outcomes, and how to use economic theory to conduct policy analysis. Courses in this concentration focus on a wide variety of policy areas, including labor market policies, discrimination, education, corruption, law and economics, business law, environmental and energy policy, poverty, health care, child protection, and housing.

The following courses count toward this concentration:

ECON 122 Economics of Caring
ECON 198 Business Law
ECON 203 Between Labor and Management: Unions
ECON 207 Economics of Education
ECON 210 Economic Inequality
ECON 213 Urban Economics
ECON 240 International Trade
ECON 248 Poverty and Welfare
ECON 316 Labor Market Issues
ECON 325 Economics of Inequality and Distribution
ECON 330 Law and Economics of Higher Education
ECON 334 Political Economy of Corruption
ECON 348 Natural Resources and Energy Economics
PPOL 202 Public Policy Making, Implementation, Evaluation
SOC 375 Social Policy

Concentration in Financial Economics

Financial economics is the branch of economics that studies the use of resources in financial markets. It builds on the foundations of microeconomics, decision theory, and basic accounting concepts and provides the theoretical underpinning for finance. It evaluates how time, risk, opportunity costs, and information can create incentives or disincentives for particular decisions regarding allocation of financial resources. The irrational behavior of parties and limits to rationality are considered in financial economics, particularly in the area of behavioral finance. Numerous macroeconomic and monetary factors are also considered, including interest rates, inflation, exchange rates, and governmental decisions. Financial economics has two main areas of focus: asset pricing and corporate finance; the first being the perspective of capital providers, i.e. investors, and the second of capital users, i.e. firms. It also includes a formal study of the financial markets themselves, including effects of regulation and taxation.

The following courses count toward this concentration:

ECON 190 Introduction to Financial Markets and Analysis

ECON 196 Principles of Accounting

ECON 216 Debt and the US Economy

ECON 218 Introduction to Investments

ECON 219 Behavioral Finance

ECON 307 Mathematical Economics

ECON 308 Corporation Finance

ECON 309 Portfolio Analysis

ECON 315 Managerial Economics

ECON 324 Money and Financial Markets

ECON 328 Financial Macroeconomics

ECON 349 International Macroeconomics

ECON 415 Game Theory

Concentration in History of Economic Thought

Understanding the historical and theoretical origins of economic theory can help students think critically about both mainstream economic ideas and various alternative ways of understanding the economy. Students in the History of Thought Concentration will have the opportunity to critically examine a diverse set of schools of economic thought including classical, neoclassical, Keynesian, Marxist, Institutional Economics, Feminist Economics, and Behavioral Economics. Courses in this concentration investigate debate on economic theory and discourse and the theoretical foundations of major schools of economic thought through the study of historic economic thinkers such as Adam Smith, Karl Marx, Thorstein Veblen, and John Maynard Keynes. In addition, courses in this concentration focus on how the historical, political, cultural, social, and religious context has influenced ideas about how the economy does and should work.

The following courses count toward this concentration:

ECON 105 Introduction to Political Economy

ECON 122 Economics of Caring

ECON 219 Behavioral Finance

ECON 230 History of Economic Thought

ECON 233 Comparative Economics

ECON 236 Introduction to Radical Political Economy

ECON 293 Racial Utopias

ECON 319 Structure, Agency, and the Behavior of Economic Agents

ECON 329 Economics and Social Theory
ECON 328 Financial Macroeconomics
ECON 331 Institutional Economics
ECON 335 Marxist Political Economy
ECON 420 Welfare in the Modern Economy: Workers, Consumers, and Humans
ECON 468 Seminar: Veblen
INRL 205 Capitalism: Theoretical Foundations
INRL 387 Neo-Liberalism

Concentration in International Economics

The concentration in international economics is for students who have an interest in global economic policy. It extends the key insights developed in the required theory courses to the international sphere. While the traditional focus of international economics is on open-economy macroeconomics and trade issues, this concentration takes a more encompassing view of the field. Applicable courses in the concentration range from those emphasizing traditional economic theory and empirical analysis to those focusing on comparative institutional analysis, economic development, and political economy. In this way students can use this concentration to attain an understanding of how inter- and intra-national institutions and political forces shape global economic outcomes. The aim of this concentration is to provide students with a nuanced understanding of the interconnectedness of states in the modern economic landscape.

The following courses count toward this concentration:
ECON 126 Economics of Immigration
ECON 210 Economic Inequality
ECON 233 Comparative Economics
ECON 240 International Trade
ECON 302 International Trade Issues
ECON 307 Mathematical Economics
ECON 334 Political Economy of Corruption
ECON 344 Economic Development
ECON 348 Natural Resources and Energy Economics
ECON 349 International Macroeconomics
ECON 415 Game Theory
INRL 205 Capitalism: Theoretical Foundations
INRL 248 Development
INRL 254 Globalization
INRL 387 Neo-Liberalism

Concentration in Power and Inequality

Among the central issues of economic theory are those of distribution; of how economic systems determine who gets what, and of power in the economic system; of how decisions are made about what is produced and the conditions under which production occurs. Students in the "Power and Inequality" concentration study power relationships and disparities in social and economic outcomes through the lens of economic theory. Courses in this concentration focus on a variety of competing theories on how economic distribution is determined and how inequalities in wealth, earnings, and other economic outcomes are created. Topics considered include labor and production markets, labor and other economic institutions, education, discrimination, corruption, family and household dynamics, and the relationship between race, gender, and class and economic outcomes. Many of the courses in this concentration also include a focus on public policies related to addressing these issues.

The following courses count toward this concentration:

ECON 122 Economics of Caring
ECON 203 Between Labor and Management: Unions
ECON 207 Economics of Education
ECON 210 Economic Inequality
ECON 216 Debt and the US Economy
ECON 236 Intro to Radical Political Economy
ECON 243 Political Economics of Race
ECON 293 Racial Utopias
ECON 307 Mathematical Economics
ECON 310 Economics and Gender
ECON 311 The Economics of Immigration
ECON 316 Labor Market Issues
ECON 325 Economics of Inequality and Distribution
ECON 331 Institutional Economics
ECON 334 Political Economy of Corruption
ECON 335 Marxist Political Economy
ECON 415 Game Theory
ECON 474 Current Issues in Political Economy
INRL 387 Neo-Liberalism
SOC 223 Inequalities
SOC 245 Sociology of Work

POLICY ON TRANSFER COURSES AND AP CREDIT

Students taking courses in an off-campus program not led by HWS faculty may count up to three courses toward the major. To qualify as an upper-level elective course, the course must require either intermediate macroeconomic theory with calculus as a prerequisite or intermediate microeconomic theory with calculus as a prerequisite 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 other than ECON 304 taken at other accredited institutions, subject to the rules of HWS. 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. The department does not count AP credit toward the major.

COURSE DESCRIPTIONS

ECON 105 Introduction to Political Economy This course introduces students to the field of political economy and diverse approaches to studying economics, capitalism, and society. This course will give students a conceptual map for understanding different schools of thought in political economy and how these analyze crucial questions about society: Why has wealth and income inequality soared in recent decades? What is the relationship between democracy and the economy? What are the root causes of economic crises? How do we understand inequality by race, class, gender and other social dimensions? How do we understand the role of government and policy in managing capitalism? Are there alternatives to capitalism? An overview of schools of thought in political economy will give us frameworks for thinking through these questions, and applying our analysis to contemporary economic issues such as labor struggles, financialization, climate and ecological crisis, globalization, and struggles for social and economic equality.(Offered annually, Wilson) **P4** [Prerequisite: Open to First Year students only, or Sophomores upon instructor permission and availability.]

ECON 120 Introduction to Economics Introduction to economics through the application of different analytical tools and perspectives to a variety of contemporary policy issues, such as inflation, unemployment, the environment, regulation, urban problems, economic development, and the role of women and minority groups in the economy. (Offered occasionally) [Prerequisite: Open to First Year and Sophomore students only. Not open to ECON majors and minors.]

ECON 122 Economics of Caring There is more to economics than the wealth of nations. A good society is more than its wealth; it has the capacity and is willing to care for those who cannot completely provide for themselves. In this course students explore, analyze, and assess how our society cares for those who cannot provide all of the necessities of life for themselves; including children, the infirm, and the elderly. They examine public policies and debates concerning poverty, health care, education, child protection, and adoption. (Waller, offered annually) **P4**

ECON 126 Economics of Immigration Immigration is a centuries-old phenomenon, yet a pressing issue for many countries in the modern era. This course aims to explore, analyze, and evaluate the following topics about immigration: the statistical facts and patterns, determinants, and impacts on the source and destination countries. Students will also examine immigration policies in selected countries and other emerging issues such as climate migrants. This course will introduce approachable economics frameworks as analytical tools for social issues. (Lee, offered occasionally) **P3**

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. Open to First year or Sophomore status; Econ or INRL Major or Minor. (Offered each semester) [Prerequisite: Open to FY/Soph students, or open to MGMT, ENTR, ECON, INRL and PPOL majors and minors. Minimum score of 15 on placement test (https://canvas.hws.edu/enroll/K4WYP4) or MATH 100,129,130,131 or DATA 127 with a grade of C- or better.]

ECON 190 Introduction to Financial Markets and Analysis Introduction to Financial Markets and Analysis is a broad introductory course that assumes no prior coursework in finance. The aim is to provide students with the basic knowledge to understand the fundamentals of financial analysis and markets. Accordingly, it will cover the basics of modern finance such as the time value of money, net present value and discounted cash flow analysis, the role of interest rates, reading financial statements, the risk-return relationship, and the basics of equity and capital (bond) markets. Time permitting, other finance topics will be covered. Excel and/or financial calculators will be used extensively. (Khan, offered every Fall) **P1** [Prerequisite: Open to sophomores who have taken ECON 160, or permission of instructor.]

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. (Hamilton, offered annually) **P1** [Prerequisite: ECON 160 with a grade of C- or better.]

ECON 202 Statistics This course offers an introduction to the methods of descriptive and inferential statistics that are most important in the study of economics. The intent of the course is to help students understand and apply these tools. The course includes basic descriptive statistics, probability distributions, sampling distributions, statistical estimation, and hypothesis testing, as well as an introduction to computer software for statistical analysis. Students complete a semester project in which they apply the tools taught in the course to generate, interpret, and discuss a statistical analysis of their own. MATH 130 strongly recommended. (Offered each semester) **P1** [Prerequisite: ECON 160 with a grade of C- or better.]

ECON 207 Economics of Education This course applies the tools of economic analysis to the issue of education in the United States. It will use both current events and economic and sociological literature to provide an introduction to various aspects of the topic such as the history of education and governance in the U. S., higher education as an investment decision, teacher quality and school type, and class and demographic issues (e. g. , race, ethnicity, gender, inequality and the importance of family). Finally, the course will also evaluate the U.S. education system in relation to other countries. (Houseworth, offered alternate years) **P4** [Prerequisite: ECON 160 with a grade of C- or better.]

ECON 210 Economic Inequality This course aims to provide students an in-depth understanding of the relationships of income (or wage) inequalities, labor market institutions, and global production networks. Students will analyze evidence of economic inequalities and their evolutions using detailed data-sets. They will also explore possible causes of inequalities through reading and discussing about recent research in labor economics and international trade. Students will develop an understanding of effective policy actions towards more equal societies. (Lee, offered annually, or alternate years) **P4** [Prerequisite: ECON 160 with a grade of C- or better.]

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

ECON 216 Debt and the U.S. Economy Debt and the U.S. Economy explores the role, history, and function of debt in the American Economy through examining 1.) student loans and their household and macroeconomic impact 2.) household debt including mortgages 3.) the history of the 2008 Financial Crisis and 4.) perspectives on the role of government debt, as well as topics such as corporate debt and its relationship to financial stability. **P3, P4** [Prerequisite: ECON 160 with a of C- or better, or permission of instructor.]

ECON 218 Introduction to Investments This course is meant as a broad introduction to US financial markets (equity and capital) and instruments (stocks, bonds, etc.) and the related major financial theories (efficient markets, modern portfolio theory, behavioral finance) and models (capital asset pricing, dividend discount). Much of finance is highly quantitative and extremely abstract but the main focus of this course will be on understanding and then applying financial theory rather than on numerical calculations. (offered annually) **P1** [Prerequisite: ECON 160 with a grade of C- or better, or permission of instructor.]

ECON 219 Behavioral Finance Behavioral Finance studies how behavior impacts the decisions of individuals, investors, markets, and managers. Behavioral Finance is interdisciplinary in its approach borrowing from accounting, economics, statistics, psychology, and sociology. This course applies both analytical and quantitative methods used in finance to better understand how people make decisions and why biases associated with cognitive dissonance and heuristics, overconfidence, and emotion impact preference in the financial decision-making process. Students will consider these limitations to better understand why and how markets might be inefficient. (Hamilton, offered annually) [Prerequisite: ECON 160 with a grade of C- or better.]

ECON 228 Finance and Stratification in US History This course investigates the interaction of innovations in banking, financial services, and financial instruments with the evolving institutions of disparity across and within racial and ethnic social groups in US economic history; particular emphasis is placed on disparity between black and white US residents. Developments in finance both have been influenced by and influenced patterns of intergroup disparity in the USA. The course begins by delving into economics science studies to incorporate social groups as a unit of analysis in a theoretical framework for examining the structural arrangements and behavioral processes by which labor is integrated, financing is secured, income is distributed, and wealth is accumulated in evolving economies. This theoretical framework is then used to examine the historical epochs of chattel capitalism, servitude capitalism, and managerial capitalism. Finally, the developed theoretical apparatus and acquired historical knowledge is used to envision policies for redress. (offered alternative years, Stanfield) **P4** [Prerequisite: ECON 160, AFS 115, AFS 150, AFS 180, or MGMT 310.]

ECON 230 History of Economic Thought This course surveys the growth of economic thought from 1500 to the 20th century, with special emphasis on the growth of "scientific economics" in Britain between 1770 and 1890. While the primary aim of the course is to trace analytical developments in economics, attention is also paid to the political and social environments in which economic theory evolved. This course provides helpful preparation for ECON 305. (Grayson, offered alternate years) **P4** [Prerequisite: ECON 160 with a grade of C- or better.]

ECON 233 Comparative Economics This course looks at how different societies and cultures have chosen to organize themselves economically, how their key economic institutions function and how well they have performed over time. We will move away from the traditional 'capitalist versus socialist' or 'command versus market' split within comparative economics to also look at how different religious traditions have attempted to answer the age old questions of 'what,' 'how,' and for 'whom' to produce as well as how increasing economic and financial integration (i.e., 'globalization') and financial crises have impacted economic systems worldwide. (Khan, offered annually) **P3** [Prerequisite: ECON 160 with a grade of C- or better.]

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. **P4** [Prerequisite: ECON 160 with a grade of C- or better.]

ECON 240 International Trade This course provides an introduction to the theory of gains from trade, comparative advantage and international monetary relations using the analytical tools of micro-and macroeconomics acquired in ECON 160 Principles of Economics. It uses this theory to examine issues such as protectionism, economic integration (e.g., NAFTA and the European Union), and international investment, with an emphasis on how economic and financial relations among countries have very different consequences for different groups of people. (Lee and Tessendorf, offered each semester) **P3** [Prerequisite: ECON 160 with a grade of C- or better.]

ECON 243 Political Economy of Race Persistent racial inequalities in income and wealth remain a fact of life in the USA and throughout the Americas. In this course, we explore the interaction between race, gender, and ethnicity in labor and product markets, and we consider the theory and evidence for present-day debates over discrimination and policies such as affirmative action. Finally, we examine how different understandings of "race" color economic theories that seek to explain differences in economic outcomes. (Staff, offered annually) **P4** [Prerequisite: ECON 160 with a grade of C- or better.]

ECON 248 Poverty and Welfare Poverty amidst wealth is a troubling feature of the American economy. Economists and other social scientists have offered various explanations for it. This course looks into the nature and extent of poverty, theories of its causes, and the range of public policies aimed at easing or ending poverty. (Greenstein, offered annually) **P4** [Prerequisite: ECON 160 with a grade of C- or better.]

ECON 293 Racial Utopias: Economizing Soul With the continued hunt of black lives and the rising social unrest that the hunt has engendered, this course asks: what would an ideal racial world look like? What would equality or equity be like in such a world? How do visions of the sacred have to compromise with the realities of the profane in such utopias? Utopian visions often include a message of oneness/sameness. How do questions of oneness and sameness apply to questions of race? Do they separate people? Do they homogenize people? How have they changed over time? What is the role of the religious leader in fashioning these ideal visions? For the economist interested not only in behavior but motivations, racial utopias present the opportunity to study how conflicts between worldview (religion) and habit/behavior (racism) are or are not resolved. For the scholar of religion, racial utopias are unique products of a religious imagination that seeks the Kingdom of God on earth. Interrogating racial utopias will allow all students to examine aspects of their own lives including their image of God, what they hope for, and what they can do to help create their ideal world. We will investigate a number of utopian projects that included racial components, including The People's Temple (Jim Jones), Father Divine, the Black Hebrew Israelites, and Star Trek. **P4**

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. (Offered each semester) [Prerequisite: ECON 160 and MATH 130 (or MATH 129 or MATH 131 or DATA 127) with grades of C- or better.]

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. (Offered each semester) [Prerequisite: ECON 160 and MATH 130 (or MATH 129 or MATH 131 or DATA 127) with grades of C- or better.]

ECON 302 International Trade Issues This course studies microeconomic aspects of the field of international trade to develop skills to evaluate popular ideas about the impact of globalization. We will start by reviewing microeconomic theory's analytical tools that provide some theoretical backgrounds in international trade. Then we will explore 1) different underlying causes of gains from trade, 2) the effect of trade policies, and 3) various recent topics in international trade. Specifically, we will investigate the evidence of the following questions using case studies focusing on Asian countries, among others: What made the growth in international trade possible during the late 20th century? Is international trade beneficial? Do trade barriers help or hurt the domestic economy? Does trade help or harm the environment? Does trade help reduce gender inequality? Why and how does globalization backlash? [Prerequisite: ECON 301 with a grade of C- or better.]

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. (Offered each semester) [Prerequisite: ECON 202, BIOL 230, SOC 212, MATH 351, PSY 210, PSY 201 or GEO 207, and ECON 300 or ECON 301 each with grades of C- or better.]

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. (Offered each semester) [Prerequisite: Open to ECON Majors only, or having taken ECON 300 and ECON 301 with grades of C- or better, or permission of the instructor.]

ECON 307 Mathematical Economics This course has two objectives. First, to acquaint the student with the various mathematical tools widely used in theoretical economics today. These tools include simple linear algebra, matrix algebra, and differential calculus. Second, to utilize these tools to demonstrate and examine the fundamental concepts underlying microeconomic and macroeconomic theory. (Grayson, offered alternate years) [Prerequisite: ECON 300 and ECON 301 with grades of C- or better. MATH 131 is strongly recommended.]

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. (Offered annually) [Prerequisite: ECON 196 and either ECON 300 or ECON 301 with a grade of C- or better.]

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. (Offered alternate years) [Prerequisite: ECON 218 and ECON 301 with grades of C- or better.]

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. (Wilson, offered alternate years) [Prerequisite: ECON 301 with a grade of C- or better.]

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. (Hamilton, offered alternate years) [Prerequisite: ECON 301 with a grade of C- or better.]

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

ECON 319 Structure, Agency, and the Behavior of Economic Agents This course examines differing perspectives on economic behavior. The course begins by addressing the economic theory of the individual with attention to methodological disagreements concerning the bi-directional influence between social structures and individual agency, the preconceptions of individual action, and the incorporation of psychology and cognitive sciences in understanding economic behavior. The course then progresses to the application of the economic theory of the individual to assess implications from differing perspectives on the understanding of economic relations and outcomes. How are consumer preferences formed and what do consumption patterns reveal? How are we to understand self-regarding and competitive behavior as well as other-regarding and cooperative behavior? How do ascribed and acquired identities determine the scope and strength of networks of cooperative economic behavior? (Stanfield, offered annually or alternate years) [Prerequisite: ECON 301, or open to MGMT majors who have taken MGMT 220.]

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. (Khan, Damar, offered annually) [Prerequisite: ECON 300 with a grade of C- or better.]

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. (Greenstein, offered alternate years) [Prerequisite: ECON 301 with a grade of C- or better.]

ECON 328 Financial Macroeconomics This is an advanced course in macroeconomic theory with an emphasis on the role of finance in macroeconomic performance. Students will become familiar with leading theories on the financial aspects of macroeconomics. The class will concern both the role of finance in increasing efficiency through facilitating economic activity and the role of finance in increasing instability in economic activity. Given an understanding of the role of finance, the class will consider arguments on the proper implementation of macroeconomic policy and consider case studies in recent experience. Students will become proficient in reading scholarly economics texts, develop writing skills in economics analysis, and develop the ability to access and interpret financial and macroeconomic data. (Stanfield, offered annually) [Prerequisite: ECON 300 or MGMT 310]

ECON 329 Economics and Social Theory Social Theory was born amidst industrial and political revolution; it aimed at analyzing, interpreting, promoting, and criticizing the new modern social order. Much of this course is devoted to understanding how three founding theorists – Emile Durkheim, Karl Marx, and Max Weber – addressed issues of their day and, arguably, ours: the efficacy of Individual acts in the face of powerful and complex social forces, the social implications of technological and economic progress, the persistence and transformation of dramatic inequalities. In the latter part of the term we will examine contemporary theorists, deploying and developing the theories of the classical social theorist. Production will be studied through the work of Michael Burawoy. Consumption will be studied primarily through the lens of Pierre Bourdieu. We will conclude with a discussion of how reflexivity as a method can blend economics and social theory, promoting an interdisciplinary approach. (Offered occasionally) [Prerequisite: ECON 300 or ECON 301 with a grade of C- or better.]

ECON 330 Law and Economics of Higher Education Utilizing the dual lenses of the college president/economist and the campus legal counsel, this course covers topics ranging from the higher education business model to substantive areas of law affecting the higher education sector. The course examines the current legal and regulatory landscape for colleges and universities and considers its economic, financial, and social impact on the operations and fundamental mission of colleges and universities. In particular, this course is focused on legal and regulatory developments in the last ten or so years and institutional strategies for responding to such developments. In addition, the course examines the recent economics of higher education, both as they affect the 'consumers' and 'producers', including issues surrounding affordability (student debt, state subsidization), competition in the sector, return on investment in higher education, and the internal organization of colleges and universities (budgets, financing, forecasting). [Prerequisite: ECON 300 or ECON 301 with a grade of C- or better, or permission of instructor.]

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. (Waller, Offered annually) [Prerequisite: ECON 300 or ECON 301 with a grade of C- or better.]

ECON 335 Marxist Political Economy This course offers students an introduction to Marx's critique of political economy through a reading of Marx's original writings, including the first volume of Capital and accompanying texts and articles. This course will build the basics of Marx's critique and analysis of capitalist society, money, wages, the labor process, the imposition of work, the state, class struggle, accumulation and crises, and explores applications of Marxist theory to contemporary economic issues.

ECON 344 Economic Development This course examines both the theory and practice of Third World countries in their attempts to modernize and industrialize. Some topics that are discussed include: the roles of agricultural and industrial development, investment, urbanization, infrastructure, foreign trade, foreign aid and debt, and government planning. The course evaluates the importance of the distribution of income, education, the transfer of technology, population control, and neo-colonialism. Countries from Africa, Asia, and Latin America are used frequently and extensively as examples. (Kahn, offered occasionally) [Prerequisite: ECON 300 with a grade of C- or better.]

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. (Drennen, offered alternate years) [Prerequisite: ECON 301 with a grade of C- or better.]

ECON 349 International Macroeconomics This course is an introduction to open-economy ('international') macroeconomics. Its purpose to help students develop an understanding of international macroeconomic relationships through the use of simple mathematical models that explore the impact of different open-economy phenomena on the domestic economy. These models will then be used to examine the policy options at the disposal of an economy with substantial international interactions. Topics covered include the foreign exchange market and the behavior of exchange rates, the balance of payments, effects of domestic and external economic policy choices on small vs. large open economies, international capital markets and the structure, evolution and stability of the international financial system. (Damar, offered annually) [Prerequisite: ECON 300 with a grade of C- or better.]

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. (Grayson, offered alternate years) [Prerequisite: MATH 130 and ECON 301 with grades of C- or better.]

ECON 420 Welfare in the Modern Economy: Workers, Consumers, and Humans This course takes an interdisciplinary and interactive approach to defining and finding happiness by engaging with economic theory, philosophy, and art. We begin by examining two contrasting ideas of societal well-being – utilitarianism and empathy – before analyzing how our current economic system shapes class consciousness and influences our understanding of fulfillment. We interrogate the aspects of our work lives that generate or deplete our happiness, our obsession with consumption, and the reification of "self-interest". Through discussion and inquiry, we will consider alternative economic and philosophical models that challenge conventional notions of success and well-being. (Houseworth, offered occasionally.)

ECON 465 Political Economy of Corruption Corruption has long been identified as an obstacle to economic and social development worldwide. While no country of the world is corruption free, some countries suffer much more from it than others, with extremely serious indeed debilitating effects on their economy, society, institutional structure and overall governance. We will analyze the theory, causes and consequences of corruption, drawing on a wide variety of historical and contemporary sources, examples and case studies. We will also examine both historical and contemporary anti-corruption efforts and analyze which factors were responsible for their success or failure. While the major focus of the course will be on economic issues, factors, and consequences, a nuanced understanding of the issue of corruption requires a more interdisciplinary approach that we will endeavor to follow. [Prerequisite: ECON 300 and ECON 301 with a grades of C- or better (one may be taken concurrently), or open to junior and senior INRL majors who have completed ECON 240 with a grade of C- or better.]

ECON 474 Topics in Political Economy This course focuses on different topics each year, such as the changing nature of work, and globalization. (Offered occasionally) [Prerequisite: ECON 300 or ECON 301 with a grade of C- or better, or open to NRL majors who have completed ECON 240 with a grade of C- or better.]

ECON 480 Seminar: Current Issues in Macroeconomics In this seminar, students consider a variety of current macroeconomic and global issues. Examples of such issues might be the 2007–2008 and other financial crises, growth and investment, inequality and income distribution, financial globalization, the role of institutions and so on. Students are expected to be active participants, write a substantial paper, and make class presentations. Prerequisites: ECON 300 with a minimum grade of C-. (Offered occasionally) [Prerequisite: ECON 300 with a grade of C- or better.]

ECON 495 Honors The Honors program usually consists of one course per term for two terms. These courses can be used by student majors to fulfill one upper-level elective requirement.

EDUCATIONAL STUDIES

Faculty

Diana Baker, Associate Professor
Jonathan Berhanu, Assistant Professor
Darlene Daley, Director of Childhood Education, Coordinator of Field Supervisors
Megan Granata, Associate Director of Educational Studies and Teacher Certification
Andrea Huskie, Director of Teacher Education Program and Secondary Education
Mary Kelly, Associate Professor, MAT Director
Julia MaKinster, Professor
Audrey Roberson, Associate Professor, TEFL Certificate Director, Department Chair

The Educational Studies Department at Hobart and William Smith 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 elementary and secondary schools.

The Education Department offers a disciplinary major; disciplinary and interdisciplinary minors; a Teaching English as a Foreign Language (TEFL) Certificate; six majors leading to teacher certification (Childhood Education, Inclusive Childhood Education Adolescent Education, Inclusive Adolescent Education, TESOL, and Art Education).

Education happens in many places—in museums and national parks, in open air schools in the Global South, in creative studios, youth centers and health care settings, in public and private schools, in community colleges and universities, via campaigns for environmental sustainability, and through activism, policy development, and community engagement, to name a few. Those who would work in any of these contexts need some common understandings, such as: the aims and possibilities of education; the variety of learners and their ways of learning; how knowledge, skills, and values are crafted into curricula; the pedagogies that are presently available or might be invented; and a critical analysis of structural inequalities that impact learning. A major or minor in Educational Studies helps provide this context and can enhance career opportunities across many fields.

Mission Statement

To embolden and inspire students to contribute to and create just, equitable, diverse and inclusive educational environments.

Offerings

The HWS major in Educational Studies is intended to help students develop competence as learners, researchers and practitioners of education in a variety of settings. However, the major in Educational Studies does not lead to certification to teach in public schools. Students interested in teacher certification should refer to the Teacher Education Program detailed below. The major in Educational Studies is neither required nor sufficient for teacher certification.

EDUCATIONAL STUDIES MAJOR (B.A.)

disciplinary, 10 courses

Learning Objectives:

- Apply specific analytical frameworks to educational situations, ranging from case-studies to educational policy, in a specific area of concentration.
- Articulate the cultural and historical bases of structural inequalities in contemporary schooling and suggest evidenced-based and contextually appropriate solutions.
- Take intellectual risks and critically analyze information as they develop expertise in a particular area of educational inquiry.
- Contribute to just, equitable, diverse, and inclusive educational environments and to recognize structural inequalities in contemporary schooling.

Requirements:

At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better, and no more than two may be taken CR/DCR/NC. At least four courses must be at the 300-level or higher. Up to 3 courses may be chosen from outside the Educational Studies Department, with permission of the advisor. The 10 courses consist of: 1 foundations course; 1 diversity course; 4 concentration courses; 3 electives; and 1 capstone experience (an approved course, independent study, honors, or internship). The four concentration courses support a particular focus or theme within the broader field of educational studies.

Representative Foundations Courses
EDUC 100 Perspectives on Education
EDUC 201 Schooling and Social Equality
EDUC 202 Human Growth and Development

(or others approved by advisor and chair)

Representative Diversity Courses
EDUC 203 Children with Disabilities
EDUC 209 Gender and Schooling
EDUC 221 Understanding Autism
EDUC 230 Teaching English Language Learners
EDUC 306 Technology and Disability
EDUC 330 Disability and Transition

(Or others approved by advisor and chair)

Students and their advisors identify a concentration based on four interrelated courses supporting a theme. Examples include:

- Social justice in education (e.g., examining issues related to inequality and injustice in education; education and youth-focused community engagement and activism)
- Inclusive education (e.g., disability rights advocacy, equitable education and creating a sense of belonging for all students)
- Language and literacy (e.g., teaching English as an additional language; writing or publishing children's literature; producing curriculum materials, etc.)
- Social innovation for youth (e.g., using creative, new approaches to address issues related to youth and education)
- Informal education (e.g., museum work, park naturalists, and any other public or private activity focused on education and/or outreach)
- Child services (e.g., social work, recreation work, community-based education, parent/caregiver education, pediatric health professions, and any work that intersects with children and education)
- Technology in education (e.g., using technology to bring the world into classrooms and to create new learning environments; developing assistive technology for people with disabilities; citizen science projects; multimodal learning; digital literacies, teaching with AI and new technologies, etc.)
- International education (e.g., learning across places, cultures, and languages; preparing to teach overseas; supporting cultural-exchange programs; international child advocacy campaigns)
- Environmental education (e.g., policy development, education and advocacy for environmental conservation and sustainability)
- Educational policy (e.g., engaging with government agencies, foundations, and other advocacy groups concerned with issues that intersect education)
- Education for development (with an international focus, for example, via Save the Children, International Rescue Committee, or foreign-aid agencies, etc.)

EDUCATIONAL STUDIES MINOR – Interdisciplinary

6 courses

Requirements:

Six courses: at least two, but not more than three, in educational studies. Courses in this minor must contribute to a theme; courses outside educational studies must be conceptually related to education. At least four of the six courses must be at the 300-level or above. Only one independent study may be counted toward the minor. At least three courses must be unique to the minor. All courses must be passed with a grade equivalent to a C- or better.

EDUCATIONAL STUDIES MINOR – Disciplinary

5 courses

Requirements:

Any five educational studies courses with at least two courses at the 100 or 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 may substitute for one of the 300 level education courses. At least three courses must be unique to the minor. All courses must be passed with a grade equivalent to a C- or better.

TEFL CERTIFICATE

Interdisciplinary, 6 courses

Requirements:

The Teaching English as a Foreign Language (TEFL) Certificate is an entry-level credential that is required for many jobs teaching English abroad. The certificate program does not count as a major or minor, nor towards New York State teacher certification, and students of any major and minor may complete the certificate. Requirements include courses in three areas: Foundations in Linguistics (EDUC 115 Introduction to Linguistics and EDUC 310 Second Language Acquisition), Language Teaching and Learning (EDUC 230 Teaching English Language Learners and EDUC 231 Linguistics and English Grammar for Teaching English as a Second Language), and Language and Culture (select one elective), along with one Practicum experience. All courses for the certificate must be completed with a grade of C- or better, except for the Practicum, which must earn a grade of "Credit" (CR). Completion of the TEFL Certificate is independent of any major, minor, or other program. There are no uniqueness requirements for the certificate.

TEACHER EDUCATION PROGRAM

- **Adolescent Education Major**
- **Art Education Major**
- **Childhood Education Major**
- **Inclusive Childhood Education Major**
- **Inclusive Adolescent Education Major**
- **Teaching English to Speakers of Other Languages Major**

Educational Studies Major	New York State Certification Title
Adolescent Education BS	Adolescence Education (7–12) in Subject Areas: Biology, Chemistry, Earth Science, English Language Arts, French, Mathematics, Physics, Social Studies, and Spanish
Art Education BS	Visual Art (PreK-12)
Childhood Education BS	Childhood Education (1–6)
Inclusive Adolescent Education BS	Adolescence Education (7–12) in Subject Areas: Biology, Chemistry, Earth Science, English Language Arts, French, Mathematics, Physics, Social Studies, and Spanish Students with Disabilities (All Grades)
Inclusive Childhood Education BS	Childhood Education (1–6) Students with Disabilities (All Grades)
Teaching English to Speakers of Other Languages (TESOL) BS	TESOL (PreK-12)

The Educational Studies Department offers six accredited programs leading to New York State Initial certification as shown above. New York State certification is recognized in most other states. In all HWS certification programs, students learn to teach by teaching, and complete a major in the Educational Studies department which corresponds to their desired certification area. Those seeking adolescent certification or certification to teach art must also major or minor in the subject area in which they wish to be certified (e.g., mathematics, chemistry, art, English, Spanish). See Additional Requirements by Major for details.

Becoming a strong teacher requires students to be able to work independently and collaboratively, to be sensitive to the needs of others, to be academically secure, to work well with diverse populations and individuals who have experiences different than their own, to be mature, and to be exceptionally responsible and attentive to detail.

Upon declaring the major corresponding to their certification area, students are also admitted to the Teacher Education Program (TEP). To remain in the TEP and proceed toward teacher certification, students must maintain at least a 2.75 GPA. All students seeking teacher certification are required to complete three early field placements in three sequential semesters with the following progressive requirements for number of hours per semester: first placement: 30 hours; second placement: 40 hours; third placement: 50 hours. Students are awarded one credit (EDUC 499) upon successful completion of the third (50 hour) placement. In all placements, students spend the required number of hours working in a P-12 school classroom in which they are placed by the department. Students are supervised as they teach and are offered individual guidance and encouragement to develop their own best teaching styles. Once students begin field placements, they are required to abide by the HWS Working with Minors policy, as well as local school policies, including undergoing a background check and on occasion, fingerprinting. Staying in the TEP requires professional conduct both on campus, in the community, and in local schools.

One semester in the senior year is devoted to full-time student teaching. Four course credits are granted for full-time student teaching and an accompanying seminar.

All candidates for teacher certification in New York State must also, at their own expense, take and pass the examinations required by New York State and be fingerprinted prior to becoming a certified teacher. Additional coursework may be recommended on a case-by-case basis to ensure that teacher education candidates are prepared and able to address NYSED content core and program specific requirements. In the event that a student is ineligible to seek teacher certification per NYSED requirements, the student will no longer be permitted to pursue their teacher certification major. In this case, the student should work with their major advisor to choose another major, including but not limited to Educational Studies.

Requirements:

All six majors are required to take the following courses:

EDUC 093 Assistant Teacher Placement I

EDUC 094 Assistant Teacher Placement II

EDUC 100 Perspectives on Education

EDUC 202 Human Growth and Development

EDUC 203 Children with Disabilities

EDUC 230 Teaching English Language Learners

EDUC 303 Safe Spaces, Strong Relationships: Integrating SEL, Restorative Justice, and DASA in Education

EDUC 333 Literacy

EDUC 410 Analysis of Teaching in the Disciplines

EDUC 499 Advanced Early Field Placement

Additional Requirements by Major:

Educational Studies Major	EDUC Courses in Addition to Those Required of All Majors	Major/Minor Requirements outside of Educational Studies	Additional Coursework Requirements
Adolescent Education	EDUC 305 (for certification in Biology, Chemistry, Earth Science, Mathematics, or Physics) EDUC 309 (for certification in English Language Arts, French, Social Studies, or Spanish) EDUC 401, EDUC 402, EDUC 403	Biology certification: major in Biology Chemistry certification: major in Chemistry Earth Science certification: major in Geosciences English Language Arts certification: major in English French certification: major in French and Francophone Studies Mathematics certification, major in Mathematics Physics certification: major in Physics Social Studies certification: major in Economics, History, or Politics Spanish certification: major in Spanish and Hispanic Studies	Social Studies certification with a major in Economics: 1 course in Politics and 6 courses in History; Social Studies certification with a major in History: 1 course in Politics and 1 course in Economics; Social Studies Certification with a major in Politics: 1 course in Economics and 6 courses in History
Art Education	EDUC 309, EDUC 412, EDUC 402, EDUC 405	Minor in Studio Art	2 additional courses in Art History
Childhood Education	EDUC 306, EDUC 309, EDUC 404, EDUC 405, EDUC 406	None	1 course in English Language Arts 1 course in Social Science 1 course in Sciences 1 course in Mathematics

Inclusive Adolescent Education	EDUC 305 (for certification in Biology, Chemistry, Earth Science, Mathematics, or Physics); EDUC 309 (for certification in English Language Arts, French, Social Studies, or Spanish); EDUC 401, EDUC 402, EDUC 407	Biology certification: major in Biology Chemistry certification: major in Chemistry Earth Science certification: major in Geosciences English Language Arts certification: major in English French certification: major in French and Francophone Studies Mathematics certification, major in Mathematics Physics certification: major in Physics Social Studies certification: major in Economics, History, or Politics Spanish certification: major in Spanish and Hispanic Studies	2 courses in English Language Arts 2 courses in Social Science 2 courses in Science 2 courses in Mathematics Social Studies certification with a major in Economics: 1 course in Politics and 6 courses in History Social Studies certification with a major in History: 1 course in Politics and 1 course in Economics Social Studies certification with a major in Politics: 1 course in Economics and 6 courses in History
Inclusive Childhood Education	EDUC 306, EDUC 309, EDUC 404, EDUC 405, EDUC 406	None	2 courses in English Language Arts 2 courses in Social Science 2 courses in Science 2 courses in Mathematics
Teaching English to Speakers of Other Languages (TESOL)	EDUC 305, EDUC 309, EDUC 231, EDUC 413, EDUC 414, EDUC 415	None	4 courses in a single language other than English, or demonstrated equivalent proficiency

Licensure Disclosures

Per U.S. Federal Regulations §668.14and §668.43, and in compliance with the State Authorization Reciprocity Agreements (SARA) Policy Manual, HWS must provide a disclosure regarding educational requirements for professional licensure or certification. This disclosure is intended to share HWS's determination of whether Hobart and William Smith (HWS)'s Teacher Education Program (TEP) would meet the requirements for licensure or certification within a given state or jurisdiction.

While New York State does not hold reciprocity agreements for teacher certification with any other state, our program has been designed to be consistent with recognized professional and national standards. Please note that the requirements for certification or licensure can vary from state to state. Students who successfully complete HWS's TEP will meet the educational requirements to be recommended for New York State Teacher Certification. If you plan to seek certification or licensure from a state other than New York, please discuss your intentions with the Associate Director for Teacher Certification and Educational Studies, and we will work with you to determine if our program meets the certification or licensure requirements of that location.

This disclosure does not guarantee that a given licensure entity will approve or deny an application.

- Completers of HWS's Teacher Education Program satisfy the educational requirements for certification in New York State.
- All 50 states and the following jurisdictions (Dept of Defense Education Activity, District of Columbia, Guam, and Ontario, Canada) have signed the 2025–2030 NASDTEC Interstate Agreement, which makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction.
- Receiving states or jurisdictions may impose additional requirements which must be met within a reasonable period of time. Information about specific state-by-state requirements can be found through NASDTEC.

COURSE DESCRIPTIONS

Note: Courses numbered 093 to 094 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 and are required for teacher certification.

EDUC 093 Assistant Teacher Placement I This introductory field experience places candidates in a local classroom aligned with their certification area for a minimum of 30 hours. The course is designed to help candidates develop comfort, confidence, and professionalism in school settings through active participation. In addition to limited focused observation, candidates are expected to engage in the day-to-day work of the classroom by assisting with routines, supporting individual students, and working with small groups. Emphasis is placed on learning by doing and beginning to understand the roles and responsibilities of teachers. (Offered every semester)

EDUC 094 Assistant Teacher Placement II In this second field experience, candidates complete a minimum of 40 hours in a local classroom aligned with their certification area and build on skills developed in Early Field Placement I. Candidates take on increasing responsibility for instruction by co-teaching portions of lessons, leading small-group activities, and facilitating established classroom routines. Through observation, guided practice, and feedback, candidates begin to assume more active instructional roles and deepen their understanding of teaching and learning in practice. (Offered every semester)

EDUC 100 Perspectives on Education The course takes an interdisciplinary approach to critically examining the fundamental nature of American education. It aims to provide a rich understanding of the context of schooling and education and tools to support ethical and responsive teaching and research. Variable topics. (Berhanu, Huskie, offered every semester) **P4**

EDUC 115 Introduction to Linguistics This course provides an introduction to the scientific study of language. We will address questions related to the nature of language as a means of communication, and then focus on the core areas in linguistic analysis, including phonetics and phonology (the structure and patterns of sounds), morphology (word structures), syntax (sentence structure), semantics (meanings of words), and pragmatics (words in use). We will also briefly discuss topics in language variation, consider the importance and types of data in linguistics, and identify implications for education. (Roberson, offered alternate years)

EDUC 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. (Berhanu, offered alternate years). **P4**

EDUC 202 Human Growth and Development This is a survey of the major theories of human development. Topics include the progression and determinants of the development of personality, intelligence, language, social competence, literacy, and artistic and music ability. Readings are taken from works by Freud, Erikson, Piaget, Gardner, Gilligan, and others. (Harris, offered annually)

EDUC 203 Children With Disabilities The intent of this course is for students to develop a thorough understanding of children and youth who have disabilities. The course examines the following questions: How does society determine who is considered disabled? What impact does labeling have on children's lives? How special is special education? What are the various disabilities children may experience? How does inclusive practices impact children with disabilities and society? (Baker, Kelly, offered every semester) **P4**

EDUC 209 Gender and Schooling This course examines the entanglement of gendered identities and the educational experience. This course will address questions of how educational institutions operate as sites for the production and reinforcement of gender norms. We will examine how the gendered positions of teachers and students shape the educational experience and investigate how gender inequalities impact educational achievement. Through a variety of readings this course will ask students to address how gender operates within school settings, how gender and sexuality are shaped by educational institutions, and how scholars, teachers, and youth might work to address these inequalities. (Berhanu, offered alternate years) **P4**

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. The controversy surrounding possible causes of autism is discussed. The course also involves an in-depth study of research regarding current educational and behavioral intervention strategies for Autism, including the controversies surrounding various treatment approaches. (Baker, offered alternate years) **P4**

EDUC 230 Teaching English Language Learners While the number of school children speaking a language other than English at home has been growing exponentially over the last few decades, their level of academic achievement has lagged significantly behind that of their language-majority peers. This course aims to contribute to preparing future teachers for working in culturally and linguistically diverse classrooms. One of its major goals is to give students a better understanding of the cognitive, linguistic, and emotional challenges involved in being schooled in a second language. In the first part of the course, therefore, through readings and discussions, students will become acquainted with some key theoretical frameworks for understanding second language and literacy development as well as sociocultural issues particularly relevant to the education of English language learners. The second major goal of the course is to provide students with pedagogical strategies for adjusting instruction to meet the needs of English language learners in the mainstream classroom. This goal will be achieved in the second part of the course, which will consist predominantly of lesson planning workshops and teaching demonstrations. The course will have a service learning component consisting of 15–20 hours of tutoring an English language learner. (Roberson, offered annually) **P3, P4**

EDUC 231 Linguistics and English Grammar for Teaching English as a Second Language We all know a lot about the language(s) in which we are proficient, but we are not always conscious of this knowledge. In this course we analyze the grammatical structure of English to account for proficient speakers' intuitive knowledge. We will start the course by understanding the major grammatical components of the English language, and we will move from there to the most salient grammatical structures that make up the language. We will prioritize those structures that are likely to be challenging for an English language learner to acquire and/or difficult for a teacher to explain. Because this is a descriptive (as opposed to prescriptive) grammar class, we will always try to bring the real world into the class, with analyses of authentic language. We will also consider how to articulate English grammar to those who are learning. Although the course is not designed exclusively for teacher education, the content covered is useful for future English language instructors. (Roberson, offered alternate years)

EDUC 303 Safe Spaces, Strong Relationships: Integrating SEL, Restorative Justice, and DASA in Education Students in this course will examine a comprehensive exploration of how Social Emotional Learning (SEL), restorative practices, Diversity, Equity, and Inclusion (DEI), and compliance with the New York State Dignity for All Students Act (DASA) work together to create supportive, inclusive, and safe classroom environments. This course is designed for service-minded individuals (future educators, mental health professionals, social workers, counselors, etc.) who seek to foster positive, equitable classroom climates by prioritizing emotional well-being, respectful communication, conflict resolution, and the proactive prevention of bullying, harassment, and discrimination. Students will examine strategies to build empathy, promote equity and inclusion, and ensure DASA compliance through theory, case studies, DASA training components, and practical applications. Students will integrate SEL, restorative approaches, DEI, and DASA principles into their practice to ensure that all students, regardless of background, identity, or experiences, feel respected, valued, and emotionally safe. (Harris, offered annually) **P3, P4** [Prerequisite: Student must have taken at least one EDUC course or have instructor permission]

EDUC 305 Inclusive STEM (Science, Technology, Engineering, and Math) Teaching Methods This course prepares preservice educators to integrate methods for teaching STEM (Science, Technology, Engineering, and Mathematics) across preK-12 grade levels. Through inquiry based learning, design thinking, and arts integration, students will explore developmentally appropriate pedagogical strategies and create interdisciplinary lesson plans and equitable assessments that align with current. educational standards and school initiatives. Activities include microteaching, resource curation, and unit design. (Staff, offered annually) **P1, P2, , P4** [Prerequisite: Student must have taken at least one EDUC course or have instructor permission]

EDUC 306 Technology and Disability This course will actively explore the use of assistive technology (AT) and universal design for learning (UDL). We will focus on social, legal, and ecological factors relating to the use of AT and UDL in education and community settings. Participants will explore various technologies from non-electronic 'low-tech' to digital and mechanized 'high-tech' devices and new technologies, including AI, and learn strategies to assess AT and the strengths and needs of youth with disabilities. We will examine issues of mobility, speech communication, independent living and self-determination, along with Universal Design principles. Participants will have hands-on opportunities to use AT. This course typically has a service learning component. (Kelly, offered alternate years) [Prerequisite: One EDUC class, FSEM 162, or enrolled in the TEP program, or permission of instructor.]

EDUC 309 Inclusive Art and Humanities Teaching Methods This pedagogy course focuses on teaching methods that promote thinking and writing across the curriculum at the elementary, secondary, and early college levels. This course focuses specifically on contemporary teaching, learning, curriculum, and assessment related to the study of the arts and humanities. Students develop and analyze lesson plans that incorporate state and national learning standards, with attention to designing curriculum and employing instructional strategies to meet the needs of all students, including learners with disabilities and speakers of multiple languages. (Huskie, offered annually) **P2, P3, P4** [Prerequisite: Student must have taken at least one EDUC course or have instructor permission]

EDUC 310 Second Language Acquisition Acquiring a language other than your first is a complicated and challenging endeavor. When the newest language learning app, software program, or textbook comes out, they often claim to be founded in the latest research in psychology, linguistics, or classroom pedagogy, proposing the 'best' way to learn a language. These claims should be evaluated with an understanding of the range of theoretical approaches and research studies that attempt to explain how we acquire second languages, which also account for the immense variation in the success of individual people. This course is an introduction to those theories of second language acquisition (SLA). We will study the major schools of thought and concepts that underpin the field of SLA, and begin to apply this knowledge to analyses of second language data. Many topics are also discussed with respect to their relevancy in the second language classroom. While there are no prerequisites, prior course work or experience in language, linguistics, or language teaching and learning is recommended. (Roberson, offered alternate years)

EDUC 320 Children's Literature Children's literature is roughly as old as the United States, and in recent years it has evolved into the most energetic branch of the publishing industry, with works in the genres of folk tales, poetry, picture books, "easy readers," informational books, chapter books, and novels for middle grades and young adults. Children's books regularly spawn films, and even as we speak the medium is rapidly becoming digital. Children's books can be read carefully for their literary qualities, and are an interesting testing ground for skills in literary criticism. Children's books have been part of the effort to promote multicultural education and social justice in the schools, too; and with the recent robust push-back of conservative religious and political books for children, it is useful to examine the political and social dimension of children's literature. This course examines a set of children's books from many angles, and is suitable for those interested in writing or publishing for children, for future teachers, and for people interested in literature generally. This course typically has a service-learning component. (Daley, offered alternate years)

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. Contemporary and emerging issues in literacy are also explored. 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. (Daley, offered every semester) [Prerequisite: One EDUC class]

EDUC 336 Special Topics: The purpose of this series of courses is to investigate a variety of specific, salient issues in the field of education. The topics vary widely. Repeatable. (Staff, Offered occasionally) [Prerequisite: Open to TEP students and EDUC majors and minors, or permission of instructor.]

EDUC 377 Education and Diversity in US and New Zealand [Prerequisite: Open to students enrolled in the NZ study abroad program and permission of instructor.]

EDUC 401 Analysis of Secondary School Teaching This seminar accompanies EDUC 402, 403, and 410, and focuses on student teaching in secondary schools. It is open only to adolescent teacher certification participants who are engaged in full-time student teaching. It provides a structure within which participants critically examine their classroom experiences of teaching, learning, and curriculum development, with the goal of becoming reflective practitioners. Texts and readings are selected from those that provide analysis of the experience of secondary school education, as well as those that provide rationales for the methods and purposes of the academic disciplines. This course must be passed with a C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Huskie, offered each semester)

EDUC 402 Secondary Practicum The practicum experience includes supervised observation and teaching of an academic subject in a secondary school. Students spend the entire day at a secondary school for the complete term. EDUC 402 must be taken on a credit/no credit basis. EDUC 401 is taken concurrently. This course is open only to candidates seeking secondary school teacher certification. The readings for this course are determined by the subject and grade level being taught. This course is taken on a credit/no credit basis. (Huskie, offered each semester)

EDUC 403 Secondary Practicum The practicum experience includes supervised observation and teaching of an academic subject in a secondary school. Students spend the entire day at a secondary school for the complete term. EDUC 403 must be taken on a credit/no credit basis. EDUC 401 or 412 is taken concurrently. This course is open only to candidates seeking secondary school teacher certification or who require a secondary school placement for certification. The readings for this course are determined by the subject and grade level being taught. This course is taken on a credit/no credit basis. (Huskie, offered each semester)

EDUC 404 Analysis of Elementary and Special Education Teaching This seminar accompanies EDUC 405, 406 or 407, and 410 and focuses on student teaching in elementary schools This course is open only to participants in the childhood education or dual childhood and students with disabilities teacher certification program who are engaged in full-time student teaching. It provides student teachers with an opportunity to critique education as it is offered in school settings for all children. Participants focus on becoming reflective practitioners as they critically examine teaching, learning, and curriculum development. Emphasis is placed on application of the above to the teaching of reading English Language Arts. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Daley, offered each semester)

EDUC 405 Elementary Practicum Students plan and direct instructional and ancillary activities in an elementary school classroom setting for an academic term. It is expected that students take on all responsibilities normally carried out by elementary teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents/guardians, direction of paraprofessionals and classroom assistants, participation in professional conferences or in service training sessions, and budgeting. EDUC 405 is open only to student teachers in the childhood or dual childhood and students with disabilities teacher certification programs or who require an elementary placement for certification. It is taken concurrently with EDUC 404. This course is taken on a credit/no credit basis. (Daley, offered each semester)

EDUC 406 Elementary Practicum This is full-time student teaching, taken as a continuation of EDUC 405 during the second seven weeks of the semester, and is for students in the childhood education certification program only. Students complete student teaching (as described in EDUC 405 above). This course is taken credit/no credit. (Daley, offered each semester)

EDUC 407 Special Education Practicum This is full-time student teaching, taken in tandem with EDUC 405 during the second seven weeks of the semester, for students in the dual childhood education and students with disabilities certification program only. Students complete student teaching (as described in EDUC 405 above) in an elementary special education setting. This course is taken credit/no credit. (Daley, 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 that the student teacher is teaching. Through weekly conversations with their 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 complete the TPA Portfolio student teacher assessment. Occasional group meetings may be held. (Daley, offered each semester) [Prerequisite: Concurrent enrollment in EDUC 401, EDUC 404, EDUC 412, or EDUC 415.]

EDUC 412 Analysis of Teaching the Arts This course is open only to students pursuing certification in visual arts who are engaged in full-time student teaching. It is taken concurrently with EDUC 403, 405, and 410. It provides a structure within which students critically examine their classroom experiences of teaching, learning, and curriculum development within the arts, with an eye towards helping students become reflective practitioners. Emphasis is placed upon helping students meet the developmental needs of all students (p-12) while also exploring means of helping all learners meet the New York State Learning Standards in the Arts. This course must be passed with a grade of C or better in order to be recommended for certification. (Daley or Huskie, offered each semester) [Prerequisite: All requirements of the teacher certification program must be completed: EDUC 081, 082, 083, 084, 085, 091, 092, 093, and 094.]

EDUC 413 TESOL Practicum I This course is only open to students pursuing certification in TESOL who are engaged in full-time student teaching. TESOL Practicum I is a half-semester practicum in which students work with children in kindergarten through grade 6 who are English Language Learners. During student teaching, students plan and teach lessons for children who are learning English as a language of instruction, conduct assessments, and collaborate about the children's instructional matters with other teachers in the school as well as with parents/care-givers. Student teachers are visited weekly by faculty supervisors from the Educational Studies Department. This course is taken on a credit/no credit basis and is taken concurrently with EDUC 410, 414, and 415. (Daley or Huskie, offered each semester)

EDUC 414 TESOL Practicum II This course is only open to students pursuing certification in TESOL who are engaged in full-time student teaching. TESOL Practicum II is a half-semester practicum in which students work with children in grades 7 through 12 who are English Language Learners. The practicum requires full time presence in a local school from early morning until mid afternoon or later, five days per week. During student teaching, students plan and teach lessons for students who are learning English as a language of instruction, conduct assessments, and collaborate about the students' instructional matters with other teachers in the school as well as with parents/care-givers. Student teachers are visited weekly by faculty supervisors from the Educational Studies Department. This course is taken on a credit/no credit basis and is taken concurrently with EDUC 410, 413, and 415. (Daley or Huskie, offered each semester)

EDUC 415 Analysis of TESOL This course is only open to students pursuing certification in TESOL who are engaged in full-time student teaching. This course is taken concurrently with EDUC 410, 413, and 414. Analysis of TESOL is a full-semester seminar to accompany the student teaching semester for students completing New York State certification in Teaching English to Speaker of Other Languages (TESOL), pre-kindergarten through grade 12. In the seminar, students carry out readings and discussions on teaching speaking, listening, reading and writing in English, and relate academic writings on these issues to daily experiences in classrooms. (Daley or Huskie, Huskie, offered each semester)

EDUC 420 Sem: Research in Education This course is a survey of educational research methods with a emphasis on qualitative and teacher-generated research. This is a required course for seniors who have been admitted to the MAT Program. (Baker, Kelly, Spring)

EDUC 450 Independent Study This course provides undergraduate students with the opportunity to explore a topic related to education in greater depth under the guidance of a faculty advisor. In collaboration with the instructor, students identify a focus area and develop a plan of study at the beginning of the semester. Topics, readings, and assignments vary based on the selected area of inquiry and are designed to support independent learning, critical thinking, and connections between coursework and educational practice. (Staff, offered occasionally)

EDUC 495 Education Honors This course is required for students completing an honors project in Educational Studies under the supervision of a faculty advisor. Students engage in sustained independent work on a topic of their choosing, culminating in a substantial scholarly or applied project. The project must meet the requirements of the Honors Program and reflects the integration of prior coursework, research, and critical inquiry in the field of education. (Staff, offered occasionally)

EDUC 497 Educational Studies Intership This course offers academic credit for students completing supervised experiential learning in an approved educational or community-based setting related to their academic and professional interests. Internship placements must be approved by the faculty advisor and may include schools, nonprofit organizations, community agencies, museums, youth-serving organizations, or other educational settings. Specific learning objectives, responsibilities, and requirements are negotiated among the student, faculty advisor, and site supervisor to ensure a meaningful and academically rigorous experience. Regular reflection and documentation of learning are required.

EDUC 498 TEFL Practicum TEFL certificate program internship. Requires at least 30 hours in a relevant placement. Taken for CR/NC only.

EDUC 499 Advanced Early Field Placement This culminating field experience for TEP students requires a minimum of 50 hours in a local classroom aligned with the candidate's certification area and serves as the final placement prior to student teaching. Candidates are expected to demonstrate readiness for the demands of student teaching by planning and delivering instruction and taking on sustained instructional responsibilities. A required formal lesson observation by a college supervisor must be successfully completed for candidates to be approved for student teaching. Emphasis is placed on integrating prior coursework and field experiences into effective classroom practice.

EDUC 605 Elementary Practicum: Graduate Level Students plan and direct instructional and ancillary activities in an elementary school classroom setting for an academic term. It is expected that the student take on all responsibilities normally carried out by elementary teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, participation in professional conferences or in service training sessions, and budgeting. EDUC 605 is open only to student teachers in the childhood or dual childhood and students with disabilities teacher certification programs who are enrolled in the MAT program. This course is taken on a credit/no credit basis and is taken concurrently with EDUC 604, 606 or 607, and 610. (Daley, offered each semester) [Prerequisite: Open to graduate students in the Childhood Education or Special Education program only.]

EDUC 606 Elementary Practicum: Graduate Level This is full-time student teaching, taken in tandem with EDUC 605, open only to students in the childhood education certification program who are enrolled in the MAT program. Students complete student teaching (as described in EDUC 605 above) in elementary education settings. This course is taken credit/no credit and is taken concurrently with EDUC 604, 605, and 610. (Daley, offered each semester) [Prerequisite: Open to graduate students in the Childhood Education program only.]

EDUC 607 Special Education Practicum: Graduate Level This is full-time student teaching, taken in tandem with EDUC 605 during the second seven weeks of the semester, only for students in the dual childhood education and students with disabilities certification program who are enrolled in the MAT program. Students complete student teaching (as described in EDUC 605 above) in an elementary special education setting. This course is taken credit/no credit and is taken concurrently with EDUC 604, 605, and 610. (Daley, offered each semester) [Prerequisite: Open to graduate students in the Childhood Education or Special Education program only.]

EDUC 610 Analysis: Teaching in Disciplines: Graduate Level This professional field-based seminar open only to students engaged in full time student teaching who are enrolled in the MAT program focuses on the development of a deeper understanding of the disciplinary content the student teacher is teaching. Through weekly conversations with their 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 complete the TPA Portfolio student teacher assessment. Occasional group meetings may be held. This is taken concurrently with EDUC 601, 602, and 603, or EDUC 604, 605, and 606 or 607. (Daley, Offered each semester) [Prerequisite: MAT students only.]

EDUC 650 Teacher Assistant This course provides MAT students with the opportunity to work with a faculty member as a teaching assistant for an undergraduate course. Under faculty supervision, students support instruction through activities such as facilitating discussions, assisting with course preparation, and providing feedback to students. Responsibilities may vary by course and instructor but are designed to develop candidates' pedagogical skills, deepen content knowledge, and provide insight into college-level teaching and learning. (Staff, Spring) [Prerequisite: MAT students only.]

EDUC 801 Master's Project Students complete a graduate level integrative group project or individual project that addresses an issue of educational relevance. Projects will analyze an educational issue from multiple perspectives and will be presented publicly (e.g., Senior Symposium, Community Engaged Scholarship Forum, community meeting with stakeholders, conference presentation). This is a required course for students enrolled in the MAT program and is offered in tandem with EDUC 803. Prerequisite: EDUC 420. (Staff, Spring) [Prerequisite: MAT students only.]

EDUC 803 Master's Project II This required seminar is offered in tandem with EDUC 801 and is only open to students enrolled in the MAT program. Offered as CR/NC only. (Staff, Spring) [Prerequisite: MAT students only.]

EDUC 820 Graduate Seminar in Education Research Students will explore educationally relevant research and practices through the course and produce a literature review addressing an area of focus. An outside faculty reader must be identified who will review the final literature review. This course is only open to students enrolled in the MAT program. (Staff, Spring, offered occasionally) [Prerequisite: MAT students only.]

EDUC 821 Education Foundations Only open to students enrolled in the Masters of Arts in Teaching program, the course takes an interdisciplinary approach to critically examining 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 issues, 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. (Berhanu, Spring, offered annually) [Prerequisite: MAT students only.]

EDUC 850 Graduate in Education: Independent Study This course provides MAT students with the opportunity to pursue in-depth study of a topic related to their professional interests in education under the guidance of a faculty advisor. In collaboration with the instructor, students identify a focus area and co-develop a plan of study at the beginning of the semester. Topics, readings, and assignments vary based on the selected area of inquiry and are designed to support independent exploration, critical reflection, and the application of theory to practice. (Staff, Spring) [Prerequisite: MAT students only.]

EDUC 899 Graduate in Education: Internship This course provides MAT students with a supervised internship experience designed to extend professional learning in applied educational settings. Students work with a faculty advisor to identify and secure an approved placement and complete a minimum of 150 hours. Internship experiences may include roles such as classroom teacher or substitute teacher, among others aligned with the candidate's certification area and professional goals. Emphasis is placed on developing practical skills, gaining professional experience, and reflecting on practice in preparation for entry into the field. (Staff, Spring) [Prerequisite: MAT students only.]

ENGLISH AND CREATIVE WRITING

Program Faculty

Alla Ivanchikova, Professor, Chair
Geoffrey Babbitt, Associate Professor
Biman Basu, Associate Professor
Alex Black, Associate Professor
Rob Carson, Associate Professor
Melanie Conroy-Goldman, Professor
Stephen Cope, Associate Professor
Kathryn Cowles, Associate Professor
Anna Creadick, Professor
Nicola Minott-Ahl, Associate Professor
Daniel Schonning, Professor of the Practice

The stories that enthrall us, the poems that inspire us, the arguments that persuade us to make the world anew. In the Department of English, we immerse ourselves in poems, novels, short stories, plays, films, graphic novels, essays, memoirs, songs, performances, digital media, hybrid forms, literary theory and more besides, endeavoring to understand how meaning takes shape in these texts and to get at the heart of what makes them effective and important.

Our students choose classes from a broad array of offerings in both literary criticism and creative writing—two intertwining streams within our department—as they craft their own path through the major. We aim to introduce students to a wide range of creative and critical approaches as they explore texts spanning multiple genres, written from the Middle Ages right up to the present day, by writers from America, from Britain and from around the world. Literary studies opens up windows into other places, other times and other identities, broadening our perspectives and encouraging us to approach a diversity of experiences with generosity, nuance and empathy.

The department is fortunate to host the Peter Trias Residency, which invites an internationally renowned writer to campus each year to teach an upper-level creative writing workshop, to mentor a select number of advanced creative writers, and to curate a top-tier literary reading series. We are also proud to publish the *Seneca Review*, one of the country's most respected literary journals, known in particular for its development of the lyric essay and for its promotion of contemporary poetry in translation. Creative writing students also often contribute to *Thel*, an impressive literary and art magazine that is edited by students in the department.

Mission Statement

In the English and Creative Writing department, we study literary works in detail and in depth, analyzing the complex and profound ways that exceptional writers use language to construct identities, to reinvent cultures and to build new worlds. We engage with stories, poems, plays, films and essays from around the world and across the centuries, broadening our perspectives and deepening our understanding. Our primary goal, however, is to help students develop their own distinctive voices as critical and creative writers as they prepare to refashion the world themselves.

Offerings

ENGLISH MAJOR (B.A.) – ENGLISH TRACK

disciplinary, 12 courses

Learning Objectives:

- Develop rigorous critical thinking skills, especially skills related to close reading and to rhetorical and narrative analysis.
- Become eloquent and versatile writers, adept at presenting complex arguments, while also developing their own distinctive voices and creative talents.
- Encounter both historically important texts and also powerful contemporary literary works, situating these texts within their own literary and cultural contexts as well as engaging them in dialogue from our current critical perspectives.

- Undertake substantial research, produce significant writing projects, and collaborate effectively with their peers.
- Engage with a broad diversity of perspectives, reflecting on the ways in which all our experiences are shaped by issues of culture, race, ethnicity, class, gender, sexuality, and identity.
- Become familiar with the central concepts at stake in contemporary critical theory and cultural studies.

Requirements:

ENG 200; ten elective courses; and a capstone experience (typically a 400-level seminar taken in the junior or senior year). Of the ten electives, three must be at the 300-level or above and no more than two 100-level courses may be counted toward the major. Of these courses, at least one must be an American Literature course, one a Global Literature course, and one a UK/European Literature course. Up to two "Cognate" courses taken outside the department may be counted towards the major with the permission of the advisor and chair.

ENGLISH MAJOR (B.A.) – CREATIVE WRITING TRACK

disciplinary, 12 courses

Learning Objectives:

- Become eloquent and versatile writers, both critical and creative, adept at presenting complex arguments, while also developing distinctive voices and creative talents.
- Develop rigorous critical thinking skills, especially skills related to close reading and to rhetorical and narrative analysis.
- Encounter both historically important texts and also powerful contemporary literary works, situating these texts within their own literary and cultural contexts as well as engaging them in dialogue from our current critical perspectives.
- Produce significant writing projects, undertake substantial research, and collaborate effectively with peers.
- Engage with a broad diversity of perspectives, reflecting on the ways in which all our experiences are shaped by issues of culture, race, ethnicity, class, gender, sexuality, and identity.
- Become familiar with the central concepts at stake in contemporary critical theory and cultural studies.

Requirements:

ENG 290; ten elective courses; and a capstone experience (typically a 400-level seminar taken in the junior or senior year). Of the ten electives, four must be Creative Writing courses, three must be non-Creative Writing courses, and one must be either ENG 200 or a theory course. Three electives must be at the 300-level or above and no more than two 100-level courses may be counted toward the major. Up to two "Cognate" courses taken outside the department may be counted toward the Creative Writing major with permission of the advisor and chair.

ENGLISH AND CREATIVE WRITING MINOR

disciplinary, 6 courses

Requirements:

ENG 200; three elective courses, with no more than one at the 100-level; and at least two courses at the 300-level or above.

Cognate Courses

With permission of the advisor and chair, up to two classes outside the department can be counted toward the major, and up to one class can be counted toward the minor. Typically, these will be classes that involve a significant amount of literary analysis, film analysis, creative writing, and/or critical theory.

Transfer Credits for the Major or Minor

Courses taken at other institutions (except for HWS-sponsored abroad programs) are considered on a case-by-case basis. Students must petition the department for these courses to count towards the English degree.

COURSE DESCRIPTIONS

100-level courses in English are designed to introduce students to textual and literary study, to focus on critical analysis and close reading skills, and to build a foundation for critical writing in the discipline. These courses are suitable for first-years, sophomores, or non-majors. Students who are intending to major in English may opt to begin with ENG 200 and other courses at the 200-level. Note that no more than two 100-level courses may be counted toward the major.

ENG 106 Introduction to 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. (Basu, Staff) **P3, P4**

ENG 110 Modern Isms As the twentieth century got underway, things started to get weird. Really weird. Painters and sculptors produced artworks that looked like nothing anyone had ever seen before; poets and novelists experimented with radical new literary techniques; and composers developed innovative new musical forms and genres. We now describe this period as "modernism" because the animating spirit of the age encouraged people to tear down everything that was tired and stale, to rethink our fundamental principles and strategies, and then to create bold and fresh and potent new things. Modernists were convinced that avant garde art could fundamentally change the way we understand the world – and it turns out that they were right. In this class we will focus primarily on about a dozen of the most significant works of Modern Drama. Every week we will spend some time exploring a cluster of modernist artworks, music, and poetry, tracing connections between them and connecting them to contemporary innovations in philosophy and technology; then we will read a modernist play against this rich cultural backdrop; and in the process, we'll attempt to understand how modernism profoundly reinvented our experience of the world. (Carson; offered every two years)

ENG 114 Literature of Sickness, Health, and 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. (Cope) **P3, P4** [Prerequisite: Open to First Year and Sophomore students, or permission of instructor.]

ENG 115 Literature and Social Movements Can books change the world? In the U.S., readers of slave narratives and Stowe's novel Uncle Tom's Cabin were swayed to the abolitionist cause. The counterculture went On the Road with Kerouac. Second-wave feminists clutch copies of The Bell Jar, while anti-Vietnam War protestors were fluent in Heller and Vonnegut. Ayn Rand's fiction has been a powerful force for new conservatives, while Malcolm X's autobiography helped radicalize the Civil Rights movement. And why were Occupy protestors wearing masks made famous by a graphic novel? This course considers how literature has shaped and been shaped by social movements. Weaving together contextualizing historical readings and primary documents with poetry, memoir, novels, and other literary forms, students will investigate the relationships between revolution and the word. (Creadick) **P3, P4** [Prerequisite: Open to First Year and Sophomore students, or permission of instructor.]

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 151 New York Literature and Culture This course will explore the literature created in New York and by New Yorkers. It will focus on the 1800s, when the state and city became a center of American culture, though we will also consider its place in global culture in the 1900s and 2000s. We mostly will read literature, though we may study other art forms, like music or film. (Black; offered annually) **P3**

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. (Black) **P3, P4**

ENG 155 Banned Books Books, it seems, are dangerous. In the past and the present, they have been challenged, censored, banned, even burned. But which books? By whom? When? Where? And why? The course is arranged as a series of case studies in which we read texts that have been banned at specific historical moments. Why, for example, was Alan Ginsberg's poem HOWL so dangerous that it sparked a landmark obscenity trial in the 1950s? What could cause a novel about black women's resilience like Alice Walker's THE COLOR PURPLE to be targeted by censors in the 1980s? Who could possibly object to HARRY POTTER? And how did Alison Bechdel's graphic novel FUN HOME become a blockbuster, a critical success, a smash on Broadway, and a banned book, too? In the last section of the course, students will choose a book that is being contested in their own historical moment, to determine the patterns at play in the banning of books, and to consider how writers – and readers – might respond to such challenges. (Creadick) **P3, P4** [Prerequisite: Open to First year and Sophomore students only, or permission of instructor.]

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) **P3, P4**

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. The texts typically include Shakespeare's "The Tempest," Defoe's "Robinson Crusoe," Phillip Dick's "Blade Runner/Do Androids Dream of Electric Sheep?," Octavia Butler's "Kindred," and George Orwell's "Burmese Days." (Basu) **P3, P4**

ENG 185 From Novel to Film Film today is in a position in our culture analogous to the position the novel once held in literary tradition. It is still largely a medium that belongs to popular culture, and its sense of emotional immediacy, the persuasive power of visual storytelling, and filmmakers' ability to respond to current ideas and trends of thought often means that modern film is a useful window on the age in which a film is made. We will address narrative technique, ask how filmmakers use the visual medium to transform difficult but profoundly arresting narratives into engaging and comprehensible films, while also asking what makes an adaptation effective? Why bother if the book is satisfying? Can an adaptation ever be as good as the book? There is another focus here as well; we also want to raise important questions about how and by whom meaning is made in both novels and films and about the role of the imagination of the reader and viewer in completing the picture. Readings and films may vary. (Minott-Ahl)

ENG 200 Critical Methods This course is required of all majors and minors to prepare students for upper-level study in English and Creative Writing, 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 205 Narrative Theory 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) **P4** [Prerequisite: One 100-level ENG course, or permission of instructor.]

ENG 213 Environmental Literature In this course students read poetry and prose by writers who concern themselves with the human experience of and relation to nature. These diverse writers artfully evoke the landscape while at the same time contemplating the modern environmental crisis. They approach the question of the meaning of nature in our lives in personal, as well as philosophical and ethical, ways. Cross-listed with Environmental Studies. (Ivanchikova) [Antirequisite: Cannot be taken in addition to ENG 113.]

ENG 234 Chaucer: Topics Chaucer composed his poetry in the historical context of peasant risings, religious heresy, English imperialism, and the aftermath of the Black Death and in the literary context of both the Alliterative Renaissance and the influence of the French and Italian traditions. A first topic focuses on a careful reading of The Canterbury Tales and the second concentrates on a comparative study of Troilus and Criseyde and its main source, Boccaccio's Il Filostrato. Both courses investigate issues surrounding the authorship, language, audience, and ideologies of Chaucer's work within the larger cultural, social, and political context of late medieval England. (Minott-Ahl, Carson)

ENG 236 Shakespeare What has made Shakespeare the most influential writer in history? This class offers an introduction to his work and also to the various critical practices we employ in the field of Shakespeare studies. It presupposes no background with the subject – English majors, potential English majors, and non-majors alike are welcome. Through a series of collaborative activities and projects, we will develop a set of critical skills to help us not only to appreciate Shakespeare's works, but also to engage with their language and dramaturgy, to contextualize them historically, and to push back against them politically, and to play with them creatively. (Carson) [Antirequisite: Cannot be taken in addition to ENG 237.]

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 like the words of a magic spell, meant to unleash the power of imagination and speak new political and intellectual realities into being. In addition to reading the works of well known Romantics such as Wordsworth and Byron, the course examines the provocative writings of abolitionists, visionaries, and poets whose support of Revolution in France made them distrusted at home in England. (Minott-Ahl) [Prerequisite: ENG 200, or permission of instructor.]

ENG 242 Victorian 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 Gothic Novel This course will explore the Gothic novel from the mid-eighteenth century to the end of the nineteenth, when Bram Stoker's Dracula first appeared. Disparaged as sensational reading likely to corrupt young women and as something that distracted men from more important things, Gothic novels were extremely popular from the moment Horace Walpole's Castle of Otranto found its way into booksellers' shops. It achieved this success against a backdrop of tightening social structures on the conduct of women of the upper and newly emerging middle classes. We will explore how some 18th century Gothic novels actually reinforce the values and social mores they are accused of undermining, while others subvert values they profess to uphold. We will also explore the ways in which the definition of what is horrible or terrifying changed in response to social and historical realities. (Minott-Ahl)

ENG 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) **P3, P4**

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) **P3**

ENG 251 Recovering African American Literature This course will study African American literature from the late eighteenth-century to the early twentieth-century. In this period, African Americans developed a literature to express themselves and communicate with each other. They wrote and read poetry by artists like Phillis Wheatley and Paul Laurence Dunbar and prose by artists like Frederick Douglass and Frances Ellen Watkins Harper. We will explore these texts in the context of when they were written and read, a time of radical change that these writers and readers helped enact. We will also examine the formation of African Americanist literary scholarship, without which a course like ours would be impossible. We can read this literature because other scholars have recovered it. These texts had been known at one time, but had since become lost, forgotten, or neglected. These scholars performed this work by finding these texts, by researching who wrote and read them, by preparing versions of them that presented what they had learned, and then by teaching and writing about them. In addition to reading, talking, and writing about this literature, we will ourselves engage in the collaborative work of literary recovery. (Black) **P3, P4**

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) **P3, P4**

ENG 253 Nineteenth-Century American Fiction What's so great, or so American, about the Great American Novel? To answer this question, we will read a number of novels from the period – the nineteenth century – in which the idea of the G.A.N. (as Henry James, whose own works contended for that title, abbreviated it) was first introduced. We will also discuss historical shifts in literary valuation that would cause Harriet Beecher Stowe's Uncle Tom's Cabin, the nominee of the critic who first came up with the idea, to be supplanted by Herman Melville's Moby Dick as the Great American Novel. In addition to Stowe and Melville, we may read fiction by writers like Nathaniel Hawthorne, Mark Twain, Charles Chestnutt, and Sarah Orne Jewett. **P3**

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. (Black)

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. Dual-listed as AMST 261. (Creadick) **P3, P4**

ENG 264 Southern Fictions An introduction to fiction from the American South as well as to fictions of the American South from the mid-19th century to the present. We will analyze works by major southern authors to uncover what if anything they have in common. We will also look at "The South" itself as a kind of fiction – constructed through literature, film and popular culture. Our readings will cluster around subgenres of southern fiction and contemporary "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) **P3, P4**

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 American Poetry: 1945 to Now 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) **P4**

ENG 270 Globalization and Literature Globalism as a contemporary phenomenon has been in the ascendancy. It is, among other things, an economic, cultural, technological, and demographic phenomenon. Students examine globalism and its related metaphors of hybridity, cosmopolitanism, migrancy, exile, and so on against nationalism and its privileged metaphors of rootedness and identity. If the production of a national subject is no longer the purpose of "discipline," what does it mean to produce a transnational subject? These are some of the concerns of the fiction students read for this course. We typically begin with two famous American novels, Upton Sinclair's The Jungle and Don DeLillo's White Noise, to examine the impact of globalization on the United States. We then move to two South Asian novels, Salman Rushdie's Midnight's Children and Hanif Kureishi's Black Album. We end with two important novels by black women writers, Tsitsi Dangarembga's Nervous Conditions and Toni Morrison's Tar Baby. (Basu) **P3, P4**

ENG 274 Stories That Heal: Writing Trauma and Recovery The course examines the power of storytelling for healing and change. How do we heal from painful experiences – mental illness, physical injury, incarceration, or trauma? Philosopher Cathy Caruth calls trauma "an experience without experience": it is an event that unsettles a person's life causing a rupture seemingly beyond repair. To turn a traumatic event into an event that can be processed and eventually put to rest, one needs to tell a story. The work of narrative meaning-making is an act of healing. In this course, we'll discuss how 20th- and 21st-century writers from all over the world harnessed the power of stories to heal from trauma and to regain a sense of identity and agency. The course addresses the cultural difference goal and the English Department's global requirement. **P4**

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) [Prerequisite: Open to students taking or having taken MDSC 100 or ENG 200.]

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. (Staff) **P2** [Prerequisite: Not open to students who have taken ENG 190.]

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 Course also listed as AMST 301. 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. Dual-listed as AMST 301. (Creadick) [Prerequisite: Open to Juniors and Seniors only, or permission of instructor.]

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. (Ivanchikova)

ENG 306 Queer Shakespeare Shakespeare's plays and poems challenge received ideas about gender, sexuality, and personal identity in diverse and often dazzling ways. In this class, we will place some of his works into dialogue with contemporary queer theory and consider what this conversation can teach us. Over the course of the semester, we will address questions from a variety of critical perspectives – theoretical, historical, dramaturgical, poetical, and philosophical. This class is designed for ENG, GSIJ, MDSC, and THTR majors and minors, but open to everyone. (Carson; offered occasionally)

ENG 307 Cowboy to Gamer: Forms of Storytelling Across Media Storytelling exists across innumerable forms, and those forms change as new technologies are invented. This course aims to build a flexible toolkit for students interested in telling stories in new and emerging media. We will begin with a historic form, popular in the 19th Century, which is a low-fi moving visual form using light, image and sound. We will then explore live short-form story-telling using voice, popularized by the radio program "The Moth." Students will field trip to a local story slam, if possible, and host a slam on campus. We will then develop a basic toolkit for audio recording in order to produce a short piece for podcast. Finally, we will produce a basic text-based interactive digital game. Along the way, we will consider stories told by expert practitioners in each of these media as well as in other emerging and historic forms. The goal is to develop not only skills specific to each medium, but also to give the students a robust vocabulary of storytelling practices applicable to emerging and future media. Students should have taken one class in either Media and Society, English or Writing and Rhetoric. (Conroy-Goldman) [Prerequisite: ENG 307.]

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. (Hamilton, Melanie) [Prerequisite: One English and Creative Writing Course.]

ENG 314 The Art of Memoir How can a lived life be transformed into literature? What forms has life-writing taken in the past? Why is memoir one of the most popular literary forms today? Through lecture, discussion, readings, and criticism, this class explores a wide array of memoirs, such as graphic/illustrated memoir, confessional, portrait, or memoir-in-essay. Alongside the works themselves, we study theoretical concepts important to life-writing such as memory, subjectivity, confession, narrative, and affect. In addition to substantial critical papers, students will try their hands at some creative exercises in order to consider how memoirs function internally, as well as in the context of a broader literary landscape. (Creadick) [Prerequisite: ENG 200, or permission of instructor.]

ENG 335 Fashioning Identity: Clothing. Character, and Social Mobility in 19th Century British Literature This course seeks to reconstruct the ways clothing restricted bodies and expanded social possibility by exploring the assumptions, the realities, and the understanding people had about clothing through literature from the seventeenth through the 19th centuries. We will read a wide range of literary works and we'll also explore the changing commercial circumstances, including the new markets opened up by imperialistic exploration that allowed people access to an increasingly wide range of goods. Delving into the material culture and historical contexts of the literary works we read, we'll seek to understand how and by whom clothing was made as well as the circumstances that made it easier for middle- and lower-class people to acquire the trappings of wealth and social consequence as industrialization gained momentum. But clothing also communicates and the works of writers from Henry Fielding and Jane Austen to Charles Dickens and George Bernard Shaw will provide insight into its symbolism and into the trans-formative power of clothing. (Minott-Ahl)

ENG 337 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 widely 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 338 Milton 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. (Carson) [Prerequisite: ENG 200, or permission of instructor.]

ENG 339 Shakespeare's Contemporaries Shakespeare was hardly a singular phenomenon: he made his name working within a thriving theatre community in Elizabethan London, where he was seen to be just one of about a dozen notable playwrights of the era. In this class we will read fantastic plays by some of his most notable peers, including Christopher Marlowe, Thomas Kyd, John Lyly, Ben Jonson, Thomas Middleton, Francis Beaumont, John Webster, and others, whose best work is arguably every bit as important and as impressive as Shakespeare's works. (Carson) [Prerequisite: ENG 200, or permission of instructor.]

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) [Prerequisite: One ENG course. Open to Juniors and Seniors, or by permission of instructor.]

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 questions that have animated Joyce criticism over the past half-century: is Ulysses exemplary of cosmopolitan Modernism or is it a post-colonial novel? Is it an exercise in misogyny or a proto-Feminist intervention? Elitist or populist? Because the book is so relentlessly allusive, it will be necessary for us to refer to some of the literary, philosophical, and historical materials Joyce incorporated into his novel, including Irish history, Jewish history, Shakespeare's Hamlet, the geography of Dublin, and Thomist philosophy. Although it is not necessary, students who have not already done so might wish to familiarize themselves with Dubliners and A Portrait of the Artist as a Young Man, as well as the Odyssey and Hamlet, as these are all important foreground materials for Joyce's experiment. (Cope) [Prerequisite: ENG 200 (may be taken concurrently), or permission of instructor. Student can't have taken ENG 445.]

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. Dual-listed as AMST 351. (Black)

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. Dual-listed as AMST 354. (Black) [Prerequisite: ENG 200 or MDSC 100 (may be taken concurrently), or permission of instructor.]

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 Michael 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) [Prerequisite: Open to junior and senior ENG, GSIJ, WMST, and LGBT majors or minors, or by permission of instructor.]

ENG 363 The American Epic All of us belong to different and shared nations, the boundaries of which dilate and contract daily, A nation, unlike a country, doesn't rely on land or borders – it lives in the minds of its people. The epic poem is one artist's attempt to speak of, speak for, and speak into being their chosen nation. In this course, we will examine the multitude of American poets who have made use of this tool – from Walt Whitman to Alice Notley to Tyehimba Jess. We will interrogate the boundaries and vitality of this ancient form and chart its growth into the modern day. By the end of the class, our goal will be to consider more fully how the epic form expands, reclaims, and reimagines the language and culture in which it is written. (Schonning)

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. (Cowles) [Prerequisite: ENG 190 or ENG 290 and permission of instructor.]

ENG 392 Small Press Book Publishing: Book Contest and Acquisitions Editing In this course, students will help publish a book. We will focus on small press acquisitions editing through the facilitation of Seneca Review's first biennial Deborah Tall Lyric Essay Book Contest. The editors of Seneca Review will have narrowed down manuscript submissions to approximately 15 semi-finalists. Over the course of the semester, students will have the opportunity both to learn about and to engage in the acquisitions editorial process by reading, discussing, and evaluating each of the semi-finalist manuscripts and by ultimately helping select five finalists. The TRIAS resident will meet with the class several times and serve as the contest judge. Students will work in small groups to pitch one of the finalist manuscripts to the judge. By engaging in the book publishing and acquisitions process, students will grapple with such questions as: How do lyric essays and hybrid texts work in conjunction with one another in a book-length manuscript? What makes a creative manuscript good and how do we weigh it against competing manuscripts with different strengths? And how can we distinguish between manuscripts that cross the threshold into the realm of literary excellence and those that do not? (Babbitt)

ENG 393 Fiction Workshop II: 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. Fiction I and Fiction II may be taken in either order. Prerequisite: Permission of the instructor, based on writing sample. (Conroy-Goldman) [Prerequisite: ENG 190, ENG 290, or permission of instructor.]

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. (Conroy-Goldman) [Prerequisite: ENG 190 or ENG 290 and permission of instructor.]

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 subgenre 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 other1s creative work in regularly held workshops. (Babbitt)

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. (Staff) [Prerequisite: One ENG or WRRH course.]

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 logline through five and fifteen beat outlines to drafting the first act. Students will be assigned analyses of various aspects of craft in outstanding classic and contemporary films, read screenplays, and engage in a variety of exercises designed to help each tell their stories. Prerequisite: one course in Media and Society or English. [Prerequisite: One ENG course]

ENG 399 Hybrid Forms Workshop New publication methods and technologies change art. From the printing press, to the typewriter, the record player, the camera, or the film reel, artists have used new technologies to expand our notions of art and to skirt borders of genres and media. In the advent of the internet and digital technologies, the possibilities for expansion and experimentation have again exploded, and contemporary artists are involved in a renaissance of hybrid forms that has become bigger than the technologies that started it. Poets are using cameras and bullhorns, musicians are using kitchen utensils, translators are using languages they don't actually speak, artists are using old books and exacto knives, sculptors are using live (and not live) human bodies, film directors are using colored pencils and moth wings, dancers are using dirt and armchairs. In this creative writing workshop, the focus will be on hybrid texts that include language in some form. We will track a strange vein of precedent for contemporary hybrid texts across decades and even centuries, we will explore what artists and writers are producing right now, and we will create and workshop our own hybrid texts. We will learn new critical language for talking about such texts, and we will 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. (Cowles) [Prerequisite: ENG 290 (or intro class in another fine art) and permission of instructor.]

ENG 410 Capstone: Radical Futures What does the future have in store? Radical Futures will engage with the question of the future as discussed in contemporary fiction, creative non-fiction, and theoretical texts. Our moment is defined by pervasive anxiety about the future. Three moments of crises are frequently discussed: environmental (climate change, resource depletion, and mass extinctions), economic (automation and rising inequality), and existential (Al research and development forcing us to redefine the notion of the human). In this course, we will discuss texts that push against visions of apocalypse and imagine futures that are both radically different and hopeful. We will discuss radical proposals that inhabit the liminal space between fiction and science, such as cryonics and brain emulation, extinct species revival, socio-economic equality, and space exploration. What role will humanities play in these future developments? Students will be required to write an extensive research paper on one of the topics discussed in the course. (Ivanchikova) [Prerequisite: Open to ENG and COMPLIT majors and minors.]

ENG 417 Capstone: Shakespearean Adaptation Shakespeare's plays exist in a state of continual reinterpretation, not just through the work of literary scholars and of theatre artists, but also through the creations of adapters who generate entirely new artworks – novels, poems, plays, films, television series, graphic novels, operas, pop songs, video games, dance, visual and performance art – that engage in dialogue with their Shakespearean sources. In this capstone class, we will investigate the world of Shakespeare adaptations, exploring how artists of all sorts have repurposed, transformed, interrogated, satirized, lionized, translated, inverted, and fought back against Shakespeare's works across time, across cultures, and across media. (Carson) [Prerequisite: Open to ENG majors and minors. Others should request instructor permission.]

ENG 441 Capstone: Writing Women: Defining Femininity in Late Nineteenth Century Britain This course will reconstruct the social and legal conditions under which British women lived in the last two decades of the nineteenth century. Together, we will use research skills and techniques learned in previous English coursework to examine the work and lives of women writers who used the print medium to construct a new femininity in this age of increasing female presence in the work force, increasing discontentment with legal and economic disadvantage, and restrictive social mores in a rapidly modernizing and more urban age. In our investigations, we will look at journals and read letters written by women living in late nineteenth and early twentieth century Britain with a view to understanding their concerns as they understood them. Through close reading and analysis of their writings, we will also explore the ways in which they reproduced and struggled against the discourses that enabled economic and political disadvantage and the simultaneous silencing and exploration of their creativity by a largely male literary establishment. In addition to such writers as Virginia Woolf, Sarah Grand, and Olive Schreiner, we will also examine the male writers such as John Stuart Mill who lent their more audible voices to the causes of gender equality and women's suffrage and George Gissing, who so intimately depicts the lives of ordinary people navigating rapidly changing times. In addition to primary source material and as part of the capstone to the English major, we will also be reading and discussing modern investigations of the New Woman and discussing the approaches and methodologies of the various scholars whose work we will encounter. (Minott-Ahl) [Prerequisite: Open to ENG majors in their Junior or Senior years, or by instructor permission.]

ENG 445 Capstone: 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) [Prerequisite: Open to Senior English Majors]

ENG 458 Capstone: The American 1850's The 1850's was a period of unprecedented artistic production in the history of the United States, one that's arguably been unmatched since. In the span of ten years, writers like Herman Melville, Walt Whitman, Frederick Douglass, Nathaniel Hawthorne, Emily Dickinson, Henry David Thoreau, and Harriet Beecher Stowe published major works of prose and verse that experimented with literary conventions and responded to the times. In addition to attending to issues of form and context, this course will consider the relationship between literature and culture and politics and history. Along the way, we will read foundational works of scholarship, revisit classic debates, and participate in current conversations. As part of this process, students will write and present a research paper, as well as collaborate on other critical and creative projects. (Black) [Prerequisite: Open to junior and senior ENG majors who have taken ENG 200, or permission of instructor.]

ENG 464 Capstone: New South Fictions Some of the most celebrated American literature has sprung from the South, from William Faulkner's high modernist experiments to Alice Walker's poetry and fiction to Barbara Kingsolver's latest Pulitzer prize-winner. But in 2001, a call in the journal American Literature for a "new southern studies" signaled a ground shift in the field. Scholars began to turn away from exceptionalist or essentialist notions of "The South" to raise more skeptical, even hostile critiques of old metaphors, monuments, and monoliths. What has happened in the literary landscape since this turn? New South Fictions picks up at this crossroads, centering contemporary (post-2000) southern writers and writing. As readers of this fiction, we will contend with Appalachian Souths, Future Souths, Native Souths, Queer Souths, Urban Souths, Undead Souths, Weird Souths, and more. Students in this capstone will be positioned as a new generation of literary critics laboring to analyze this new generation of writers. What do these authors have to teach us about the South? And what does this South have to teach us about America, now? New South Fictions is a capstone seminar, which means it is a rigorous course intended for upper-level majors. The expectation is that the student will already have a solid understanding of how to analyze, interpret, synthesize, research, and write about literary texts. The reading load is heavy (expect at least one book per week, plus articles), and the class period is entirely discussion-based and frequently student-led. The course culminates in a lengthy "seminar paper," which will showcase your most advanced scholarly writing in your discipline. [Prerequisite: Open to junior and senior ENG majors only,]

ENG 490 Trias Tutorial Under the direction of the Trias Writer-in-Residence, students will work towards the production of a full portfolio of creative writing, suitable for publication or submission as a writing sample to graduate school in the field. Students will pursue individualized reading lists, produce new work on a bi-weekly basis, and complete substantial revisions of their efforts. [Prerequisite: Trias Topics Workshop and permission of Trias Writer.]

ENG 493 Capstone: Junior/Senior Seminar: Theory of Fiction Course also listed as ENG 315. 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. (Conroy-Goldman) [Prerequisite: Open to Junior and Senior ENG majors and minors, or permission of instructor.]

ENG 495 Honors

ENVIRONMENTAL SCIENCE

Program Faculty (Steering Committee)

Nan Crystal Arens, Professor of Geoscience
Meghan Brown, Professor of Biology
Kristen Brubaker, Professor of Environmental Studies, Chair
Lisa Cleckner, Director of the Finger Lakes Institute
Bradley Cosentino, Professor of Biology
Tara Curtin, Associate Professor of Geoscience
Susan Cushman, Associate Professor of Practice in Biology
Mark Deutschlander, Professor of Biology
David Finkelstein, Associate Professor of Geoscience
David Kendrick, Professor of Geoscience
Neil Laird, Professor of Geoscience
Nicholas Metz, Professor of Geoscience
Shannon Straub, Associate Professor of Biology

Environmental Science is an interdisciplinary major that investigates the relationship between humans and their natural world. Environmental Science blends perspectives from biology, geoscience and environmental studies to train students to understand scientific interconnections of and between the abiotic and biotic world. In addition to developing a firm grounding in science, students take courses that equip them to address a wide range of stakeholders and interface effectively with policymakers. Graduates will be able to pursue employment or research opportunities in fields such as natural resources, ecosystem science and management, environmental consulting, sustainability initiatives and related areas, while still providing the interdisciplinary framework to pursue science-grounded policy careers. Courses will be taught by faculty in multiple departments and will include field/research opportunities that utilize existing campus assets such as Cooper's Woods, Hanley Preserve and Seneca Lake.

Mission Statement

The mission of the Environmental Science program is to provide students with a solid background in the sciences and then apply this knowledge to help understand complex local and global environmental problems. Students will also learn why scientific approaches need to be integrated with social science and humanities perspectives to understand the causes of environmental problems and implement change. Students will learn the tools necessary to solve problems and communicate solutions to diverse audiences. Students will graduate with experience integrating multiple perspectives to tackle some of the world's biggest environmental challenges, including climate change, biodiversity loss and water scarcity. Our graduates will have the skills necessary to continue to learn new advances in the field, and to use data to effectively answer questions.

Offerings

Environmental Science offers an interdisciplinary B.S. major. All courses must be completed with a grade of C- or better. Credit/No credit courses cannot be counted toward the major.

ENVIRONMENTAL SCIENCE MAJOR (B.S.)

disciplinary, 16 courses

Learning Objectives:

- Demonstrate an understanding of the influences that abiotic (climate, energy, geology, water) and biotic environmental factors have on creating and altering ecosystems.
- Think critically about scientific problems using previous work and applying this knowledge to a new place or topic.
- Design and complete a scientific study by creating unique scientific questions and collecting, analyzing, synthesizing, and interpreting data.
- Effectively communicate science in a variety of venues used by scientists, in oral, written, and visual formats.

- Articulate an understanding of the world's most challenging environmental problems, along with potential solutions, to diverse audiences using credible, evidenced-based arguments.
- Relate insights from the social sciences and humanities towards addressing equity, justice, and ethics issues with regards to human-environment interactions.

Requirements:

Sixteen courses are required. Six core required courses include BIOL 167, BIOL 225, GEO 182 or GEO 184 or GEO 186, ENV 200, ENV 201 or ENV 205 or ENV 211 or ENV 237 or INRL 275, and ENV 202 or PHIL 154 or ENG 213. Two required courses in quantitative and spatial reasoning: ENV/GEO 207, BIOL 230, SOC 212 or ECON 202, and ENV 203 or ENV 281. Five additional environmental science electives are required, including two in Biology and three in Geoscience. Students also complete two supporting natural science electives, as well as ESCI 400 Environmental Science Capstone. Completion of Honors with steering committee faculty in Biology, Environmental Studies, and Geoscience may substitute for ESCI 400.

Environmental Science Electives. The following courses in Biology and Geoscience can be completed to meet the requirement for Environmental Science electives:

Biology Electives

BIOL 300 Evolution
BIOL 316 Conservation Biology
BIOL 325 Invasion Ecology
BIOL 328 The Biology of Plants
BIOL 334 Vertebrate Biology
BIOL 338 Aquatic Biology
BIOL 339 Global Change Biology
BIOL 356 Ornithology
AUST 331 Australia Terrestrial Ecology
AUST 332 Marine Ecology of Australia

Geoscience Electives

GEO 210 Environmental Hydrology
GEO 215 Hydrometeorology
GEO 220 Geomorphology
GEO 242 The Earth System
GEO 250 Oceanography
GEO 255 Global Climates
GEO 260 Weather Analysis
GEO 265 Weather Measurements and Computing
GEO 280 Environmental Geochemistry
GEO 284 Mineralogy and Petrology
GEO 299 Geoscience Field Studies
GEO 320 Sediments and Sedimentary Rocks
GEO 325 Paleoclimatology
GEO 330 Limnology
GEO 350 Synoptic-Dynamic Meteorology I
GEO 351 Synoptic-Dynamic Meteorology II
GEO 355 Mesoscale and Severe Weather
GEO 362 Polar Meteorology
GEO 365 Environmental Meteorology

GEO 375 Earth History
GEO 380 Paleontology
GEO 390 Gondwana
ATMO 245 Climate Change Science

Elective Courses in the Natural Sciences. Supporting science electives include biology, chemistry, computer science, geoscience, mathematics, or physics. Additional options for the natural science elective include ENV 203, ENV 281, ENV 282, and ENV 310.

Progressing through the Major. During the first year, students are advised to complete BIOL 167, GEO 182 or GEO 184 or GEO 186, ENV 200, and ENV 202 or PHIL 154 or ENG 213. During the second year, students are advised to complete BIOL 225, ENV 201 or ENV 205 or ENV 211 or ENV 237, ENV 207 or BIOL 230, and one geoscience elective. During the third year, students should complete ENV 203 or ENV 281, one biology elective, one geoscience elective, and one supporting science elective. During the fourth year, students should complete one biology elective, one geoscience elective, one supporting science elective, and ESCI 400.

GENERAL POLICIES

Policies on CR/NC and course repeats. For the major, all courses must be taken for a letter grade (CR/DCR/NC courses will not count) and completed with a C- or better unless otherwise indicated. Exceptions to this policy include GEO 299 and other courses approved via petition to the chair of Environmental Science.

Advanced Placement. Students who earn an Advanced Placement (AP) score of 5 for AP Environmental Science will earn credit toward the environmental science major as an equivalency with ENV 200 Environmental Science. Students who earn and Advanced Placement (AP) score of 5 for AP Biology will earn credit towards the environmental science major as an equivalency with BIOL 167.

Taking courses in HWS abroad or excursion programs. Courses in HWS abroad or excursion programs may contribute to the environmental science major with equivalencies as core required courses or contributing as electives. For example, AUST 331 and AUST 332 are approved as biology electives, and GEO 299 is approved as a geoscience elective. Other abroad or excursion courses not previously approved must be petitioned for approval by contacting chair of Environmental Science. Students should work with their adviser to determine how potential abroad or excursion courses will count towards the major.

Capstone substitution. Capstone courses in biology (BIOL460), geoscience (GEO 489 with accompanying independent study), or environmental studies (ENV 400, ENV 401) will be considered for substitution for the ESCI 400 requirement on a case-by-case basis. Students must submit a petition to the chair of Environmental Science outlining the rationale for a proposed substitution to have these courses considered. Completion of Honors in Environmental Science or with steering committee faculty in Biology and Geoscience may substitute for ESCI 400.

Taking courses at other institutions. Courses taken at other institutions, which are not affiliated with HWS-sponsored abroad programs, are considered on a case-by-case basis. Students must submit a petition to the chair of Environmental Science to have these courses considered for the major.

COURSE DESCRIPTIONS

ESCI 400 Environmental Science Capstone This is the capstone class for the Environmental Science major. Students will work individually or in groups to complete an applied project (for example a proposal, report, or planning project) on environmental issues integrating conceptual background from biology and geosciences and involving statistical or geospatial data analyses. Projects will usually be locally focused, and will include real data. Final projects could consist of poster presentations, research proposals, technical reports, or oral presentations to stakeholders. [Prerequisite: Open to senior ESCI majors who has taken at least one 300-level BIOL or GEO course.]

ESCI 495 Honors

ESCI 499 Environmental Science Internship

ENVIRONMENTAL STUDIES

Department Faculty

Kristen Brubaker, Associate Professor, Environmental Studies
Dohyoung Kim, Visiting Assistant Professor, Environmental Studies
Beth Kinne, Associate Professor, Environmental Studies
Whitney Mauer, Associate Professor, Environmental Studies, Chair
Robinson Murphy, Visiting Assistant Professor, Environmental Studies
John Halfman, Emeritus Professor, Environmental Studies

Contributing Faculty

Christopher Annear, Anthropology
Etin Anwar, Religious Studies
Nan Crystal Arens, Geoscience
Betty Bayer, Gender, Sexuality, and Intersectional Justice
Jeffrey Blankenship, Art and Architecture
Walter Bowyer, Chemistry
Meghan Brown, Biology
Sigrid Carle, Biology
Lisa Cleckner, Finger Lakes Institute
Bradley Cosentino, Biology
Tara Curtin, Geoscience
Susan Cushman, Biology
Mark Deutschlander, Biology
Tom Drennen, Management and Entrepreneurship
Ileana Dumitriu, Physics
Kevin Dunn, International Relations
David Finkelstein, Geoscience
Jessica Hayes-Conroy, Gender, Sexuality, and Intersectional Justice
Alla Ivanchikova, English and Creative Writing
Kristy Kenyon, Biology
Neil Laird, Geoscience
Jamie MaKinster, Education
Kirin Makker, American Studies
Nicholas Metz, Geoscience
Erin Pelkey, Chemistry
Kelsey Ward, Philosophy
Sarah Whitten, History
Lisa Yoshikawa, History

Many of the biggest problems facing humanity are environmental, including climate change, food insecurity, lack of water availability, energy systems, environmental injustice and biodiversity loss. In order to move the needle on these environmental challenges, we teach an interdisciplinary approach to problem solving.

Environmental Studies is defined by its interdisciplinary nature. Our faculty and classes are split between Natural Science, Social Science and the Humanities so that our students learn how to approach a problem from multiple perspectives. While we expect our students to scientifically articulate climate change and other environmental issues, we also know that humanistic approaches, including those based in art, film and literature, are essential to understand and solve complex environmental crises. The humanities allow us to reach individuals on an emotional level that can solicit change in ways more quantitative approaches may miss. In addition, social and economic structures often constrain the scope of possibilities for moving towards a more sustainable and environmentally just world. Therefore, a fluency in the humanities, social science and natural science perspectives are integral to helping students become critical thinkers and creative problem solvers. A critical, interdisciplinary understanding of environmental issues will allow our students to address the causes of environmental harms rather than merely the symptoms.

Our Environmental Studies curriculum moreover provides students with an experiential education. These integrated experiences include anything from summer research, to 'service learning' opportunities within the local community, to working an internship, and even a lab class in one of our campus's 'living laboratories' such as Seneca Lake, the William Scandling research boat, and Coopers' Woods. All our students complete a Senior Integrated Experience, a capstone project in which they use their interdisciplinary training to explore an environmental problem from multiple perspectives.

Mission Statement

The mission of the Environmental Studies program is to develop graduates with an understanding of the complexity of local and global environmental problems. Using an interdisciplinary approach grounded in the natural sciences, humanities, and social sciences, we facilitate the development of critical-thinking citizens equipped with a robust, diverse problem-solving toolbox. We produce graduates with experience integrating multiple perspectives to forge pathways to a future that is more sustainable, just and equitable for all. Our graduates consistently thrive in careers that address any number of pressing environmental challenges.

Offerings

Environmental Studies offers an interdisciplinary major and minor. Careful selection of core and elective courses is key to developing a coherent area of concentration within the student's program of study.

ENVIRONMENTAL STUDIES MAJOR (B.A.)

interdisciplinary, 13 courses

Learning Objectives:

- Articulate and apply an understanding of the natural sciences and scientific literacy in order to analyze environmental problems.
- Articulate and apply insights from economic, political, social, and cultural institutions in order to analyze human-environmental interactions.
- Situate environmental issues and the links between human and natural systems in ethical, cross-cultural, and historical contexts, as expressed through the arts, literature, music, and film.
- Communicate the world's most challenging environmental problems, along with potential solutions, to diverse audiences using credible, evidenced-based arguments.
- Identify appropriate methods of inquiry to address research questions in the natural sciences, social sciences and humanities, and apply methodological skills to environmental problem solving.
- Engage critically with questions of justice and equity in human-environment interactions.

Requirements:

ENV 102 or substitute one "ES Core" course; ENV 400 or ENV 401; two "ES Core" courses from different departments in each division (two ENV permitted), a "tools" course, and four "ES Elective" courses from the ES Core and/or ES Elective course lists at the 200-level or above. Students are asked to carefully select ES Core and elective courses to define a focus. All courses for the major must be passed with a C- or higher. No more than one CR grade may count towards the major.

ENVIRONMENTAL STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

ENV 102 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 for the minor must be passed with a C- or higher. No more than one CR grade may count towards the minor.

Core Courses

HUMANITIES CORE

ENV 202 Environmental Humanities
ENV 214 Nordic Film and Climate Change
ENV 285 Environmental Afrofuturism
ENV 345 Decolonial Environmentalisms
AMST 312 Architecture Space and Social Justice
BIDS 112 Where the Wild Things Are
ENG 213 Environmental Literature
GSIJ 309 Stormy Weather Ecofeminism
HIST 151 Food Systems in History
HIST 246 American Environmental History
HIST 286 Plants and Empire
HIST 324 Barbarian Empires: Indigenous Peoples, Pirates, Sear Otters
PHIL 154 Environmental Ethics
REL 286 Islam and Environment

Natural Sciences Core

ENV 200 Environmental Science
ENV 281 Remote Sensing
ENV 282 Energy, Environment and Technology
ATMO 245 Climate Change Science
BIOL 150 Foundations of Biology
BIOL 167 Introductory Topics in Biology
CHEM 101 That's Cool! Chemistry Is Everywhere
CHEM 110 General Chemistry
CHEM 190 Accelerated. General Chemistry
GEO 140 Environmental Geology
GEO 142 Earth Systems Science
GEO 143 Earth and Life through Time
GEO 144 Astrobiology (also PHYS 115)
GEO 182 Introduction to Meteorology
GEO 184 Introduction to Geology
GEO 186 Introduction to Hydrogeology

Social Sciences Core

ENV 201 Community and Urban Resilience (also SOC 271)
ENV 205 Introduction to Environmental Law
ENV 211 Climate Change Law and Policy
ENV 213/AMST 213/SOC 213 Poverty and Place in Rural America
ENV 237/AMST 237 Environmental Justice in Indian Country
ENV 309 Environmental Change in the Indigenous World
ANTH 280 Environment and Culture
ECON 348 Natural Resource and Energy Economics
GSIJ 212 Gender and Geography
INRL 275 International Environmental Insecurity and Global Climate Change

Tools Courses

ENV 203 Fundamentals of GIS
ENV 207 Environmental Statistics (also GEO 207)
ENV 232 Navigating Conflict
AMST 201 Methods in American Studies
AMST 202 Drawing for Study and Storytelling
ANTH 273 Research Methods
BIOL 230 Biostatistics
CPSC 225 Intermediate Programming
ECON 202 Statistics
GSIJ 305 Food, Feminism & Health
INRL 371 Qualitative and Interpretive Research Methods
MATH 192 Multivariable Calculus
MATH 237 Differential Equations
MDSC 319 Listening to the Finger Lakes
PHYS 285 Math Methods
POL 361 Intro to Quantitative Research Methods
PSY 201 Statistics in the Psychological Sciences
PSY 202 Introduction to Research Methods in Psychology
SOC 211 Research Methods
SOC 212 Data Analysis

Environmental Studies Courses

ENV 102 Introduction to Environmental Studies: Climate Change
ENV 200 Environmental Science
ENV 201 Community and Urban Resilience
ENV 202 Environmental Humanities
ENV 203 Fundamentals of GIS
ENV 205 Intro to Environmental Law
ENV 207 Environmental Statistics (also GEO 207)
ENV 213 Poverty and Place in Rural America
ENV 214 Nordic Film and Climate Change (only offered Maymester)
ENV 216 Birds in Our Landscape (only offered in Maymester, J-Term)
ENV 232 Navigating Conflict
ENV 237 Environmental Justice in Indian Country
ENV 281 Remote Sensing
ENV 282 Energy, Environment and Technology
ENV 285 Environmental Afrofuturism
ENV 309 Environmental Change in the Indigenous World
ENV 310 Advanced GIS
ENV 320 Natural Resource Law
ENV 345 Decolonial Environmentalisms
ENV 400 Senior Integrative Experience (Group)
ENV 401 Senior Integrative Experience (Individual)

Cross-Listed Elective Courses

ANTH 217 Precolonial Africa
ANTH 228 Biological Anthropology
ANTH 310 Experimental Archaeology and Paleotechnology
ANTH 326 Pre-Columbian Mesoamerica
ANTH 340 Anthropology of the Global Commons
ANTH 354/454 Food, Meaning, Voice
ARCH 202 Radical Ecology: Designing With
ARCH 310 Early Modern History
ARCH 311 History of Modern Architecture
ARCH 312 Theories of Modern Architecture and Urbanism
ARCH 313 History of Modern Landscape Architecture
ARCS 300 Architecture Design Studio
ARTH 336/436 Landscape and the Garden in China and Japan
ASN 373/HIST 373 Darwinian World
BIDS 208 Fermenting in the Finger Lakes
BIOL 220 Genetics
BIOL 225 Ecology
BIOL 230 Biostatistics
BIOL 300 Evolution
BIOL 316 Conservation Biology
BIOL 328 Biology of Plants
BIOL 356 Ornithology Biology of Plants
BIOL 338 Aquatic Biology
BIOL 339 Global Change Biology
CHEM 210 Chemical Analysis
CHEM 240 Introduction to Organic Chemistry
CHEM 241 Intermediate Organic Chemistry
CHEM 318 Inorganic Chemistry A
CHEM 348 Biochemistry I
ECON 202 Statistics
ECON 301 Microeconomic Theory and Policy
ECON 316 Labor Market Issues
ECON 348 Natural Resources and Energy Economics
GEO 210 Environmental Hydrology
GEO 220 Geomorphology
GEO 240 Mineralogy
GEO 255 Global Climates
GEO 260/ATMO 260 Weather Analysis and Forecasting
GEO 280 Environmental Geochemistry
GEO 299 Geoscience Field Studies
GEO 320 Sediments and Sedimentary Rocks
GEO 325 Paleoclimatology

GEO 330 Limnology
GEO 365 Environmental Meteorology
GEO 375 Earth History
GEO 380 Paleontology
GSIJ 100 Introduction to Gender, Sexuality and Intersectional Justice: Environmental Lens
HIST 208 Women in American History
HIST 234 Medieval History
HIST 253 Renaissance and Reformation
HIST 373/ASN 373 Darwinian World
HIST 310 Rise of Industrial America
MATH 214 Applied Linear Algebra
MATH 192 Multivariable Calculus
MATH 237 Differential Equations
MATH 350 Probability
MATH 353 Mathematical Models
PHIL 232 Liberty and Community
PHIL 235 Morality and Self Interest
PHIL 236 Philosophy of Law
PHIL 238 Philosophy of Natural Science
PHYS 270 Modern Physics
PHYS 285 Mathematical Method
SLA 205 Flora y Fauna: Spanish in the Context of Nature
SOC 221 Race and Ethnic Relations
SOC 222 Social Change
SOC 223 Inequalities
SOC 251 Sociology of the City
SOC 258 Social Problems
SOC 300 Classical Sociological Theory
SOC 375 Social Policy

COURSE DESCRIPTIONS

ENV 099 Environmental Institute ENV 099 is represented by the curriculum in the Environmental Studies Summer Youth Institute (ESSYI) program. ESSYI is a two-week, college-level interdisciplinary program for talented high-school students entering their junior and senior years. The program introduces students to environmental issues and interdisciplinary techniques for addressing environmental problems. Students make new intellectual and emotional connections as they explore current environmental crises through scientific, social, economic, philosophical, ethical, and political perspectives. At the Institute, students develop a broad understanding of the interrelated forces that affect the environment and our relationship to the world. The environmental issues that confront us as we enter the 21st Century are complicated and the institute helps students to understand that successful solutions will not come from a single field. The central goal is to empower students with the confidence and tools to change the world through collaborative efforts in their future careers. Students will leave the institute with a better understanding of themselves, the environment, academic opportunities in college, and their career goals and aspirations.

ENV 102 Introduction to Environmental Studies: Global Climate Change This class introduces numerous questions and perspectives regarding global climate change. While the media now reports daily on climate change, understanding its causal mechanisms and effects are exceptionally complex. Is the climate changing and how do we know? What are climate change's causal forces? What are some ways that climate change affects ecosystems and human life? How do we imagine and plan for futures that may look and feel dramatically different from the present? What is being done to mitigate climate change and its effects? And why is more not being done? Addressing these questions requires an interdisciplinary approach, spanning the natural and social sciences as well as the humanities. In this course, we will scratch the surface of multiple approaches to the problem of global climate change and techniques of environmental studies, paying particular attention to the ethical dimensions of climate action. (Staff, offered each semester) **P4** [Prerequisite: Open to First Year and Sophomore students only.]

ENV 200 Environmental Science This course focuses on the science behind and plausible scientific solutions to pressing environmental 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) **P1** [Prerequisite: One 100-level ENV course or any ES core course.]

ENV 201 Community and Urban Resilience Cities and communities are experiencing unprecedented change. Urbanization and globalization, climate change, the persistence and growth of social inequities, and accelerated resource degradation and depletion are not merely technical problems, but social problems. This course is designed for students in environmental studies, urban studies, sociology and/or cognate fields to understand and apply concepts of resilience from sociology and geography to complex socio-ecological problems facing communities and urban places. The aim of this course is to introduce students to empirical, theoretical, and imaginative reflection on the possibilities of "resilience" for addressing climatological, ecological, economic, and social crises. Together, we will cover such key questions as: What is resilience? What role have various urban processes, such as urban renewal, segregation, or gentrification, had on the production or dismantling of resilience? Why are social science perspectives essential for understanding and addressing ecological change? How do social conditions affect urban and rural vulnerability to disturbances, disasters and changing climate regimes? What elements of the social fabric hold communities together through turbulent times? How can cities build capacity to withstand disruptions and shocks associated with climate change, global pandemics, interruptions in global trade and food supply, sharp increases in the cost of energy, and environmental degradation? What initiatives or interventions can nurture the development of alternative economic and social spaces that support the emergence of life-sustaining structures and practices? (Mauer, Kosta, offered annually.) **P4** [Prerequisite: One 100-level ENV course, SOC 100, or any ES core course. Not open to students that have taken SOC 271]

ENV 202 Environmental Humanities This course emphasizes the role of the humanities in imagining a just and sustainable planet. In particular, it will explore how a diverse array of literature and art – including the novel, short story, poem, play, podcast, film and television – can help us understand issues of immediate significance, like population growth, climate change and species extinction. Immersion in this literature and art, and the issues with which they are in conversation, promises to provide tools for thinking through questions we will encounter in our future academic work and civic engagement and beyond. For example, as college-educated citizens endowed with intellectual wherewithal, what is our responsibility during a time of ecological crisis? How must we act in lived reality, and what will a specific blueprint for such action look like? (Murphy, offered annually) **P4** [Prerequisite: One 100-level ENV course or any ES core course.]

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 annually) **P1** [Prerequisite: One 100-level ENV course, ENV core, or permission of instructor.]

ENV 205 Intro 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) **P4** [Prerequisite: One 100-level ENV course or any ES core course.]

ENV 207 Environmental Statistics Investigation design and statistical analysis of data are intimately linked. This course will explore these facets of the scientific process iteratively. We will examine probability and sampling, study and data integrity, hypothesis generation and testing, and data analysis using descriptive statistics, t-tests, chi-squared applications, one-and two-way analysis of variance, correlation, time series analysis and linear regression. We will also introduce multivariate methods of data structure exploration. Students will practice concepts by designing investigations in the realms of Earth and environmental science, gathering and/or assembling data from other sources and analyzing it using the R statistical computing environment. (offered annually) **P1** [Prerequisite: Prerequisite: One 200-level course in the Natural Sciences. Students can't have taken GEO 207]

ENV 211 Climate Change Law and Policy: Global to Local This course will address the ways in which international agreements, U.S. domestic laws, and litigation (both international and domestic) are being used to address causes and impacts of global climate change, as well as legal approaches taken by state and local governments to mitigate climate change or prepare their communities to survive in the face of significant climate uncertainty. Students will become familiar with the treaty creation process, the U.N. Climate framework, key climate change litigation driving changes in legal norms, in some cases even in areas far beyond the climate law context. In addition, we will look at the increasing role of state and local governments acting through initiatives such as clean energy plans and climate smart community certifications. Students will be asked to realize the connective threads between international, national, and local law and policy and to analyze various legal approaches from environmental, economic, and ethical perspectives. **P3, P4** [Prerequisite: One 100-level ENV course, ENV core, or permission of instructor.]

ENV 213 Poverty and Place in Rural America This course centers on the study of place-based poverty in the United States with a focus on rural areas. The course examines the ways in which social and economic rewards are geographically and racially stratified, asking "Who gets what, where and why?" This course takes an interdisciplinary approach to studying poverty by including geographic and humanistic dimensions. Course content will address theoretical and conceptual approaches to poverty, poverty and population measures, and explanations of geographically concentrated poverty. Through novels and non-fictions texts students will discover lived experiences of the rural poor with particular attention to Black, Latinx, and American Indian peoples. Students will also critically examine popular representations of rurality and poverty in the U.S. This course counts as a Social Science core for the Environmental Studies major/minor. Dual-listed as AMST 213. (Mauer, offered occasionally) **P4** [Prerequisite: ENV 110, AMST 101 or SOC 100.]

ENV 214 Nordic Film and Climate Change This course will study climate change through Nordic films that range from psychological thriller to Indigenous cinema, with a focus on Arctic and northern environments. The Nordic region includes Denmark, Norway, Sweden, Finland, Iceland, Greenland, the Faroe Islands, and the Åland Islands. Owing to a phenomenon called "Arctic amplification," the Nordic region warms more rapidly than the rest of the planet. As a result of ice-loss, global powers increasingly eye new shipping routes and resource extraction opportunities in the region. Ongoing eco-colonial tensions-visible in Indigenous resistance to projects like the Kallak mine (Sweden)-additionally make Nordic film uniquely situated to capture how climate change alters the planet, and how it might best be responded to. Students will engage with how Nordic film registers and responds to political discussions on climate adaptation, sustainability transitions, and environmental justice. (Murphy, offered during Maymester)

ENV 216 Birds in Our Landscape Birds are an apparent and familiar part of our environments, whether hiking in a national forest or spending time in our own backyards. From pristine natural areas to the most urban settings, birds are ubiquitous and serve as sentinels for the health of the environment. Examining population trends and geographical distributions of birds can help us understand the impacts of urbanization, pollution and pesticides, climate change, and more. In this course, you will learn how distributions of birds inform scientists about environmental change and the impacts of change on the function of ecosystems. You will learn, firsthand through field excursions and exercises, to identify local bird species and how to conduct some basic field techniques for direct monitoring of birds. You will learn how scientists collect distribution data on birds using remote sensing and how citizen science has greatly advanced our ability to understand the distributions and movements of birds. You will also learn how scientists communicate their findings by reviewing scientific publications, which we will use as case studies of how birds in our landscape impact us and tell us about our environments. (Deutschlander, offered during Maymester.) **P1**

ENV 232 Navigating Conflict: Theories and Methods Effective navigation of conflict promotes personal achievement, creates resilient teams and communities, enables the sustainable use of natural resources, and reduces violence. Navigating Conflict will begin with an analysis of the structures, assumptions, and values that inform our understanding of conflict and the role conflict plays in our lives, both in "mainstream" U.S. culture as well as in other contexts such as Chinese and Native American culture. The course will then delve deeper into theories and techniques of mediation and facilitation and their utilization across cultures and across the conflict spectrum: from interpersonal conflict to intra- and inter-group conflict to complex natural resource conflicts. Students will practice self-monitoring, attending to and responding to the needs of people in conflict. Techniques will include reflective listening/feedback loops, the use of questions and summaries and how data and information support parties as they navigate conflict. Throughout the course, students will be encouraged to interrogate the role of the mediator/facilitator with regards to impartiality, party empowerment, social justice and equity. (Kinne, offered occasionally) **P4** [Prerequisite: ENV 110, ENTR 101 or SJSP 101.]

ENV 237 Environmental Justice in Indian Country American Indians have since 'time immemorial' had an immediate relationship to the natural world and their physical surroundings. Many native peoples are rooted to place. This course explores American Indian relationships to nature and eco- political responses to contemporary environmental issues. Beginning with the history of American Indian political relationships with the U. S. federal government, we will consider the various and complex ways in which this history has affected and continues to affect American Indian ecology, agricultural land use, natural resource conservation, urban pollution, and modern environmental movements. Topics may include: resource use; land claims; sacred and ecologically unique places; hunting and fishing rights; food and agriculture; and traditional ecological knowledge. Students in this course will be introduced to the writings and ideas of Indigenous scholars and activists such as Vine Deloria, Jr. (Mauer, offered annually). **P3, P4** [Prerequisite: One 100-level ENV course, AMST 101, or any ES core course.]

ENV 281 Remote Sensing This interdisciplinary course provides an introduction to remote sensing technologies and their applications. The goal of the course is to broaden a student's understanding of remote sensing and use Geographic Information Systems (GIS) to perform and understand image analysis methodologies. Introductions to the electromagnetic spectrum, energy sources, radiation principles, aerial cameras, and electronic imaging provide the student with a fundamental scientific understanding of remote sensing. This understanding is coupled with an exposure to the techniques of extracting relevant information from digital imagery using GIS software. In summary, this course presents an overview of the various aerial and space-based remote sensing platforms and their characteristics, with a view toward future systems and capabilities. (Dumitriu/Halfman, spring semester). [Prerequisite: PHYS 150, CPSC 124, any GEO 180–199, or any 100-level ENV course, or permission of instructor.]

ENV 282 Energy, Environment, and Technology Energy, the only universal currency, is necessary for getting anything done in today's society. The conversion of energy on Earth ranges from terra-forming forces of plate tectonics to cumulative erosive effects of raindrops. Energy has shaped society throughout history, from pre-agricultural societies through today's fossil fuel-driven, technological civilization. Modern civilization uses vast amounts of energy, and tough political, economic, social, and ethical issues will have to be resolved if the "energy crisis" is to be ameliorated. This course focuses on the fundamental physical principles underlying energy processes, and their application to practical solutions. The goal of the course is helping students to develop a quantitative science-based understanding of the many issues and problems involved with the generation, storage, and usage of various forms of energy in our technological society and their impact on the environment. [Prerequisite: One 100-level ENV course, ENV core, or permission of instructor.]

ENV 285 Environmental Afrofuturism Afrofuturism provides a framework for understanding the legacies of colonialism, and thereby for critiquing current systems and gesturing toward alternative futures. Recognizing that the same structure of violence produces both racial inequality and environmental injustice, 'Environmental Afrofuturism' looks at speculative environmental art about Africa and the black diaspora to critique the connected effects of colonialism and environmental extractivism, and to imagine a freer expression of black subjectivity and greater justice for the earth. Such art includes literary science fiction, film and other visual art forms as well as popular music. In addition to the flourishing universe of Afrofuturist art, students in this course will investigate Afrofuturist-engaged environmental humanities scholarship. Although race is the primary lens through which we will consider socio-technological history, both its past and future, we will also account for the impact of gender, sexuality, class, and ability as they relate to communities of color. Students will be evaluated on their critical reading and response during in-class discussion, a creative project, a research project, and in class presentation(s). (Murphy, Offered in alternate years) **P3, P4** [Prerequisite: ENV 102.]

ENV 309 Environmental Change in the Indigenous World Indigenous identity, culture, community, and politics are inextricably bound to place. Place-based cultures and identities, however, may be threatened in a world increasingly connected through the spatial expansion and deeper integration of capitalist markets, the coordination and exchange of technological developments, the movement of people, ideas, language, and symbols across borders, and the extension and homogenization of modes of governance and regulation. The imagining and re-imagining of Indigenous sovereignty is thereby tied to issues of territoriality, land and resource rights, dispossession/displacement, and environmental change. In this seminar, we will critically examine the effects of global processes on Indigenous environments and on Indigenous efforts to resist and revitalize. Specifically, we will investigate key discourses of Indigenous identity formation and negotiation, neo-colonialism, sovereignty, models of nation-rebuilding, sustainability, food security, and livelihoods. (Mauer, offered occasionally) [Prerequisite: One 200-level or above ENV course with a grade of C- or better, or permission of instructor.]

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 occasionally) [Prerequisite: ENV 203 with a grade of C- or better.]

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 or 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 alternate years) [Prerequisite: ENV 205 or ENV 211.]

ENV 345 Decolonial Environmentalisms Is social justice necessary for environmental sustainability, or does it distract from solving environmental problems? The 'decolonial' of this course title serves as an umbrella term for the pursuit of justice shared by all groups marginalized by white heteropatriarchy, because of gender, sexuality, race, ethnicity, nationality, ability, class, and non-humanity. The intersectionality of 'decolonial' is underscored by the plurality of the course title's second term, 'environmentalisms.' Over the course of the semester we will explore cutting-edge critical theory scholarship in the ever-burgeoning field of environmental humanities, and how this intersectional, decolonial scholarship contributes to a broad societal and scholarly conversation about the fate of the planet. Putting disparate lenses in conversation, Decolonial Environmentalisms demonstrates that a holistic conception of justice is crucial for producing ecological sustainability. Several out-of-class events related to these course themes are being offered on campus during the semester; students will be required to attend one of their choosing. (Murphy, offered occasionally) [Prerequisite: ENV 202, or permission of instructor.]

ENV 400 Group Senior Integrative Experience The group senior integrative experience (Group SIE) involves a multidisciplinary project or seminar. It enables a group of ES seniors to investigate an interdisciplinary topic of environmental interest with a focus on the local HWS and Geneva community. The topic is selected at the beginning of the semester and students work both independently and in groups toward the completion of an overall class goal. Completion of the group senior integrative experience requires preparation of a substantial individual paper demonstrating the student's project focus as well as the integration of their work with the others within the class, and a public (group or individual) presentation. (Staff, offered annually) [Prerequisite: Open to Senior ENV majors only.]

ENV 401 Individual Senior Integrative Experience The senior integrative experience (SIE) involves a multidisciplinary project or seminar, independent study, or an off-campus internship. Ideally an internship should have both an academic and an experiential component. Students must register for ENV 300 during their senior year even if they are fulfilling this requirement by completing an independent study. A student should discuss the SIE project with their advisor, as well as with the faculty member supervising the work if other than the student's advisor. Completion of the senior integrative experience requires preparation of a substantial paper demonstrating integration of all three perspectives of study, and a public presentation. (Staff, offered each semester) [Prerequisite: Open to Senior ENV majors only.]

ENV 495 Honors

ENV 499 Environmental Studies Internship

EUROPEAN STUDIES

Program Faculty

Michael Tinkler, Art, Coordinator
Scott Brophy, Philosophy
James Capreedy, Classics
Rob Carson, English and Creative Writing
Jodi Dean, Political Science
David Galloway, Russian Area Studies
Eric Klaus, German Area Studies
Courtney Wells, French and Francophone Studies
Kristen Welsh, Russian Area Studies
Sarah Whitten, History

Mission Statement

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, literature and the fine and performing arts.

Learning Objectives

- Analyze the historical and cultural developments of Europe from the Ancient World to the present day, and assess the cultural, historical and aesthetic contexts that have influenced the development of these traditions.
- Develop a nuanced understanding of the diversity of European cultures and societies, including their languages, religions, arts and values, and critically evaluate the impact of globalization on these communities.
- Develop skills in close reading, critical analysis and interdisciplinary awareness of issues facing European cultures over time.
- Engage in interdisciplinary research and creative projects that explore the intersections of literature, art and history in Europe, and develop innovative approaches to understanding the cultural and intellectual diversity of the region.
- Develop effective communication skills in written and oral formats, using appropriate evidence, argumentation and documentation to articulate ideas and perspectives about Europe to diverse audiences.

Offerings

The program offers an interdisciplinary minor. Students develop a concentrations, a list of three connected courses, in consultation with a program advisor. Students are encouraged to make connections between this program and courses offered in other departments. Example concentrations are: Europe in Antiquity, Medieval Europe, Early Modern Europe, Gender Systems, Political Culture in Modern Europe. Students pursue a European language through the elementary level.

Study in Europe is recommended (though not required) for all European Studies students and can satisfy most requirements for a minor.

GLOBAL EDUCATION PROGRAMS IN EUROPE

Aix-en-Provence, France

Bath, England

Berlin, Germany (IES Berlin or Norwich University Art/Architecture)

Brussels, Belgium

Budapest, Hungary

Chichester, England

Copenhagen, Denmark
Edinburgh, Scotland
Freiburg, Germany
Galway, Ireland
Grenoble, France
Leipzig, Germany
Lisbon, Portugal
London, England
Maastricht, Netherlands
Norwich, England
Prague, Czech Republic
Rennes, France
Rome, Italy
Seville, Spain
Tuebingen, Germany

EUROPEAN STUDIES MINOR

interdisciplinary, 7 courses

Requirements:

EUST 101 (HIST 101 or 103 may be substituted in consultation with an advisor); one European Studies theory course; one course in the history of the European fine or performing arts (art history, dance history, film history, music history); one semester of a European language (French, German, Greek, Italian, Latin, Russian, Spanish) at a level appropriate to the student; three additional courses focused on a single theme in European Studies. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the minor, including language classes taken in programs abroad.

EUROPEAN STUDIES COURSES

In general, courses from any department that focus on European history, literature, art, economics, 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. Global Studies 101 and 201 may count, depending on emphases. A European Studies advisor should 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 218 "It Belongs in a Museum"
BIDS 200 Dialogues in Critical Social Studies
ECON 212 Environmental Economics
ECON 230 History of Economic Thought
ECON 305 Political Economy
ECON 310 Economics and Gender
GLS 201 Global Cultural Literacies

HIST 176 Western Civilization and Its Discontents
POL 160 Introduction to Political Theory
POL 265 Modern Political Theory
REL 239 Nihilism East and West
SOC 300 Classical Sociological Theory

History of the 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 223 The Poetry of Color: Painting in Venice (1470–1600)
ARTH 230 The Age of Michelangelo
ARTH 240 European Painting in the 19th Century
ARTH 250 Modern Art 1900–1960
ARTH 270 Early Medieval Art
ARTH 332/432 Roman Art, Architecture, and Politics
ARTH 333 Art since 1960
DAN 210 Dance History I
DAN 212 Dance History II
FRN 254 French Film
MUS 202 History of Western Art Music: Medieval/Renaissance
MUS 204 History of Western Art Music: Romantic Modern
MUS 210 Remixing Music History
RUSE 204 Russian Film

CONCENTRATION REQUIREMENTS IN EUROPEAN STUDIES

Three courses must be organized around a particular theme that should be chosen in consultation with a European Studies advisor. 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 308 Western Art and Censorship
FRNE 395 Society and Culture of the Ancient Regime
POL 265 Modern Political Theory

Medieval Europe:

ARTH 218 Gothic Art & Architecture

ENG 231 Comparative Medieval Literature

HIST 209 History of Medieval Women

COURSE DESCRIPTION

EUST 101 Foundations of European Studies I: Antiquity to the Renaissance Arising from the conjunction, over time, of ancient Mediterranean peoples with other indigenous groups, the set of cultures known as "European" continues to influence us. Drawing on art, history, literature, music, and philosophy from Greece Roman antiquity to the Renaissance, this course explores, both historically and critically, some of the core ideas which characterize these European cultures. (Offered occasionally) [Prerequisite: Open to First Year and Sophomore students only, or EUR Junior and Senior majors and minors.]

FRENCH, FRANCOPHONE AND ITALIAN STUDIES

Department Faculty

James Capreedy, Chair, Greek and Roman Studies
Courtney Wells, Professor
Kanaté Dahouda, Professor
Sebastiano Lucci, Director of Less Commonly Taught Languages, Teaching Associate Professor of Italian

French, Francophone and Italian Studies Department offers a transnational and transcultural program of studies with integrated courses in language, cultures, and literatures that reflect the rich diversity of French-and Italian-speaking cultures throughout the world. The majority of our courses are taught in French (FRN) and Italian (ITA); but to attract more students and ensure the program is accessible to non-French and non-Italian speaking students, we also offer FRNE and ITAE courses that are taught in English. Our academic program is designed to enhance the linguistic fluency of our students, while providing them with the opportunity to understand and appreciate the intellectual, literary and cultural traditions of France, Italy and global Francophone cultures. To that end, students are encouraged to pursue their language and cultural education in one of our study abroad programs offered through the Center for Global Education. Currently our programs travel to Aix-en-Provence, Quebec, Rome and Tunis. These programs are essential to the general curriculum as students who study abroad in France, Tunisia, Quebec and Italy further their language skills in French, Arabic, and Italian and become better global citizens through deeper intercultural understandings, building genuine connections, and forging authentic interactions with a wide range of people from varied backgrounds and identities.

Mission Statement

The Department of French, Francophone and Italian Studies is dedicated to teaching the languages, cultures, literatures, and cinematic traditions of French-and Italian-speaking countries throughout the world. Our faculty are dedicated to the study of authentic cultural productions that enhance students' understanding of the artistic, linguistic and literary traditions of French, Francophone and Italian cultures. All of our FRN and ITA courses are taught, and all student work is performed, in the target language. Our goal is to provide our students with the linguistic skills, cultural knowledge and critical thinking skills necessary to successfully communicate within and between French, Francophone and Italian cultures. Our majors and minors have as their main objective the establishment of responsible, thoughtful and engaged global citizenship and openness to cultural and linguistic diversity.

Offerings

The French, and Francophone and Italian Studies Department offers a disciplinary major and minor, an interdisciplinary major and minor and a concentration in French minor, as well as a disciplinary minor in Italian Studies.

FRENCH AND FRANCOPHONE STUDIES MAJOR (B.A.) **– Disciplinary**

10 courses

Learning Objectives:

- Perfect their reading, writing, listening, and speaking skills in French in order to communicate successfully with native speakers in diverse communicative situations.
- Employ the cultural, linguistic, and literary knowledge they have acquired of the French and Francophone world to conduct research (both remotely and in the cultures studied) and to advance and support a persuasive argument, both in papers and in oral presentations.
- Articulate the role of issues of race, language, power, gender, and class in the constitution and expression of identity in French and Francophone literature, film, and art.
- Use their linguistic competencies to navigate all types of daily communicative situations.
- Identify and analyze the components of a literary or cinematic text and employ the appropriate vocabulary to explain how their authors use theme, genre, form, and other techniques to express and reconfigure our perspectives on memory, exile, love, death, and loss.

Requirements:

All FRN courses numbered 225 or above count toward the major. One FRNE French/Francophone literature or culture course taken in English may count toward the major. Courses must include: two FRN 240-level courses (or equivalent); two FRN 250-level courses preferably before the senior year; two FRN 300-level courses, one in the senior year, as well as three additional French or Francophone language, culture, or literature courses selected in consultation with the advisor.

Upon declaring a disciplinary French and Francophone Studies major, the students may select an area of concentration. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted towards the major, except under exceptional circumstances to be assessed by the department.

Traditions Francaises Track for the Major (B.A.)

FRN 241, FRN 244, FRN 251, FRN 252, and FRN 254 before the senior year; one Francophone course at the 200- or 300-level; two FRN 300-level French literature courses taught in French, one in the senior year; and three additional FRN electives selected in consultation with the advisor. No more than one French/Francophone literature and culture course taken in English (FRNE) 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 toward the major, except under exceptional circumstances to be assessed by the department.

Parcours Muticulturels Track for the Major (B.A.)

FRN 242, FRN 243, FRN 251, FRN 252 OR FRN 254, and FRN 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 advisor. No more than one French/Francophone literature and culture course taken in English (FRNE) may count toward the major. French majors pursuing this track are strongly encouraged to pursue off-campus study in Quebec or Tunisia. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the major, except under exceptional circumstances to be assessed by the department.

FRENCH AND FRANCOPHONE STUDIES MAJOR (B.A.) – Interdisciplinary

14 courses

Learning Objectives:

- Perfect their skills in reading and listening, and demonstrate advanced proficiency in spoken and written French in diverse communicative contexts.
- Use their linguistic competencies to navigate all types of daily communicative situations.
- Use knowledge of literary, cinematic, and cultural traditions of the French-speaking world to actively engage in complex conversations and discussions with French speakers, and conduct research for papers and effective oral presentations.
- Critically analyze and discuss ways in which questions of race, and diversity, language, and power, gender, and class shape the issue of identity in French and Francophone literature, film, and art.
- Employ their interdisciplinary knowledge to make connections across cultures through exploring relevant links between French and Francophone Studies and other disciplines in the general curriculum that deal with key social issues relative to memory, exile, love, death, and loss.

Requirements:

The sequence of courses consists of 1) eight departmental courses including two FRN 240-level courses; two FRN 250-level courses to be taken before the senior year; two FRN 300-level courses, and two French and Francophone

electives selected in consultation with the advisor, and 2) six courses from other disciplines chosen in consultation with the advisor. No more than one French/Francophone literature and culture course taken in English (FRNE) may count toward the major. Upon declaring an interdisciplinary French and Francophone Studies major, the students may select an area of concentration. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the major, except under exceptional circumstances to be assessed by the department.

FRENCH AND FRANCOPHONE STUDIES MINOR – Disciplinary

6 courses

Requirements:

One FRN 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 FRN 200-level courses must be a FRN 250-level course taken before the senior year. Three additional FRN courses in consultation with the advisor. 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 toward the minor, except under exceptional circumstances to be assessed by the department.

CONCENTRATION IN FRENCH MINOR – Interdisciplinary

6 courses

Requirements:

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 in one of our programs with four courses in any of the department programs, 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 toward the minor, except under exceptional circumstances to be assessed by the department.

FRENCH AND FRANCOPHONE STUDIES MINOR – Interdisciplinary

6 courses

Requirements:

Six courses selected in consultation with the advisor. 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 advisor; and two additional FRN courses approved by the advisor. 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 toward the minor, except under exceptional circumstances to be assessed by the department.

COURSES IN FRENCH

Language Acquisition

Level I: Fundamentals Language Skills

FRN 101 Beginning French I

FRN 102 Beginning French II

Level II: Intermediate Language Skills

FRN 201 Intermediate French I

FRN 202 Intermediate French II

FRN 205 Intensive Intermediate French

Level III: Advanced Language Skills

FRN 225 Parlons Français

FRN 226 French in Review I: Parler et comprendre

FRN 232 French for the Professions

Culture and Literature

Level IV: Introduction to Culture and Literature

FRN 241 Prises de Vues: Introduction to Contemporary France

FRN 242 Introduction to Quebec Studies

FRN 243 Introduction to Francophone Cultures

FRN 244 Le Midi de la France

FRN 245 Topics in Francophone African Cultures

FRN 251 Introduction to French Literature I: Mystics, Friends, and Lovers

FRN 252 Introduction to French Literature II: Que sais-je?

FRN 253 Introduction to French and Francophone Literatures III: Paris-Outre-mer

FRN 254 French and Francophone Cinema

FRN 256 America in the Francophone Imaginary

Level V: Advanced Culture and Literature

FRN 310 Exiled Song: Desire, Memory, and Loss in Troubadour Lyric

FRN 351 Francophone African Fiction

FRN 355 Francophone Caribbean Literatures

FRN 383 Topics in Middle Ages and Renaissance

COURSES IN ENGLISH

FRNE 155 Exile and Identity in Francophone Caribbean Fiction

FRNE 211 African Literature: The Quest for Identity

FRNE 218 Memory, Culture and Identity in French Caribbean Literatures

FRNE 285 The Troubadours: Songs of Love, War, and Redemption

FRNE 315-Marcel Proust's ***In Search of Lost Time***

EXAMPLES OF CROSS-LISTED COURSES (Interdisciplinary major and minor)

French and Francophone Studies are relevant across all disciplines taught at Hobart and William Smith. Cross listed course offerings vary yearly depending on the current schedule. They may come from any department or program. The courses listed below are given as examples. This is not an exhaustive list. New relevant courses may be added. Consultation with a French and Francophone Studies advisor is necessary to determine if a course from another department or program can be applied to the departmental interdisciplinary major and minor.

AFS 110 Introduction to African Experience

AFS 150 Foundations of Africana Studies

AFS 180 The Black Atlantic

AFS 203 African Voices

ANTH 115 Language and Culture

ANTH 205 Race, Class, and Ethnicity

ANTH 296/AFS 296 Africa: Beyond Crisis, Poverty, and Aid

ARTH 101 Introduction to Art: Ancient and Medieval

ARTH 102 Introduction to Western Art: Renaissance through Modern
ARTH 218 Gothic Art and Architecture
ARTH 232 Rococo Art and Architecture
ARTH 240 European Painting In the 19th Century
ARTH 255 French Roots of Modernism
ARTH 334 Manet and the Modernist Project
ARTH 389 Rococo to Revolution: Painting in France 1760–1800
BIDS 206 Multiculturalism in Canada
BIDS 213 The French Medieval Connection
BIDS 291 Medieval Art and Literature
BIDS 298 The Ballets Russes: Modernism and the Arts
DAN 210 Dance History I
ECON 233 Comparative Economics
EDUC 115 Introduction to Linguistics
EDUC 370 Multiculturalism
ENG 232 Medieval Romance
ENG 235 The Once and Future King
ENG 276 Imagining the Middle East
ENG 317 Heart of Darkness
ENG 370 Who am I? Identity and World Literature
ENV 120 Sustainable Geography and Global Economy
ENV 345 Decolonial Environmentalisms
HIST 101 Foundations of European History Society
HIST 103 Early Modern Europe
HIST 209 History of Medieval Women
HIST 237 Europe since the War
HIST 238 World Wars in Global Perspective
HIST 250 Medieval Popular Culture
HIST 264 Modern European City
HIST 253 Renaissance and Reformation
HIST 284 Africa: From Colonialism to Neocolonialism
HIST 301 The Enlightenment
HIST 325 Medicine in Modern Europe
HIST 353 Invention of Africa
LGBT 202 Histories of Sexuality in the West
MDSC 313 Global Cinema
MUS 202 Medieval Renaissance (600–1600)
MUS 203 Baroque and " Classical Music (1600–1800)
MUS 204 Romantic Modern (1800–1950)
PHIL 120 Critical Thinking and Argument Analysis
PHIL 220 Semiotics
PHIL 230 Aesthetics
PHIL 233 Cosmopolitism & Global Ethics
PHIL 312 Language and Power
PHIL 372 Early Modern Philosophy

INRL 180 Introduction to International Relations
INRL 208-Gender and Politics in the Middle East and North Africa
INRL 258 State, Society, and Market in the Middle East and North Africa
INRL 290 American Foreign Policy
INRL 285 Borders, Belongings, and Rights in the Middle East and North Africa
INRL 380 Theories of International Relations
PSY 245 Introduction to Cultural Psychology
REL 236 Gender and Islam
REL 271 The Holocaust
REL 347 Gender and Identity in the Muslim World
SOC 253 Global Cities
SOC 299 Vietnam: Conflict & Change
THTR 320 Theatre History II (1700 – Present)
GSIJ 100 Introduction to Women's Studies
GSIJ 212 Gender & Geography
GSIJ 213 Transnational Feminisms
GSIJ 222 African Women's Literature
GSIJ 300 Who's Afraid of Gender?
WRRH 105 Multilingual Writer's Seminar
WRRH 106 Multilingual Writers Seminar II
WRRH 207 Sociolinguistics

ITALIAN STUDIES MINOR – Disciplinary

6 courses

Requirements:

The Italian Studies minor is disciplinary, and required 6 courses, at least 3 courses must be unique to the minor. All courses for the minor must be completed with a grade of C- or better. All ITA and ITAE classes count toward the minor. If the student places into the language sequence at a course above 101, they may use electives to fulfill the remaining language courses. All students in this track are strongly encouraged to participate in the Rome semester abroad program. Credit/No credit courses may not be used toward the minor.

FRENCH COURSES TAUGHT IN FRENCH (FRE)

FRN 101 Beginning French I For students with no French experience, or placement. This is an immersion course that teaches speaking, listening, reading, writing, and French body language through a creative combination of interactive materials that introduce students to French culture as well as language. This course uses French as the principal language of instruction in the classroom. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. It is open only to students with no prior experience and students who have been placed in FRN 101, or students who have permission of the instructor. (Offered each fall) **P3**

FRN 102 Beginning French II For students who had French I in 12th grade, or placement. This course is a continuation of FRN 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. (Offered each spring) **P3** [Prerequisite: FRN 101, placement test, or permission of instructor.]

FRN 201 Intermediate French I This course is for students who have successfully completed the elementary sequence or equivalent. Students practice oral/aural skills, and review fundamentals of French grammar, vocabulary, and conjugation, while improving their understanding of French and Francophone culture through reading, and films. (Offered each fall) **P3** [Prerequisite: FRN 102, placement test, or permission of instructor.]

FRN 202 Intermediate French II FRN 202 Intermediate French II is the fourth-semester French language and culture course at Hobart and William Smith. Students will work to fine-tune their proficiency in the four fundamental language skills: speaking, listening, reading, and writing, while improving their understanding of French and Francophones cultures through movies, music, and cultural readings. First-year students are placed according to placement exam results.)Offered each spring) **P3** [Prerequisite: FRN 201, or placement test, or permission of instructor.]

FRN 205 Intensive Intermediate French This course is designed to help students develop an active command of the language. It is based on an intensive educational approach, and focuses on reading and listening comprehension, oral proficiency, vocabulary, and grammatical accuracies, as well as the development of speaking and writing skills. Students will also be introduced to various Francophone cultures through readings, videos and films. Through an intensive review and reinforcement of the Fundamentals of French, the course will provide students with a firm foundation necessary for advanced language and culture studies. The accelerated method of this class aims to create a rapid understanding of the French language, thereby strengthening knowledge retention. [Prerequisite: FRN 102 or permission of instructor]

FRN 225 Parlons Français This course is designed as an intensive training in oral expression for semi-advanced students. It focuses on the practice of speaking and aims to help students develop 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. This course will prepare students linguistically for 240-level French topics courses through a wide variety of challenging conversational activities. **P3** [Prerequisite: FRN 202, or placement test, or permission of instructor.]

FRN 226 French in Review I: Parler et Comprendre This course, conducted only in the target language, offers a comprehensive grammar review with an emphasis on listening comprehension and language production found in the three modes of communication: a). interpersonal (speaking + listening or writing + reading); b). interpretive (reading, listening, viewing); c). presentational (writing, speaking, visually representing). All grammatical concepts are examined in depth via multiple interactive activities to give learners a solid foundation to continue in their study of French. The course objective is to enhance students' proficiency levels to prepare them for the next sequence of advanced courses in cultures and literatures. (Offered each spring) **P3** [Prerequisite: FRN 202 or FRN 225, placement test, or permission of instructor.]

FRN 232 French for the Professions This course will work for any student studying French at the intermediate to advanced level, regardless of their major field of study. It is designed to develop a proficiency in French and an appreciation for the diversity of both French and Francophone Cultures, as well as a foundational level of competency in basic management and entrepreneurship. Students will explore the use of French in a variety of professional careers (healthcare, education, administration, the legal system, social services, trading, and commerce). Class activities include role-playing, interviews, translations, in-class conversations, presentations, and personal projects. This course is recommended for students who intend to use French in a professional field. It will also be of great interest to people who want to learn how to communicate effectively and with confidence with French-speaking colleagues, customers or business partners in the U.S., Europe, Canada, and the Francophone world at large. (Offered every other fall) **P3** [Prerequisite: FRN 201, FRN 202 or FRN 205, or the equivalent, or permission of instructor.]

FRN 241 Prises De Vue: 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. 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. (Wells, offered regularly) **P3** [Prerequisite: FRN 226 taken concurrently, or permission of instructor.]

FRN 242 Introduction to Quebec Studies This course seeks to examine various aspects of the French Canadian culture of the Province of Quebec in its socio-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. (Dahouda, offered regularly) **P3** [Prerequisite: FRN 227 or FRN 227 taken concurrently, or permission of instructor.]

FRN 243 Topics in Francophone Cultures This course seeks to introduce the variations of French and the variety of cultures in the Francophone world. Students are introduced to the concept of Francophone, its ideological and political meaning as well as its cultural and literary expressions. Students discover the unity and the diversity of French-speaking countries. They explore contemporary issues in these countries, and discuss the relations of the Francophone world with France and the U.S. in the context of globalization. The goal of this course is not simply to acquaint students with issues and realities around the Francophone world, but to provide them with a broader cultural and intercultural perspective. Students improve their French through readings, discussions, weekly film reviews, and papers on relevant topics. (Dahouda, offered alternate years) **P3, P4** [Prerequisite: FRN 226 or FRN 226 taken concurrently, or permission of instructor.]

FRN 244 Le Midi de la France In this course, we will study the cuisine, history, language, literature, music, politics, and identities of the cultures of the south of France, or le Midi de la France. Through an in-depth examination of the many regional languages, vibrant cultures, and varied landscapes of the Midi, students will learn to appreciate more fully the great diversity and cultural richness of metropolitan France. Furthermore, by studying how France became the nation it is today through a series of annexations of independent and culturally, politically, and linguistically autonomous peoples, students will deepen their understanding of nationhood and identity within the context of our increasingly globalized world. Some questions addressed in this course are: What is a nation? What is identity? Is it possible to possess many identities at once, or is identity something more monolithic? How do these questions of identity affect contemporary discussions of the European Union? How does the formation of the European Union affect our understanding of 'minor' and 'regional' identities when prevalent notions of nationhood have been challenged again and again over the course of the twentieth and twenty-first centuries? What does it mean to be French? How have prevalent definitions of French-ness been challenged by the valorization of local identities, immigration, and the formation of the European Union? How does language and multilingualism challenge our current conceptualizations of identity and nationhood? Through a study of the cultures of the south of France, students will gain broader perspectives on, and deeper knowledge of, modern French culture and what makes France France (Wells, offered regularly) **P3, P4** [Prerequisite: FRN 226 or FRN 226 taken concurrently, or permission of instructor.]

FRN 245 Topics in Francophone African Cultures This topics course introduces students to the cultures of Francophone Africa. The home to more than 59% of French speakers worldwide, the African continent is home to many French-speaking cultures ranging from the Maghreb (Northern Africa), West Africa (e.g., Senegal and Ivory Coast), and Central Africa (e.g., Cameroon, Congo) to Madagascar and Réunion off the eastern coast of Africa. In this class, students will learn about the diverse artistic traditions, histories, literatures, politics, and cultures of Francophone Africa. Course taught in French. **P3** [Prerequisite: FRN 226 or FRN 226 taken concurrently, or permission of instructor]

FRN 251 Introduction to French Literature I: Mystics, Friends and Lovers The conventions governing erotic love and passion in Europe were first formulated by the troubadours in Southern France. This course traces the evolution of passionate love from the Middle Ages to the Present, and analyzes its connections with mystical love. We will also study other traditions of love such as marital love and friendship. Through a study of key texts and authors and the principal literary genres of French and Francophone literature, students will analyze love's central importance in the development of literature in the French-speaking world. (Wells, offered regularly) **P3** [Prerequisite: Two 240-level FRN courses, one may be concurrent.]

FRN 253 Introduction to French and Francophone Literatures III: Paris-Outre-mer This course, taught in French, explores how French and Francophone writers engage with cultural, social, and political issues relevant to France's former colonies in the Caribbean and Africa. Drawing on works such as novels, autobiographies and essays, the course will situate these writings at the intersection of gender, language, race, and memory. Students will explore those questions in connection with the issues of exile, violence, identity, education, diaspora, and challenges of integration in the colonial and postcolonial contexts. They will also discuss ways in which writers from Paris Outre-mer, (such as Césaire, Fanon, Condé, Kane, Diome) define the ambiguous love-hate relations between France (as colonial power) and its former colonies. (Dahouda, offered regularly) **P3, P4** [Prerequisite: Two 240-level FRN courses (one may be concurrent), or permission of instructor.]

FRN 254 French and Francophone Cinema In this course, students will study the language of cinema (le langage cinématographique) and how directors use it to create films that participate in the intellectual, political, philosophical, religious, linguistic, and aesthetic debates of their time. Starting with the beginnings of film in the 19th century with the Frères Lumières and George Méliès and ending in the twenty-first century, students of FRN 254 will study film's seemingly paradoxical ability to record reality while showing us the impossible. In addition to learning the vocabulary, tools, and techniques of film analysis in French, students will also study the various historical and political contexts of the films studied to learn how to appreciate movies as both aesthetic objects and the product of a given culture and a specific time. Films will be shown in French with English subtitles and classroom discussions will be in French, along with any assignments, exams, presentations, etc. (Wells, offered regularly) **P3** [Prerequisite: Two 240-level FRN courses, one may be concurrent.]

FRN 256 America in the Francophone Imaginary Whether in social discourses or cultural productions (literature, cinema, music, art, and the press), America has long captured Francophone thought and imagination where it exists as a fascinating cultural icon that stimulates a "web of significance" (Clifford Geertz). In Africa and the Caribbean, as well as in Quebec, the United States has therefore inspired countless Francophone novels, poetry, essays, films, and medias where America is a paradoxical reality that is constructed and perceived as a wellspring of myths, legends and truths. The purpose of this course is to explore the schism between the myth and the reality, by underscoring the complex ways in which fictional francophone subjects struggle to accommodate to a foreign place, to subvert the weight of memory and reconstruct a new sense of identity by managing ideological oppositions between pluralism, exclusion and inclusion. The course will also unravel contradictions of the American society rooted in stereotypes and social tensions, economic inequities, sexual desires, anxieties, and compulsions. Students will explore those issues in the works of French-speaking writers such as: Senghor, Dadie, Dongola, and Mabanckou; Cesaire, Laferriere, Conde, Depestre, and Danticat; Marie-Claire Blais. Anne-Hebert, Kerouac, Godbout, Chamberland and Poulin. They will also use Francophone essays, media and films as supporting materials to analyze the obsessions, envy, admiration or contempt that the United States has crystallized not only as a hegemonic power, but also as a problematic figure of modernity, democratic ideals, and development model. **P3, P4** [Prerequisite: Two 240-level FRN courses, or a 240-level FRN course with another 250-level FRN course taken concurrently, or permission of instructor.]

FRN 310 Exiled Song: Desire, Memory, and Loss in Troubadour Lyric The troubadours of the south of France were poet-musicians who practiced the art of trobar: the dual art of setting poetic texts to original melodies. While most of the troubadours native to the south of modern-day France sang of love and desire within the context of the greatest secular courts of the Middle Ages, many of them also sang of politics, religion, and philosophy in their texts. With the annexation of Occitan-speaking lands into French territory over the course of the Middle Ages, troubadour culture increasingly spread from the courts of southern France into medieval Catalonia and Italy – and beyond. In this course, we will study the diasporic dimensions of the Occitan lyric, as well as the inherent connection between love and exile cultivated by the troubadours from the very beginning of the lyric tradition in Europe. Through a close study of the poetry, music, and the manuscripts that transmit these texts, students will learn of one of the most brilliant and vibrant poetic movements of vernacular European poetry. Offered alternate years. [Prerequisite: Two 250-level FRN courses (one can be concurrent), or permission of instructor.]

FRN 351 Francophone African Fiction This is a survey of Francophone North and Sub-Saharan African fictions from the colonial era to the present day. In this course students will develop their understanding of questions pertaining to race, gender, language, politics, violence, memory, exile, immigration, integration, identity, and religion as represented in Francophone North and Sub-Saharan African literatures. They will also practice literary analysis and enrich their critical vocabulary in French through the study of the works by key African and Maghrebian authors writing in colonial and postcolonial contexts (Senghor, Kourouma, Kane, Beyala, Diome, Tadjo, Kateb, Ben Jelloun, Memmi, Djebar, Mokeddem Slimani). (Dahouda, offered occasionally) [Prerequisite: Two 250-level FRN courses (one can be concurrent), or permission of instructor.]

FRN 383 Topics in Middle Ages and Renaissance Topics include Medieval epic and romance, Medieval and Renaissance lyric poetry, Montaigne, Rabelais, The Pléiade poets, Women in the French Renaissance. (Wells, offered regularly) [Prerequisite: Two 250-level FRN courses (one may be concurrent).]

FRN 495 Honors

FRENCH COURSES TAUGHT IN ENGLISH (FRNE)

FRNE 155 Exile and Identity in Francophone Caribbean Fiction This course taught in English serves as introduction to the study of the French Caribbean literatures, from tradition to modernity. Students explores the interface between exile and identity, and examines how gender, race and class, memory, violence, and language inform the works of French Caribbean writers who define their colonial and postcolonial conditions and reactions in terms such as Négritude, and Antillanité, Créolité and Diaspora. Considering essays, literary works, and films, the course will offer an understanding of how these literary movements reflect the difficult process of the Caribbean identity in construction. Students will also discuss literary and historical relations of French Caribbean authors with Black writers of the Harlem Renaissance who moved to Paris to escape their predicament in the American society. We will take this opportunity to discuss aesthetical, and ideological reasons why White American writers like Ernest Hemingway, F. Scott Fitzgerald, and many other writers, also left America and chose Paris as the centre of their literary activities in the 1920s. Typical readings: Césaire, Zobel, Depestre, Glissant, Condé, Danticat, Kesteloot, Freire, Fabre, Jules-Rosette, Wright, Baldwin, Ernest Hemingway, F. Scott Fitzgerald. (Dahouda, offered occasionally). **P3, P4**

FRNE 222 Arabic Cinema and Literature For students most often introduced to the Middle East and North Africa through the lens of conflict and contention, this course offers an opportunity to explore the region through the lens of its cultural production and the role that fiction, poetry, and the arts play in meaning-making within and across borders. The course uses film and literature to explore dynamics of belonging within and across communities of different scales in Southwest Asia and North Africa, mapping some of the variation in experience over space and time, from small agricultural communities and nomadic trade routes to sprawling megacities that are hubs of cultural transformation. Selections and case studies vary by semester. (Offered alternate years) [Antirequisite: Students can't have taken ASN 222 or AFS 222]

FRNE 315 Marcel Proust's In Search of Lost Time In this class, students will study one of the masterpieces of Global Literature, Marcel Proust's À la recherche du temps perdu. Since its publication in the early twentieth century, Proust's sprawling novel about turn of the century French society has invited comparisons with the greatest literary works of modernity. However, there is much about Proust's work that remains in a class of its own: the novel's sheer length and scope set it apart from most literary projects of its time. Moreover, Proust's inimitable style and wholly individual viewpoint on the great upheavals – technological, political, and intellectual – of the early twentieth century make his novel one of the most challenging and rewarding literary works available. This class has as its goal the placing of students of French and Francophone studies, who read the work in the original French, with students from other programs, who read the work in English translation, in order to create a broad and rich comparative discourse around Proust's novel and its relationship with other great literary works of its time.

ITALIAN COURSES TAUGHT IN ITALIAN (ITA)

ITA 101 Beginning Italian This course is designed for absolute beginners who have never been exposed to Italian. Students will learn basic pronunciation, grammatical structures and vocabulary for everyday use. Students' exposure to the language will be enhanced by music, films, short literary texts and other authentic cultural materials. By the end of the course, students should be able to understand simple dialogues and passages and to express themselves with simple sentences using the present and past tenses. **P3**

ITA 102 Beginning Italian II This course is designed for students who have already taken one semester of Italian and are able to express themselves in the present and in the past using limited vocabulary. Students will be introduced to more complex tenses (like future and conditional), as well as more advanced vocabulary. They will improve their listening and reading comprehension skills and oral proficiency. Students' exposure to the language will be enhanced by music, films, short literary texts and other authentic cultural materials. **P3** [Prerequisite: ITA 101, or permission of instructor.]

ITA 201 Intermediate Italian I As the first course in the intermediate sequence, Italian 201 is best suited for students who have completed two semesters of Italian. With a focus on oral communication, students will continue to expand their vocabulary, while being introduced to more complex grammatical structures, and more advanced uses of the tenses they are already familiar with. Students' exposure to the language will be enhanced by music, films, short literary texts and other authentic cultural materials'. **P3** [Prerequisite: ITA 102, or placement test, or permission of instructor.]

ITA 202 Intermediate Italian II In Italian 202, designed for students who have taken three semesters of the language, students will be exposed to more complex grammatical structures. They will practice communicating orally and through writing, comfortably using the present, past and future and conditional tenses. More complex grammatical structures such as subjunctive will be introduced. Students' exposure to the language will be enhanced by music, films, short literary texts and other authentic cultural materials'. **P3** [Prerequisite: ITA 201, or placement test, or permission of instructor.]

ITALIAN COURSES TAUGHT IN ENGLISH (ITAE)

ITAE 204 Italian Cinema This course focuses on the history of Italian cinema from its inception to the most recent productions in order to have an overview of the significant changes in Italian society over the past 100 years. Students will be introduced to basic cinema concepts and terminology during the first two classes. Then there will be weekly in-class film screenings and discussions. We will examine some of the most influential Italian films from the neorealist period like The Bicycle Thief/The Bicycle Thieves and Rome Open City through the present, using the films as a means to explore the social, cultural and political issues that affected Italy during this period.

ITAE 285 Dante's Divine Comedy In this class, we will be reading Dante's Divine Comedy, one of the masterpieces of Global Literature. In the three books of his great work, the Inferno, Purgatorio, and Paradiso, Dante travels through Hell, Purgatory, and then Heaven in order to learn the nature of the universe, to observe the motivations behind all human action, and, of course, to be reunited with his love, Beatrice. In this course, we will study Dante as being not only the culmination of the classical and medieval literary models that precede him, but also a participant in the vibrant French and Occitan literary traditions that inspired his work. While Dante is universally recognized as the poet of Italy, he was also part of dynamic literary circles that emulated French and Occitan models, as well as classical ones, in order to create a poem that has captivated readers from all over the world for over 700 years. **P3, P4**

GENDER, SEXUALITY, AND INTERSECTIONAL JUSTICE

Department Faculty

Michelle Martin-Baron, Chair
Betty M Bayer
Jessica Hayes-Conroy

Affiliated Faculty and Staff

Etin Anwar, Religious Studies
Geoffrey Babbitt, Writing and Rhetoric
Diana Baker, Education
Biman Basu, English
Beth Belanger, American Studies
Lara Blanchard, Art and Art History
Rebecca Burditt, Media and Society
Sigrid Carle, Biology
Rob Carson, English
Christine Chin, Art & Art History
Melanie Conroy-Goldman, English
Kathryn Cowles, English
Anna Creadick, English
Donna Davenport, Dance
Jodi Dean, Politics
Hannah Dickinson, Writing and Rhetoric
Kevin Dunn, International Relations
Laurence Erussard, English
May Farnsworth, Spanish and Hispanic Studies
Laura Free, History
Kendralin Freeman, Sociology
Karen Frost-Arnold, Philosophy
Jeanette Gayle, History
Keoka Grayson, Economics
Amy Green, Writing and Rhetoric
Jiangtao Harry Gu, Media and Society
Jack Harris, Sociology
Leah Himmelhoch, Greek and Roman Studies
James-Henry Holland, Anthropology/Asian Studies
Christina Houseworth, Economics
Andrea Huskie, Education
Alla Ivanchikova, English
Joyce Jacobsen, Economics
Mary Kelly, Education
Beth Kinne, Environmental Studies
Christopher Lemelin, Russian Area Studies
Liliana Leopardi, Art and Art History
Charity Lofthouse, Music
DeWayne Lucas, Political Science
Brenda Maiale, Anthropology
Julia MaKinster, Education/Office of Academics and Faculty Affairs
Kirin Makker, American Studies
Whitney Mauer, Environmental Studies
H May, Theater
James McCorkle, Africana Studies
Renee Monson, Sociology
Becca Morris, Office of Student Life

Ani Mukherji, American Studies
Robinson Murphy, Environmental Studies
Paul Passavant, Politics
Susan Pliner, Office of Academic and Faculty Affairs
Colby Ristow, History
Richard Salter, Religious Studies
Leah Shafer, Media and Society
James Sutton, Sociology
Angelique Syzmanek, Art and Art History
Craig Talmage, Management and Entrepreneurship
Michael Tinkler, Art and Art History
William Waller, Economics
Maggie Werner, Writing and Rhetoric
Cynthia Williams, Dance
Anastasia Wilson, Economics
Chris Woodworth, Theater
Lisa Yoshikawa, History
Jinghao Zhou, Asian Studies

The Department of Gender, Sexuality, and Intersectional Justice, comprised of three programs in Gender and Feminist Studies, LGBTQ+ Studies, and Bodies, Disability and Justice, offers courses at all levels to inform the study, understanding and instantiation of the related theories, values, and actions of these interdisciplinary fields. Coursework in the department is heavily transdisciplinary as these programs arise from work being done in multiple, interconnected fields. Within one unified department that houses related major/minor programs, students benefit from specialization in one focus area as they also work to recognize interconnections and build connections with their peers and faculty in a unified, synergistic department.

Building on the historical distinction of HWS in the teaching of justice-oriented programs, each major/minor in the GSIJ department focuses on developing students' critical thinking skills and, perhaps more importantly, critical action skills to promote social justice. Thus, the Department's core mission is to foster the thinking, compassion, and abilities of students to enact the HWS mission to prepare students to live "lives of consequence." Pathways through each program develop critical thinking, persuasive argumentation, analysis, oral presentation, body literacy and writing skills to prepare students for an expansive range of fields for work or further study.

The department's three major/minor programs are linked through shared coursework. All students, regardless of major/minor, take a GSIJ intro course and capstone. Within each major, students take a range of electives specific to their majors and focusing on both theory and praxis. Finally, each major in the department has the ability to function as an integrated major that melds the coursework in GSIJ with another field of study.

Mission Statement

The Department of Gender, Sexuality and Intersectional Justice is dedicated to fostering the thinking, compassion, and abilities of students to build a better world through critical attention to the often inequitable structures and contexts in which we experience our diverse lives.

Gender and Feminist Studies

Gender and Feminist Studies is an interdisciplinary field showcasing how social movements and political activism can reshape how we know and make change in the world. The center of Gender and Feminist Studies is intersectionality and justice, critical tools of inquiry to examine race, gender, sexuality, and class in the workings of the world as we know it and in the ones we want to imagine anew.

Over the past five decades (and more), women's, gender, sexuality, trans and social justice studies have flourished as a central and consequential interdisciplinary set of fields. Our dept/program has been part of that significant development as one of the earliest programs in the country offering a major and a minor in what was called in those early

field-shaping days Women's Studies. Today, the field's social justice significance is understood through interlockings of race, sexuality, gender, and class in tackling and intervening in matters of decolonization, anti-racism, disability, politics, law, medicine, science and economics at scales of time and space that crosscut pressing everyday and global issues. As an interdisciplinary field, Gender and Feminist Studies connects with what was traditionally known as the divisions of humanities (e.g., philosophy and history), social sciences (e.g., sociology and political sciences), arts (e.g., performance and fine arts), and STEM and connects the practices of higher education to the activist practices of the world beyond higher education. Today, the world relies ever more on the field for its capacity to address vital and complex questions in ways that reorder and sometimes revolutionize future possibilities. Gender and Feminist Studies is understood as one of the most important interdisciplinary endeavors in higher education's history, bringing students into close study of big questions and debates, inviting creative ways to inquire into practices of living here together well. Graduates of the program have pursued a wide variety of careers, from medicine and law to social work, media, education, and the arts.

LGBTQ+ Studies

Our mission is to provide students with a rigorous grounding in the lives and experiences of LGBTQIA2+ folks transhistorically and globally, providing them with a queer perspective towards addressing the social challenges that emerge from heteronormative and heterosexist societies.

LGBTQ+ Studies students explore the history of LGBTQ+ social justice and political movements across the globe, including their erasure in traditional historical accounts. The program asks students to critically examine the role of socially constructed sexualities and genders within an intentional, intersectional framework of historical and contemporary representations of marginalized groups. The program questions the role of power and privilege in limiting the political formations and creative expressions of queer and transgender people. Additionally, the program provides students with the tools of queer theory, allowing students to apply a queer analytical lens to a host of artistic and social objects.

The history of LGBTQ+ peoples are a component, but not the entirety, of this academic discipline; fundamentally, students will provide a critical analysis of sex, gender, and heteronormativity, how they each shape historical and contemporary societies, and how social justice advocacy has challenged aggressive marginalization. Students in the program engage in introductory and advanced coursework that provides theoretical and practical knowledge in the concepts of sex, sexuality, and gender, juxtaposed with individually selected coursework across the Gender, Sexuality & Intersectional Justice program.

Bodies, Disability, and Justice

At the core of the Bodies, Disability, and Justice program's mission is a desire to help students understand the central role of the body in our ongoing struggles for justice. The body is the place in which all of the complexities of the world intersect to form a unique and always changing self. We believe that an interdisciplinary approach to the body will allow our students to become critical thinkers and practitioners who will be well-positioned to lead with empathy, nuance, and creativity.

The Bodies, Disability, and Justice major draws on the emerging and interrelated fields of embodiment studies, disability studies, integrated mind-body studies, and critical health and wellness studies to provide students with a transdisciplinary approach to examining the human body. Students focus in particular on bodies of difference and the enabling and disabling discourses, attitudes, practices, and built environments that shape our understanding of the body. Students will explore the human body and embodiment through coursework in racial justice, disability and mental health, embodied praxis, and critical theory.

Students in this major will gain an understanding of the body that is informed by both theory and experience via a range of courses from multiple disciplines that place the body central. The interdisciplinary paths through the major prepare students for further work in medicine and public health, social work, education, politics, public advocacy, as well as graduate study in a broad range of fields and subfields including women and gender studies, queer and trans studies, disability studies, communication, sociology, and law.

GENDER AND FEMINIST STUDIES MAJOR (B.A.)

interdisciplinary, 11 courses

Learning Objectives:

Majors in the Gender and Feminist Studies Program will be able to:

- Inquire into how knowledge is produced, for whom and in what ways.
- Locate the interconnections amongst social and political movements (locally and globally) and their capacity to transform how we come to know and reimagine the world.
- Raise and explore questions about practices of how to live well together.
- Tackle contemporary issues with contemporary tools and practices.
- Explore the historical making and remaking of gender, race and sexuality, and implications of these historical shift-changes in institutions (e.g., law, medicine, environment).
- Understand relations of power in gender, race, and sexuality and workings of colonialism.
- Experiment with voice, in writing, speaking and debating.
- Undertake written critical analyses of topics and issues.
- Engage diverse scholars' intellectual work.
- Identify one's own unique interests and begin to chart one's own role in making change.

Requirements:

GSIJ 100, GSIJ 300 or PHIL 345, GSIJ 401, one course in Understanding Race, one course in Global and/or Transnational Perspectives, a Praxis/Methods course, and five electives, up to three of which may be an integration, in consultation with the advisor. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the major.

GENDER AND FEMINIST STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

GSIJ 100, GSIJ 300 or PHIL 345, and four electives. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the minor.

LGBTQ+ STUDIES MAJOR (B.A.)

interdisciplinary, 11 courses

Learning Objectives:

Majors in the LGBTQ+ Studies Program will be able to:

- Explore the history of LGBTQ+ social justice and political movements across the globe, including their erasure in traditional historical accounts.
- Critically examine the role of sexuality and gender within an intersectional framework in historical and contemporary representations of marginalized groups.
- Analyze the intersectional forces at work in systems of power and privilege that impact LGBTQ+ individuals and communities.
- Interrogate the ways in which feminist, queer, and trans theories have been invoked across academic disciplines to deepen our understanding of human experience.

- Engage collectively with LGBTQ+ activist traditions and contemporary efforts of social transformation.
- Develop lines of inquiry which provoke new understandings of the phenomena of gender and sexuality through emerging scholarship and fields of study.
- Understand how heteronormativity shapes historical and contemporary societies and how queer activists and theorists have combatted this legacy.
- Critique social justice movements' inclusion or erasure of LGBTQ+ identities, needs, and advocacy.
- Consider our location in the Finger Lakes as both a historical and contemporary hub of abolition, social justice, and revolution as well as the site of injustice and oppression.
- Examine the role of the body and embodied learning in working towards a more just and equitable world.
- Applying queer theoretical approaches across the curriculum.

Requirements:

GSIJ 100, GSIJ 310 or ENG 360, GSIJ 401, one course in LGBTQ+ Histories/Movements, one course in Trans Studies, one course in Queer of Color Lives and Experiences, and five electives, up to three of which may be an integration, in consultation with the advisor. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the major.

LGBTQ+ STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

GSIJ 100, GSIJ 310 or ENG 360, and four electives. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the minor.

BODIES, DISABILITY, AND JUSTICE MAJOR (B.A.)

interdisciplinary, 11 courses

Learning Objectives:

Majors in the Bodies, Disability and Justice Program will be able to:

- Understand how social norms about bodies shape understandings of difference.
- Apply interdisciplinary analytic tools for evaluating representations of bodies in a range of cultural texts.
- Articulate the ways that material bodies are socially constructed and contested.
- Critically examine ideas and practices of bodily health and wellness.
- Understand how structural inequities produce uneven experiences of body and health.
- Theorize the body in its discursive and material complexity.
- Recognize the self as a contextual and relational phenomenon.
- Attend to the critical importance of racial and transnational perspectives to the promotion of embodied justice.
- Explore the linkages and synergies between the fields of disability studies, queer and trans studies, and embodiment studies.
- Explore the role of disability activism and advocacy in shaping alternative futures.
- Appreciate the interdisciplinary nature of body-centered scholarship.
- Build body literacy through embodied theory and praxis.
- Understand and engage the body as an important, intersectional location for justice.
- Develop informed, creative approaches to advocacy.

Requirements:

GSIJ 100, GSIJ 362 or PBHL 301, GSIJ 401, one course in Racial and Transnational Perspectives, one course in Queer and Trans Perspectives, one course in Embodied Praxis, two courses in Disability, Diagnosis, and Mental Health, and three electives, all of which can be an integration in consultation with the advisor. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the major.

BODIES, DISABILITY, AND JUSTICE MINOR

interdisciplinary, 6 courses

Requirements:

GSIJ 100, GSIJ 362 or PBHL 301, one course in Disability, Diagnosis, and Mental Health, and three electives. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the minor.

COURSE CONCENTRATIONS

Gender and Feminist Studies Core Courses

Understanding Race

AFS 110 Introduction to African Experience
AFS 115 Demythologizing Race
AFS 150 Foundations Africana Studies
AFS 203 African Voices
AFS 211 Black Earth
AMST 221 Immigrant Arts
DAN 110 Introduction to Dances of the African Diaspora
ECON 243 Political Economics of Race
EDUC 201 Schooling and Social Equity
EDUC 209 Gender and Schooling
ENG 152 American Revolutions
ENG 251 Recovering African-American Literature
ENV 285 Environmental Afrofuturisms
GSIJ 219/AMST 219 Black Feminisms
GSIJ 250/AMST 250 Introduction to Chicana Feminism and Visual Culture
HIST 208 Women in American History
HIST 227 African-American History I
HIST 228 African-American History II
HIST 317 Women's Rights Movements in the US
HIST 348 Black Women and the Struggle for Rights in America
MUS 215 Power, Privilege, and the Other in US Popular Music
SOC 221 Race & Ethnic Relations
SOC 223 Inequalities
THTR 310 Black Theaters
WRRH 215 Literate Lives: Rhetorics of Marginalized Education
WRRH 364 Suffrage and Citizenship in American Discourse

Global and/or Transnational Perspectives

AFS 110 Introduction to African Experience
AFS 150 Foundations Africana Studies
AFS 203 African Voices
AFS 208 Growing Up Black
AFS 211 Black Earth
AMST 221 Immigrant Arts
ANTH 221 Human Rights of Indigenous People
ANTH 282 North American Indians
ANTH 354 Food, Meaning, and Voice
ARTH 210 Women Artists in Europe and Asia
ARTH 303 Gender and Painting in China
ARTH 306 Telling Tales: Narrative Art Asia
ASN 212 Women in Contemporary Chinese Culture
DAN 107 Introduction to Jamaican Dance
ENV 126 Economics of Immigration
ENV 345 Decolonial Environmentalisms
GSIJ 213 Transnational Feminisms
HIST 283 Apartheid South Africa: The Logics of Settler Colonial Patriarchy
HIST 284 Africa: From Colonial to Neocolonial
HIST 392 Women in Japan
INRL 208 Gender and Politics in the Middle East and North Africa
INRL 260 Human Rights and International Law
INRL 283 Political Violence and Non-Violence
INRL 360 Post-Conflict Justice and Resolution
INRL 380 Theories of International Relations
REL 236 Gender and Islam
REL 347 Gender and Identity in the Muslim World
SLA 304 Latinx-Latin American Literature
SLA 316 Voces de Mujeres
SLA 402 Dramaturgas

Praxis/Methods

AMST 270 Storytelling with Data: Quantitative Tools for the Humanities
AMST 349 Gender, Space, and Narrative Reparation: The Womb Chair Speaks
DAN 107 Introduction to Jamaican Dance
DAN 110 Introduction to Dances of the African Diaspora
DAN 230 Community Arts: Activism Embodied
DAN 305 Somatics
DAN 325 Movement Analysis: Laban/Bartenieff Theory
EDUC 220 Storytelling
GSIJ 211 Place & Health
GSIJ 220 Body Politic
GSIJ 250/AMST 250 Introduction to Chicana Feminism and Visual Culture

GSIJ 305 Food, Feminism, and Health
GSIJ 308 Chicana and Latina Art
GSIJ 309 Stormy Weather: Ecofeminism
GSIJ301/ARTS272 Visualizing Oral History
PHIL 162 Ethics of Civic Engagement
THTR 290 Theater for Social Change
THTR 480 Approaches to Directing for the Stage
WRRH 365 Rhetorics of Feminist Activism

Core Electives (Gender and Feminist Studies)
AMST 222 American Empire
AMST 270 Storytelling with Data
AMST 312 Critical Space Theory and Practice
AMST 349 Gender, Space, and Narrative Reparation: The Womb Chair Speaks
ANTH 100 Introduction to Cultural Anthropology
ANTH 220 Sex Roles
ANTH 221 Human Rights of Indigenous People
ANTH 282 North American Indians
ANTH 219 Life Histories
ARTH 205 Gender and Display
ARTH 210 Women Artists in Europe and Asia
ARTH 214 Introduction to Critical Museum Studies
ARTH 217 The Princely Art
ARTH 241 Performance and Installation Art
ARTH 303 Gender and Painting in China
ARTH 305 Renaissance Men and Women
ARTH 306 Telling Tales: Narrative Art Asia
ASN 212 Women in Contemporary Chinese Culture
BIFS 210 The Art of Resistance
BIDS 214 The Politics of Reproduction
CLAS 230 Gender and Sexuality in Antiquity
CLAS 275 Decolonizing Ancient History
ECON 122 Economics of Caring
ECON 305 Political Economy
EDUC 209 Gender and Schooling
EDUC 220 Storytelling
ENG 115 Literature and Social Movements
ENG 152 American Revolutions
ENG 213 Environmental Literature
END 246 Literature of Decadence
END 251 Recovering African-American Literature
ENG 252 American Women Writers
ENG 287 Jane Austen in Film
ENV 345 Decolonial Environmentalisms

ENV 260 Environmental Afrofuturisms
GSIJ 206 Reading Feminisms
GSIJ 213 Transnational Feminisms
GSIJ 219/AMST 219 Black Feminisms
GSIJ 250/AMST 250 Chicana Feminism and Visual Culture
GSIJ 301 Feminist Oral History
GSIJ 308 Chicana and Latina Art
GSIJ 309 Stormy Weather: Ecofeminism
HIST 112 Soccer
HIS 208 Women in American History
HIST 209 History of Medieval Women
HIST 283 South African in Transition
HIST 284 African: From Colonial to Neocolonial
HIST 317 Women's Rights Movements in the US
HIST 348 Black Women and the Struggle for Rights in America
HIST 354 Lives of Consequence
HIST 392 Women in Japan
INRL 208 Gender and Politics in MENA
INRL 260 Human Rights and International Law
INRL 283 Political Violence and Non-Violence
INRL 380 Theories of International Relations
MUS 209 Women in Music
PHIL 152 Contemporary Issues: Philosophy and Feminism
PHIL 250 Feminism: Ethics and Knowledge
POL 175 Introduction to the Politics of Women, Gender, and Liberation
REL 236 Gender and Islan
REL 291 The Ethics of Identity
REL 347 Gender and Identity in the Muslim World
SOC 205 Men and Masculinity
SOC 206 Kids and Contention
SOC 221 Race & Ethnic Relations
SOC 223 Inequalities
SOC 225 Working Families
SOC 226 Sex and Gender
SPN 316 Voces de Mujeres
SPN 255 Contemporary Theater
THTR 309 Feminist Theater
THTR 310 African-American Theater
WRRH 215 Rhetorics of Marginalized Educational Experience
WRRH 240 Writing and the Culture of Reading
WRRH 363 Suffrage and Citizenship in American Discourse
WRRH 365 Rhetorics of Feminist Activism

LGBTQ+ Studies Core Courses

LGBTQ+ Histories/Movements

AFS 305 Revolutionary African American Autobiographies
ARTH 308 Art and Censorship
CLAS 230 Gender and Sexuality in Antiquity
GSIJ 205 Queer and Trans Social Movements
GSIJ 218 Queer Representation in Theater and Film
GSIJ 303 Disability and Sexuality
ENG 115 Literature and Social Movements
ENG 360 Sexuality in American Literature

Trans Studies

AFS 305 African American Autobiographies
GSIJ 209 Queer of Color Critique
GSIJ 210 The Queer and Trans Child
GSIJ 302 Transgender Studies
GSIJ 209 Queer of Color Critique
GSIJ 219 Black Feminisms
GSIJ 250 Introduction to Chicana Feminism and Visual Culture
GSIJ 306 Masculinities

Queer of Color Lives and Experiences

AFS 305 African American Autobiographies
GSIJ 209 Queer of Color Critique
GSIJ 219/AMST 219 Black Feminisms
GSIJ 250/AMST 250 Chicana Feminism and Visual Culture

Core Electives (LGBTQ+ Studies)

AFS 305 African-American Autobiographies
ARTH 308 Art and Censorship
CLAS 230 Gender and Sexuality in Antiquity
ENG 115 Literature and Social Movements
ENG 310 Power, Desire, Literature
ENG 360 Sexuality in American Literature
FCST 201 Indigenous Guerillas
GSIJ 205 Queer and Trans Social Movements
GSIJ 209 Queer of Color Critique
GSIJ 215 Utopias
GSIJ 218 Queer Representation in Theater and Film
GSIJ 219/AMST 219 Black Feminisms
GSIJ 251 Sexuality, Power, and Creativity in Russian Literature
GSIJ 302 Trans Studies
GSIJ 306 Masculinities

Bodies, Disability, and Justice Core Courses

Racial and Transnational Perspectives

AFS 110 Introduction to African Experience
AFS 115 Demythologizing Race
AFS 150 Foundations Africana Studies
AFS 203 African Voices
AFS 208 Growing Up Black
AFS 211 Black Earth
AFS 305 Revolutionary African-American Autobiographies
AMST 221 Immigrant Arts
AMST 222 American Empire
ANTH 221 Human Rights of Indigenous People
ANTH 282 North American Indians
ANTH 354 Food, Meaning, and Voice
ARTH 210 Women Artists in Europe and Asia
ARTH 303 Gender and Painting in China
ARTH 306 Telling Tales: Narrative Art Asia
ASN 212 Women in Contemporary Chinese Culture
DAN 107 Introduction to Jamaican Dance
DAN 110 Introduction to Dances of the African Diaspora
ECON 126 Economics of Immigration
ECON 243 Political Economics of Race
EDUC 201 Schooling and Social Equity
EDUC 209 Gender and Schooling
ENG 152 American Revolutions
ENG 251 Recovering African-American Literature
ENV 285 Environmental Afrofuturisms
ENV 345 Decolonial Environmentalisms
GSIJ 213 Transnational Feminisms
GSIJ 219/AMST 219 Black Feminisms
GSIJ 250/AMST 250 Introduction to Chicana Feminism and Visual Culture
HIST 208 Women in American History
HIST 227 African-American History I
HIST 228 African-American History II
HIST 283 Apartheid South Africa: The Logics of Settler Colonial Patriarchy
HIST 284 Africa: From Colonial to Neocolonial
HIST 348 Black Women and the Struggle for Rights in America
INRL 260 Human Rights and International Law
INRL 283 Political Violence and Non-Violence
INRL 360 Post-Conflict Reconstruction and Peacebuilding
INRL 380 Theories of International Relations
MUS 215 Power, Privilege, and the Other in US Popular Music
REL 236 Gender and Islam

REL 347 Gender and Identity in the Muslim World
SOC 221/AMST 208 Race and Ethnic Relations
SOC 223/AMST 223 Inequalities
SLA 304 Latinx-Latin American Literature
SLA 316 Voces de Mujeres
SLA 402 Dramaturgas
THTR 310 Black Theatres
WRRH 215 Literate Lives: Rhetorics of Marginalized Education
WRRH 364 Suffrage and Citizenship in American Discourse

Queer and Trans Perspectives
ARTH 308 Art and Censorship
CLAS 230 Gender and Sexuality in Antiquity
ENG 360 Sexuality in American Literature
GSIJ 205 Queer and Trans Social Movements
GSIJ 303 Disability and Sexuality
GSIJ 209 Queer of Color Critique
GSIJ 210 The Queer and Trans Child
GSIJ 215 Utopias
GSIJ 218 Queer Representation in Theater and Film
GSIJ 247 History, Feminism and Psychology
GSIJ 302 Trans Studies
GSIJ 306 Masculinities
GSIJ 310 Queer Theory and Methods

Disability, Diagnosis, and Mental Health
ANTH 260 Medical Anthropology
ANTH 341 Making Babies
EDUC 203 Children and Disabilities
EDUC 221 Understanding Autism
EDUC 306 Technology and Disability
EDUC 330 Disability and Transition: Life After High School
ENG 114 Sickness, Health, and Disability
GSIJ 204 Politics of Health
GSIJ 220 Body Politic
GSIJ 247 History, Feminism, and Psychology
GSIJ 303 Disability and Sexuality
PHIL 156 Biomedical Ethics
REL 292 Deviance and (De)Medicalization
THTR 290 Theater for Social Change
THTR 480 Approaches to Directing for the Stage

Embodied Praxis

AMST 270 Storytelling with Data: Quantitative Tools for the Humanities
AMST 349 Gender, Space, and Narrative Reparation: The Womb Chair Speaks
DAN 101 Introduction to Dance: Body and Self
DAN 107 Introduction to Jamaican Dance
DAN 110 Introduction to Dances of the African Diaspora
DAN 230 Community Arts: Activism Embodied
DAN 305 Somatics
DAN 314 Dance Criticism: Embodied Writing
DAN 325 Movement Analysis: Laban/Bartenieff Theory
EDUC 220 Storytelling
GSIJ 211 Place and Health
GSIJ 220 Body Politic
GSIJ 250 Introduction to Chicana Feminism and Visual Culture
GSIJ 301/ARTS 272 Visualizing Oral History
GSIJ 305 Food, Feminism, and Health
GSIJ 308 Chicana and Latina Art
GSIJ 309 Stormy Weather: Ecofeminism
PHIL 162 Ethics of Civic Engagement
THTR 290 Theater for Social Change
THTR 480 Approaches to Directing for the Stage
WRRH 365 Rhetorics of Feminist Activism

Core Electives (*Bodies, Disability, and Justice****)***

AMST 349 Gender, Space, and Narrative Reparation: The Womb Chair Speaks
ANTH 341 Making Babies
DAN 210 Dance History I: Perspectives of Ballet
DAN 212 Dance History II: Perspectives on Modern Dance
DAN 214 20th Century Dance History: Gender, Race, and Difference
DAN 230 Community Arts: Activism Embodied
ENG 114 Sickness, Health, and Disability
ENG 274 Stories That Heal
GLS 120 Sport and Ideology: Gender, Race, and National Identity
GSIJ 204 Politics of Health
GSIJ 211 Place and Health
GSIJ 212 Gender and Geography
GSIJ/AMST 219 Black Feminisms
GSIJ 220 The Body Politic
GSIJ 247 History, Psychology, and Feminism
GSIJ 303 Disability and Sexuality
GSI 305 Food, Feminism, and Health
REL 292 Deviance and (De)Medicalization
SLA 304 Body/Border
THTR 290 Theater for Social Change
WRRH 280 Immigrant Experiences: Voices and Discourses

COURSE DESCRIPTIONS

GSIJ 100 Introduction to Gender, Sexuality, and Intersectional Justice Race. Gender. Sexuality. Ability. How do these intersectional social categories determine access to rights, resources, and power? In this course, we examine the notion that sex, gender, sexuality, ability, race, and other categories of identity shape the social world in a myriad of ways, from how we organize our families and communities and how we spend time, to how we conceptualize the self and make meaning, to how we interact with our environment and create and re-create the body. This class seeks to challenge conventionally held "truths" and offer creative alternatives, including even how we conceive of and practice classroom learning itself. The course serves as a gateway to three justice-oriented majors: LGBTQ+ Studies, Gender and Feminist Studies, and Bodies, Disability, and Justice. Students are encouraged to think through the histories and impulses of each of these overlapping fields, and to raise their own questions about the meaning and practice of justice and how we can achieve it. The course invites students into a collective dialogue about how we can utilize critical theory and feminist, queer, and crip critique as a method of creatively re-imagining a more just world. No Prerequisites. Offered each semester. This course substantially addresses the Social Inequalities and Ethical Judgement Goals. **P4**

GSIJ 204 The Politics of Health This course takes an interdisciplinary, critical approach to the politics of health, with particular attention to the field and practice of public health. We begin by asking: What is health, and why is it political? Students examine how health is shaped not only by policy but also by structural inequities, cultural norms, and everyday practices. Readings draw from health humanities, scholarship on race and health, disability studies, gender and sexuality studies, and medical sociology to analyze how power operates in health systems and interventions. The course moves through three areas of focus: foundational perspectives, including the medical gaze, structural competency, racism in medicine, and critical approaches to illness and cure; disability and mental health, examining diagnostic categories, pharmaceuticalization, Black disability studies, and the politics of care; and reproductive health, with emphasis on reproductive justice, abortion, childbirth, queer and trans reproductive care, and Black maternal health. Students will evaluate public health interventions, study lived experiences of illness, and consider possibilities for more equitable health futures. (Hayes-Conroy, offered every spring) **P4**

GSIJ 205 Queer and Trans Social Movements This course traces and analyses the history of LGBTQ+ social movements, from the debated origins of LGBTQ+ identity in psychological and medical context, through to homophile social and art movements and contemporary activism around personhood, employment discrimination, AIDS, housing, marriage and kinship, to name a few. (Formerly CSQS 205) **P4**

GSIJ 206 Seminar: Reading Feminisms This course invites students to engage a signature feminist theory/history thinker's major work and to delve into it in some depth; signature works are those regarded as prompting a sea-change in ideas, thinking or ways of living. Students will be asked to situate the work in time, place and intellectual debate. They will be asked: What does a thinker's work look like across the span of their life's work and in the context of its field(s) of influence? With whom is this thinker's work in dialogue? How does one follow the journeys of a thinker's ideas? How does this author speak to us? Students will be asked to use one or more digital tools to engage questions and prompt wider discussion of the course topic. (Formerly WMST 206) **P4**

GSIJ 209 Queer of Color Critique Queer of color critique explores the relationships between embodiment, social location and knowledge production by examining how the confluence of race, sexuality, and gender operate to create unique forms of social inequality in the context of nation and capitalism. Focusing on how queer people of color have used theory as a survival tool, discursive intervention and platform for social justice, students will examine how and why specific social inequalities exist in contemporary U.S. culture. Dis-identifying with the unity of terms such as 'people of color,' this course interrogates the specific circumstances affecting the production of theory by a diverse set of racial groups within the U.S. context while centering an understanding of cultural difference as inherently inflected by sexuality and gender. (Formerly CSQS 209)

GSIJ 210 The Queer and Trans Child This seminar explores children's gender and sexuality, focusing in particular on the lives of transgender, gender-creative, gender non-conforming, gay and queer children. We will explore how our society thinks about children's autonomy, place within familial structures, and relationships to adults. Most importantly, we will listen to the voices of children and consider their own perspectives on matters of identity, expression and desire. Students will complete a semester research paper on a topic of their choice that relates to children's gender and sexuality. This course approaches the 'queer' and 'trans' child from an interdisciplinary perspective; drawing from trans studies, queer theory, and childhood studies, and understanding identity categories as historically contextual, multiple and not-static. This course will be offered occasionally.

GSIJ 211 Place and Health This class focuses on exploring the role of place in the production of health and well-being, beginning with the questions: what is place? And, how can the study of place help us to better understand human health? We will take an interdisciplinary approach to these questions, drawing from the fields of geography, women's studies, disability studies, architecture, and landscape studies, among others, and exploring questions of place and health through various texts and forms of media. Specific topics include the role of nature in wellness rhetoric and practices, landscapes of recreation and sport, the concept of therapeutic landscapes, spaces of illness and healing, and more. In exploring these topics, we will foreground how intersectional structures of power and inequity shape the way that people move through and experience and stake claim to these places. (Formerly. WMST 211) (Spring semester, alternating years) **P2, , P4**

GSIJ 212 Gender and Geography As a point of entry to discussions of gender, place and culture, this course will explore the diverse ways in which geographers have conceived of, analyzed and redefined gender as a contested spatial practice. In particular, using contemporary geographic texts, we will explore the gendered dynamics of geographic research methods, nature discourse, resource management, embodiment and health, agriculture and food, and globalization, among other topics. Emphasis will be placed on recognizing and researching cultural difference across these various topical areas. Readings and class discussion will build through individual and group assignments toward a final research paper/presentation. (Hayes-Conroy, Formerly WMST 212) **P4**

GSIJ 215 Utopias What does it mean to imagine a world without war, violence, or injustice – a world where marginalized identities can flourish? Coined in the 16th century from the Greek for 'no place', utopia names both an impossible perfection and, as José Esteban Muñoz argued, a horizon of potential for another world. This course explores how utopias have been envisioned across literature, film, television, and theory, asking what speculative fictions enable and what they foreclose. Special attention will be given to utopias emerging from queer, trans, feminist, disabled, and BIPOC imaginaries, which insist on possibilities beyond dominant social orders. Students will analyze a range of speculative texts alongside critical readings to develop a vocabulary for thinking about utopia in relation to race, gender, sexuality, class, environment, and technology. Assignments combine critical and creative work, culminating in an imaginative project that envisions a 'no-place' of students' own design. (Cole-Kurz, offered spring) **P3, P4**

GSIJ 218 Queer Representations in Theatre and Film How have LGBTQ artists explored the construction and contestation of lesbian, gay, bisexual, transgendered, and queer personhoods? How has the mainstream media explored - and exploited – queer identities? This course explores the interplay between representation and identification via the rapidly developing fields of queer performance and media studies. Throughout, we will investigate the meaning of 'queer,' as well as its intersections among and across a wide range of identifications. We will consider the role of theater, film, and performance not only in the creation of queer histories, communities, and identities, but also as a means of resetting what counts as normal and normative. Central to his course will be a number of dramatic and filmic texts. Methodologically, we will draw from both performance and film theory as well as the theoretical demands of queer and feminist scholarship. While sharpening their writing skills through a variety of shorter writing assignments, students will also engage in sustained semester-long original research project. (Martin-Baron, Formerly WMST 218, offered alternating years) **P4**

GSIJ 219 Black Feminisms In this course, we place black women's writings about their lives and factors that govern the health and well-being of black communities at the heart of our inquiry. Utilizing a wide range of texts, we will not only explore foundational texts and theories of black feminism in the US, but also the ways black artists have communicated these theories artistically: as a mirror to a broken society and as a discursive intervention. Students will emerge from this course with an in depth knowledge of the foundations of black feminism and black feminist theory as well as the debates surrounding diversity in the contemporary American landscape. Dual-listed as AMST 219. (Formerly WMST 219) (Martin-Baron, offered alternate years) **P4**

GSIJ 220 The Body Politic To inquire into "The body politic" is to inquire into the riddle of the relationship between the corporeal body and the social, political, economic, and environmental body. It is to ask oneself where one's own body begins and ends – does skin mark the boundary of the bodies? If so, what differentiates bodies such that some bodies are at the heart of political battles over rights and freedoms (including waging war in the name of women's bodies and access to reproductive rights or queer rights to love freely)? How is the idea of gender equality invoked to index non-violence and peace, economic well-being, or freedom? How do gendered bodies become the site of social and personal struggle? How do different traditions of thought and belief depict bodies? Do these different views carry consequences for how we inhabit our bodies and/or distinguish ourselves from animals? This course seeks to address some of these questions through theory, history, literature, film, guest speakers and movement – walking, dancing, and yoga – of the body. (Formerly WMST 220) (Bayer) **P4**

GSIJ 225 Hookup Culture What does "hookup culture" reveal about the politics of love, sex, and connection in contemporary society? This course examines how intimacy and desire are shaped by technology, the law, and cultural norms. It explores how ideals of commitment and marriage reflect broader systems of power and morality. From monogamy to polyamory, from hookup apps to "situationships," students will examine how norms about love and sex are produced and policed, as well as how they have been challenged by social movements and practices. Drawing on feminist, queer, and abolitionist frameworks, students will analyze literature, media, and social trends to ask: Who is monogamy for? Who is stigmatized for wanting or refusing sex? What might freedom in love demand of us and how can we be transformed by it? Together, we will explore how rethinking intimacy can help us rethink justice, care, and what it means to love one another. **P4**

GSIJ 247 History, Psychology and Feminism Should the history of feminism and psychology be x-rated, as was asked once of science more generally? This question opens onto psychology's expressways where histories of feminism, gender, sexuality, race and what are sometimes called the 'psy' disciplines crosscut in the greater search for knowledge of who we are or might become. Running parallel throughout this history are the ways feminist and critical gender scholars tackled the very ways the science of psychology upheld cultural conventions of gender, race and sexuality. This course examines these tangled stories from early case studies of hysteria and spiritualism through to mid-century depictions of the "mommy pill," "how the clinic made gender" and to late twentieth and early twenty-first century concerns around gender, race and bodies. The course uses history, theory and research in psychology to appreciate psychology's changing views, treatment and study of diverse lives, and how feminism shaped psychology as much as psychology shaped feminism. This course also counts toward the major in psychology. (Bayer, Formerly WMST 247) **P4**

GSIJ 250 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. Dual-listed as AMST 250. (Formerly WMST 150) (Martin-Baron, offered alternate fall semesters) **P2, P3, P4**

GSIJ 300 Who's Afraid of Gender? Questions of Freedom and Intersectional Feminisms Who could be afraid of gender? How did gender, race and sexuality come to be associated with fear, anger and politics? What drives the anti-gender and sexual democracy backlash? How have gender, race and sexuality become the lightning rod in battles over what counts as liberation and democracy? How did gender come to be called an ideology in the making of the anti-gender ideology movement? Taking its title from Judith Butler (whose book title alludes to illusions and fears in the play "Who's Afraid of Virginia Woolf?"), this seminar enlists intersectional feminisms' long history of thinkers and theory to engage matters of and movements for freedom, equality, justice and liberation. The course collects historically intersectional feminisms' theories and tools of intervention to cut through backlashes – now as before. It does so to address some of the most pressing questions today around bodies, freedoms and autonomy and around love, anger and justice. This course thus situates intersectional feminist theories as practices in the service of building intersectional feminist futures. (Staff, annually)

GSIJ 301 Visualizing Oral History Feminist oral history is a course concerned with how we narrate life stories and how we represent their narration in text, sound and image. This course operates as a methods workshop, investigating the theory underlying feminist oral history while putting the methodology to work through a class interviewing project using audio recording and image capture technologies. Students will learn how to develop interview questions, gather material and then put these into context to narrate and represent life stories. The workshop will develop interviewing skills as well as visual and audio artistic abilities. Students will learn the critical and analytical skills necessary to prepare life history for presentation to general audiences (such as museum exhibitions) and to prepare materials for deposit in an archive. (Formerly WMST 301)

GSIJ 302 Transgender Studies This seminar explores the lived experience, activism, and theories of transgender people, therefore introducing students to the interdisciplinary field of Transgender Studies. While Transgender Studies centers on the study and understanding of the lived experiences and oppression of transgender people, the field moves well beyond this focus, impacting philosophy, architecture and design, legal studies, science studies, public health, aesthetics, media, music, and more. The field moves beyond the borders of the United States and seeks an intersectional interrogation of the meaning and practice of gender in overlapping social contexts. Furthermore, Transgender Studies represents a methodology, a unique approach to a wide variety of social texts and contexts, much in the way queer theory emerged as an influential mode of inquiry, transforming academia in the 1990s.

GSIJ 303 Disability and Sexuality What is the relationship between sexuality and disability? How did we come to know and feel what we think we know and feel about these intersecting realms of knowledge and lived experience? Cultural ideals of beauty, youth, fitness, strength, sex appeal, social skill, mental acuity, and-most elusive-"health" all rely on norms of able bodiedness 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 social movements 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. (Formerly WMST 303)

GSIJ 305 Food, Feminism, and Health This course introduces students to qualitative research methods in public health and critical dietetics, with particular attention to feminist approaches. Using food as a central lens, students learn how to design and conduct qualitative research, from formulating questions to analyzing findings. Hands-on experience includes interviewing, participant observation, community-based methods, photovoice, and textual analysis, alongside discussion of the ethical and political dimensions of research. Readings draw from critical food studies, feminist scholarship, geography, and public health to highlight how qualitative methods illuminate health inequities, social justice, and environmental sustainability. Class time includes lab sessions for practicing methods, building rigor, and developing student-led projects. While food provides a core entry point, students may pursue diverse human and environmental health topics. The course culminates in research proposals that integrate qualitative methods with critical perspectives, demonstrating how qualitative inquiry contributes vital insights to public health science. (Hayes-Conroy, offered annually in the fall)

GSIJ 306 Masculinities This course examines masculinities as plural, contested, and historically shifting rather than fixed or universal. We investigate how masculinities are constructed and challenged through intersections of race, sexuality, disability, and trans embodiment. Topics include "the down low," "junk politics," and disability studies critiques of ableist masculine ideals. Cultural texts such as the Emmy-winning Adolescence, the documentary The Aggressives, speculative fiction featuring trans and disabled men, and digital phenomena like Gamergate, doxxing, and online toxic masculinities provide case studies for representation, resistance, and cultural critique. Students will ask: Who gets to count as a man? How do marginalized masculinities trouble dominant norms? What cultural work is performed by toxic masculinities online and offline? What possibilities for reimagining masculinity emerge through queer, trans, and disabled lives? Through these inquiries, students will develop critical vocabularies and apply theory to analyze masculinities as sites of both power and potential transformation. (Cole-Kurz, offered spring) **P3, P4**

GSIJ 309 Seminar: Stormy Weather Ecofeminism What is our relation with the earth? With animals, plants, water, technology, and air? With each other? With the wider universe? This course delves into the field of ecofeminism, a word first coined in 1974 by Francoi 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. (Formerly WMST 309) (Bayer)

GSIJ 310 Queer Theory and Methods This course functions as an inquiry into the processes of knowledge production and interdisciplinary queer scholarship within and beyond the university context. Through collaborative participation in weekly reading-based seminars, students will develop a more nuanced understanding of the stakes and challenges of queer research in the interdisciplinary context of critical race, gender, sexuality, citizenship, and (dis) ability studies as insurgent forms of knowledge production. What does it mean to 'do' queer theory? What specific questions, methods of inquiry, and objects of analysis constitute queer scholarship? How do queer theory and methods open space to challenge, intervene in, and transform state- and race- making processes? As a 300-level interdisciplinary seminar, we will be working on developing the kinds of questions students wish to pursue over the course of our semester together. As such, we will be focused on practical questions of research design, modes and genres of knowledge production, as well as broader theoretical questions regarding the transformative force of Queer Theory. In addition to tracing competing and converging genealogies of queer theory, we will also be work-shopping and discussing how Queer Theory and Methods applies to, shapes, and informs student work in progress. The questions students are pursuing will help to shape the readings and other texts we will study together in the latter weeks of the course. (Formerly CSQS 310) (Offered annually)

GSIJ 362 Theories of the Body, Health, and Wellbeing What is embodied knowledge, and what does it mean to know a body? How can one effectively and ethically intervene in human health without first tackling such questions? This course engages interdisciplinary scholarship on health, wellbeing and the human body in order to encourage students to creatively utilize and build theory toward the production of better health intervention strategies. Students will read a wide variety of theories related to human health, disability, and embodiment and will develop an appreciation for the complexities of the human body. Students will also learn how to synthesize these theoretical perspectives in order to imagine and enact new strategies for ethical intervention in human health. Topics covered include theories of affect, emotion, and feeling, new materialism, bodily debility, the more-than-human, critical animal studies, actor-network theory, queer/crip perspectives, phenomenology, corporeal feminism, critical dietetics, taste and viscerality, the bio-social body, critical psychology, the minded-body, and more. (Formerly WMST 362)

GSIJ 401 Capstone in Gender, Sexuality, and Intersectional Justice In this capstone seminar, students will reflect upon their education here at Hobart and William Smith and consider the role of gender, sexuality, and intersectional justice studies for the 21st century. In doing so, we will examine a wide variety of articulations of the use and value of feminist, queer, crip, and social justice theory for our contemporary moment, and interrogate conceptualizations of the fields' future. Thus our reading list will draw on texts published in the field and in the popular media within the last two years. As we reflect on the future of the academic discipline and activist movements, students will also reflect on their individual paths to gender, sexuality, and intersectional justice. This will entail thinking critically about the nature of interdisciplinarity and how it has shaped each student's pathway, especially for those with integrated majors. Additionally, students will consider how their experiences here at HWS provide them a platform for creating their own futures. The central aim of this course is to create an online portfolio, capturing the breadth and depth of each student's education and knowledge over the last four (or so) years and the ways they anticipate putting their degree to use. Not only will this portfolio bring together components of students' formal education but also provide a platform for them to take their justice-oriented perspective into a non-academic environment and to a wider audience. We will also consider questions of professionalization, which is to say how feminist, queer, crip, and other justice theories may serve as a platform through which one makes decisions about how to approach the world in one's professional life. Perhaps most importantly, though, we'll consider how one might live a justice-oriented life beyond the academy and the workplace. (Offered every spring) [Prerequisite: Open to any GFS, LGBTQ+, or BDJ major/minor]

GSIJ 495 Honors

GEOSCIENCE

Department Faculty

Nan Crystal Arens, Professor, Chair
Tara M. Curtin, Associate Professor
David B. Finkelstein, Associate Professor
David C. Kendrick, Associate Professor
Neil F. Laird, Professor
Nicholas D. Metz, 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, hydrogeology, climatology and meteorology.

The Geoscience Department comprises three programs of study – Earth, Climate and Water Sciences – which allows students to blend coursework tailored to their unique interests. In addition to taking formal courses, most geoscience students undertake undergraduate research through independent study and honors courses or as internships. All students complete a capstone experience. Our instruction and research are strongly augmented by fieldwork in the Finger Lakes region, as well as other locations around the world.

Mission Statement

The mission of the Geoscience Department is to provide a high-quality learning environment that cultivates understanding of the Earth System and its processes. This is accomplished by offering all students a breadth of knowledge in geology, hydrology and atmospheric science and depth of knowledge within at least one of these three subfields. Where possible, the Geoscience Department emphasizes interrelationships within the Earth System providing students a holistic perspective needed for a world confronted by a dynamic, ever-changing environment. We are committed to advancing challenging, experiential and engaging avenues of study for our students. Geoscience Department graduates are well equipped to enter graduate and professional programs, the field of teaching, and a wide array of careers in government and the private and not-for-profit sectors.

Offerings

The department offers two majors, a B.A. in Geoscience and a B.S. in Geoscience, a minor in Geoscience, and a minor in Atmospheric Science. 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 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 a major and once for a minor.

GEOSCIENCE MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- The ability to demonstrate breadth in the field of Geoscience and depth in a subfield within Geoscience.
- The ability to collect, analyze, synthesize, judge the quality of, and interpret data.
- The ability to separate observations from interpretations.
- The ability to communicate effectively in the variety of venues used by scientists: oral, written, and graphic.
- A particular mastery of the mechanics, narrative, and analysis of scientific writing, integrating the proper use of the scientific literature and citations thereof.

- The ability to conduct scholarly research and think critically about scientific problems using previous work and applying this knowledge to a new place or topic.
- The ability to work effectively both independently and within diverse teams.
- The ability to work collaboratively with colleagues by supporting each other and practicing skills important for successful teamwork.

Requirements:

GEO 182, GEO 184, GEO 186; five additional geoscience courses at 200 or 300-level, not to include GEO 206, GEO 207, or GEO 299; two additional geoscience courses at 200-level or above (GEO 207 may count if not used for the quantitative requirement and abroad courses may count if approved by department); a Quantitative requirement: GEO/ENV 207, MATH 130, BIOL 230, or DATA 127; a Supporting Science requirement: any course which counts toward a major in BIOL, CHEM, CPSC, or PHYS, or ENV 203, or ENV 281, or ENV 310, or DATA 271, or DATA 251. Geoscience capstone (GEO 489 fulfillment includes any two GEO 300-level or GEO 495 courses and a zero-credit capstone seminar presentation). 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.

GEOSCIENCE MAJOR (B.S.)

disciplinary, 15 courses

Learning Objectives:

- The ability to demonstrate breadth in the field of Geoscience and depth in a subfield within Geoscience.
- The ability to collect, analyze, synthesize, judge the quality of, and interpret data.
- The ability to separate observations from interpretations.
- The ability to communicate effectively in the variety of venues used by scientists: oral, written, and graphic.
- A particular mastery of the mechanics, narrative, and analysis of scientific writing, integrating the proper use of the scientific literature and citations thereof.
- The ability to conduct scholarly research and think critically about scientific problems using previous work and applying this knowledge to a new place or topic.
- The ability to work effectively both independently and within diverse teams.
- The ability to work collaboratively with colleagues by supporting each other and practicing skills important for successful teamwork.

Requirements:

GEO 182, GEO 184, GEO 186; five additional geoscience courses at 200 or 300-level, not to include GEO 206, GEO 207, or GEO 299; two additional geoscience courses at 200-level or above (GEO 207 may count if not used for the quantitative requirement and abroad courses may count if approved by department); Quantitative requirements: 1) MATH 130 or DATA 127; 2) any one of GEO/ENV 207, MATH 131, or BIOL 230; Supporting Science requirements: any three courses which count toward a major in BIOL, CHEM, CPSC, or PHYS, or ENV 203 or ENV 281 or ENV 310, or DATA 251 or DATA 271; Geoscience capstone (GEO 489 fulfillment includes any two GEO 300-level or GEO 495 courses and a zero-credit capstone seminar presentation). 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.

GEOSCIENCE MINOR

disciplinary, 6 courses

Requirements:

GEO 182, GEO 184, or GEO 186; four additional geoscience courses at the 200-level or above; any one additional geoscience course. 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. No more than one of the following may count toward the minor: GEO 299, GEO 450, GEO 495, or study abroad.

ATMOSPHERIC SCIENCE MINOR

disciplinary, 6 courses

Requirements:

GEO 182, ATMO 245, ATMO 260, and three additional Atmospheric Science elective courses. Credit/no credit options cannot be used except for GEO 299. No more than one course from another institution may count for the minor. No more than three 200-level or above courses may be from any one department or program.

Geoscience Major/Minor Courses

INTRODUCTORY COURSES

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 206 Scientific Communication
GEO 207 Environmental Statistics
GEO 210 Environmental Hydrology
GEO 220 Geomorphology
GEO 242 The Earth System
GEO 250 Oceanography
GEO 255 Global Climates and Oceans
GEO 260 Weather Analysis
GEO 275 Planetary Geology
GEO 276 Tectonics
GEO 280 Environmental Geochemistry
GEO 284 Mineralogy and Petrology
GEO 299 Geoscience Field Studies
GEO 320 Sediments and Sedimentary Rocks
GEO 325 Paleoclimatology
GEO 330 Limnology
GEO 355 Mesoscale and Severe Weather
GEO 362 Polar Meteorology
GEO 365 Environmental Meteorology
GEO 375 Earth History
GEO 380 Paleontology
GEO 450 Independent Study
GEO 495/496 Honors

Atmospheric Science Minor Courses

REQUIRED COURSES

GEO 182 Introduction to Meteorology

ATMO 245 Climate Change Science

ATMO 260 Weather Analysis

Elective Courses

ATMO 450 Independent Study

ATMO 495/496 Honors

CPSC 225 Intermediate Programming

GEO 215 Hydrometeorology

GEO 255 Global Climates and Oceans

GEO 299 Geoscience Field Studies (Severe Storms Only)

GEO 325 Paleoclimatology

GEO 350 Synoptic-Dynamic Meteorology I

GEO 351 Synoptic-Dynamic Meteorology II

GEO 355 Mesoscale and Severe Weather

GEO 362 Polar Meteorology

GEO 365 Environmental Meteorology

CPSC 225 Intermediate Programming

MATH 237 Differential Equations

MATH 353 Math Models

PHYS 285 Math Methods

COURSE DESCRIPTIONS

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? (Kendrick, offered occasionally) **P1**

GEO 144 Astrobiology and the Search for Life in the Universe Astrobiology is the scientific study of the origin and evolution of life in the Universe. It brings together perspectives from astronomy, planetary science, geoscience, paleontology, biology and chemistry to examine the origin of life on Earth and the possibility of life elsewhere in the Universe. This course is designed to help students understand the nature and process of science through the lens of astrobiology. We will explore questions such as: What is life? How did life 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. (Hebb, Kendrick, offered alternate years) **P1**

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. (Laird, offered each semester) **P1**

GEO 184 Introduction to Geology We will explore the form and function of the solid Earth, using plate tectonics as a central paradigm. From this framework, we investigate minerals and rocks, volcanoes, earthquakes, the rise and fall of mountains, the origin and fate of sediments, the structure of our landscape and geologic time. We analyze geological resources such as minerals and fossil fuels, and the many other ways human society interacts with our restless planet. We work extensively in the field and typically take one mandatory weekend field trip. This course is a prerequisite for many geoscience courses. (Arens, Kendrick, offered each semester) **P1**

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. This course is a prerequisite for many geoscience courses. (Curtin, Finkelstein, offered fall) **P1**

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, nontechnical articles, literature reviews, research proposals, technical posters, abstracts, and presentations both technical and nontechnical. 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. (Arens, offered occasionally) [Prerequisite: One 200 or 300-level course in the Natural Sciences Division with a grade of C- or better.]

GEO 207 Environmental Statistics Investigation design and statistical analysis of data are intimately linked. This course will explore these facets of the scientific process iteratively. We will examine probability and sampling, study and data integrity, hypothesis generation and testing, and data analysis using descriptive statistics, t-tests, chi-squared applications, one-and two-way analysis of variance, correlation, time series analysis and linear regression. We will also introduce multivariate methods of data structure exploration. Students will practice concepts by designing investigations in the realms of Earth and environmental science, gathering and/or assembling data from other sources and analyzing it using the R statistical computing environment. Students should have a reliable laptop and understand its directory structure. (Arens, Brubaker, Kendrick, offered spring) **P1** [Prerequisite: Students can't have taken ENV 207]

GEO 210 Environmental Hydrology Hydrology is the study of how water moves between the atmosphere, land surface, and subsurface. This course examines global precipitation patterns, watersheds, rivers, storm water and flooding, surface/groundwater interactions, and groundwater flow. The consequences of climate change, land-use change, contamination, human overuse, and other anthropogenic impacts on surface and groundwater will be investigated using a project-oriented approach during lectures and weekly laboratory sessions. (Curtin, Spring, offered alternate years) [Prerequisite: GEO 186, or permission of instructor.]

GEO 220 Geomorphology We live on the thin surface of the earth, which is the interface between the lithosphere, biosphere, hydrosphere, and atmosphere. Geomorphology is the study of how these 'spheres' interact and form the landscape we see around us. Through both descriptive and quantitative analysis, we will assess the scales and rates at which surface processes occur. Exploring the connection between modern processes and modern deposits is essential to deciphering the geologic record. We will examine the link between process, landform and deposit. We will evaluate fluvial, glacial, slope, eolian, weathering, and karst processes and the landforms that they produce and the deposits that are left behind. An understanding of surficial processes is critical to understanding the interaction of humans and their environment. Note: Weekend field trips are required. (Curtin, Fall, offered alternate years) [Prerequisite: GEO 184, GEO 186, or permission of instructor.]

GEO 242 The Earth System Planet Earth is an integrated system in which the geosphere (rocky component), hydrosphere (water), atmosphere (air), cryosphere (ice) and biosphere (life) interact to produce changes in the planet's physical conditions. This course explores how each of these component "spheres" operates to influence and respond to Earth's overall energy budget and atmospheric greenhouse. The course teaches systems methods and uses quantitative models to explore the interconnections and feedbacks between these "spheres'' and the emergent properties of these feedbacks such as climate and biodiversity change. The course explores how these systems have operated throughout Earth's geological history to produce dramatic changes in Earth's surface conditions. This course is designed for students with experience in the Earth sciences and counts toward the Geoscience major and minor. (Arens, offered alternate years) [Prerequisite: GEO 182, GEO 184, GEO 186, BIOL 167 or ENV 200.]

ATMO 245 Climate Change Science Climate change is one of the greatest challenges of our society. What changes have the Earth's atmosphere undergone in the past? What changes are currently happening? What climate changes are likely to occur in the future? This course will explore these questions by establishing a foundation in climate science and examining the scientific evidence underlying climate change and global warming using lecture, discussion, data analysis, and climate modeling. The course will also compare past natural fluctuations in the Earth's climate to our current situation, discuss how scientists study climate using data and climate models, and examine the current thinking on future climate changes. (Laird, offered alternate years) **P1** [Prerequisite: GEO 182.]

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. (Finkelstein, offered spring) **P1** [Prerequisite: GEO 186, CHEM 110, or CHEM 190 or permission of instructor]

GEO 255 Global Climates and Oceans The Earth has a large variation of climate regimes that are controlled by both landscape and atmospheric factors. The climate of a particular region is defined by annual and seasonal variations of temperature, precipitation, and winds. Regional climate is also greatly influenced by the spatial distribution of land masses and oceans, as well as ocean water characteristics and ocean circulation. This course examines the physical characteristics, processes, and mechanisms of both the atmosphere and oceans that regulate the Earth's climate system and the patterns of its variation across both space and time. In this course, students will use discussion and analysis of climate datasets collected from a variety of measurement systems to develop a comprehensive understanding of global variations of the Earth's atmosphere and oceans, regional climates (Tropic, Mid-latitude, and Polar regions), and climate teleconnections, such as ENSO. (Laird, offered alternate years) [Prerequisite: GEO 182.]

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. (Laird, Metz, offered spring) [Prerequisite: GEO 182.]

GEO 275 Planetary Geology A wealth of new data has ushered in a golden age of exploration of our solar system. Our understanding of the origin and development of planets, moons, dwarf planets, and asteroids, their unique histories, the active processes still shaping them today, and the possibilities of life on these different worlds is exploding with new information and new insights. This course introduces planetary geology through the examination of the origin of the solar system, the structure and development of the terrestrial planets, the diversity of moons and many of their unique features, the remarkable features of dwarf planets like Pluto, comparative tectonics, the nature of weather and climate on these disparate bodies, and prospects for habitability and life. We will finish with an examination of the current state of knowledge of exoplanets planets around other stars including how we detect them, what we know of their compositions and atmospheres, and speculations about habitability. May include one required weekend field trip. (Kendrick, spring, offered alternate years). [Prerequisite: Geo 184, or permission of instructor.]

GEO 276 Tectonics Tectonics encompasses the large-scale processes that determine the properties, distribution, and structure of the Earth's crust and its evolution through geologic time. This discipline is key to understanding large and small-scale geologic patterns across the Earth, including what governs the origin and growth of continents, the location and lifecycle of mountain belts, the geometry of plate boundaries, the formation of sedimentary basins, ore deposits, erosional patterns, the maintenance of planetary habitability, the distribution and intensity of geological hazards, and more. This course will examine the foundations of tectonic theory, spherical geometry and plate boundaries, large-scale plate motions, paleogeography, and elements of structural geology the recognition, representation, and genetic interpretation of the folds and faults that result from tectonic collisions. May include one required weekend field trip. (Kendrick, spring, offered occasionally). [Prerequisite: GEO 184, or permission of instructor.]

GEO 280 Environmental Geochemistry Water is an agent of geologic change because it is ubiquitous, mobile and chemically reactive. Chemical interactions between water and rock, soil, or aerosols have a direct impact on biological productivity, drinking water quality, and the chemical evolution of the hydrologic cycle. We will explore the origins of the earth, the relationships between water and minerals and weathering, examine the processes governing the concentration of dissolved substances in precipitation, rivers, lakes, and groundwater. Chemical processes will be investigated using kinetic and equilibrium thermodynamic models. Projects will emphasize the collection and analysis of surface or near surface waters, possible impact of changing land use and climate change on local water chemistries, and the interpretation and presentation of data. Note: There will be required weekend field trips. (Finkelstein, spring, offered alternate years) [Prerequisite: GEO 186, CHEM 110, or CHEM 190, or permission of instructor.]

GEO 284 Mineralogy and Petrology Humanity relies on minerals, rocks, sediments and soils for agriculture, life and industry. Because minerals are the basic components of all rocks, sediments and soils, 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 some of the most important and common minerals and rocks, the occurrence of minerals in rocks, their economic importance and potential health hazards. It also familiarizes students with the techniques used in mineral and rock identification and characterization. Laboratory work emphasizes the systematic description of minerals and rocks in hand specimen and thin section, and the interpretation of rock origin from mineralogy and texture. Techniques covered include crystallographic, X-ray diffraction, and optical microscopy. Laboratory and one extended field trip are required. (Finkelstein, spring, offered alternate years) [Prerequisite: GEO 184 or CHEM 110]

GEO 299 Geoscience Field Studies The course is designed to introduce students to field-based scientific investigations in an intensive 2-week course. We will conduct several mapping and data collection projects that will provide students 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) [Prerequisite: GEO 182, GEO 184 or GEO 186 with a grade of B- or better]

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. Sedimentary rocks preserve evidence for sea level change, global climate change, tectonic processes, and geochemical cycles. Laboratories involve the description, classification, correlation, and interpretation of sediments and sedimentary rocks to decipher that evidence. Field and lab projects provide opportunities for students to collect and analyze their own datasets. Note: There are required weekend field trips. (Curtin, fall, offered alternate years) [Prerequisite: GEO 184.]

GEO 325 Paleoclimatology Paleoclimatology is the study of climate prior to the period of instrumentation. Understanding how and why climate changes are 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 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. (Curtin, spring, offered annually) [Prerequisite: GEO 184 and GEO 186, or permission of instructor.]

GEO 330 Limnology Limnology is the study of inland waters from a chemical, biological, physical, and geological perspective. We will examine the geological processes governing the formation of the lake basins to the biological and geological controls on the dissolved substances in these systems. We will investigate how lakes form, environmental controls on phytoplankton and zooplankton succession over the course of a year, and the physical and chemical characteristics of lakes and ponds. We will explore how lakes will be impacted by climate change and nutrient dynamics. Weekly laboratories are conducted on Seneca Lake and at the HWS Hanley Biological Preserve. (Finkelstein, fall, offered annually) [Prerequisite: GEO 186, CHEM 110, or CHEM 190, or permission of instructor.]

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. (Metz, spring, offered alternate years) [Prerequisite: GEO 215 or GEO 260 or ATMO 260]

GEO 362 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 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 analyze current, relevant data sets from Polar Regions. Prerequisite: GEO 182 and any 200-level GEO course. (Laird, offered alternate years) [Prerequisite: Geo 215 or Geo 255 or Geo 260 or Atmo 260]

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. (Laird, offered alternate years) [Prerequisite: GEO 215, GEO 255, GEO 260, ATMO 260, or ATMO 245.]

GEO 375 Earth History This course develops the methods by which Earth's history is deciphered. We consider how to rigorously test scientific hypotheses in the geological record. We investigate tectonics, sedimentary rocks and their structures, the fossil record, biological and climate evolution and a variety of ways of understanding geological time, using in-depth analysis of key moments from Earth's past. Laboratory focuses on a detailed analysis of the Devonian rocks of the Finger Lakes region. Students will read and write extensively in the primary literature. (Arens, fall alternate years) [Prerequisite: Geo 184, or permission of instructor.]

GEO 380 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. May include one required weekend field trip. (Kendrick, spring, offered alternate years) [Prerequisite: BIOL 167 or GEO 184, or permission of instructor.]

GEO 489 Capstone Experience The Geoscience Department comprises three programs of study (Geology, Hydrogeology and Meteorology), which allows students to blend coursework tailored to their unique interests. The Capstone Experience in the Geoscience Department requires students to complete (a) any two 300-level courses or an Honors Project and (b) one public presentation based on original research. 100- and 200-level course work in Geoscience confers a solid understanding of how to collect, analyze and interpret data, as well as how to test hypotheses. In 300-level courses, students are required to demonstrate a suite of key skills critical in the practice of science: (1) gathering, analyzing, and interpreting data, (2) reading and interpreting primary literature, (3) refining work through the peer review process, (4) creating scientific graphics, (5) applying previous knowledge to new places/ideas (conduct original research), and (6) communicating via original scientific writing and presentation. To accommodate student need, multiple 300-level courses will be scheduled each semester. Involvement in the two-semester Honors Program also constitutes a capstone experience since students engage in original research and writing and must defend/present their findings to scholars in their chosen field. All students must give a `conference style' oral presentation in our Departmental Seminar Series; these seminars are scheduled during both fall and spring semesters. Capstone seminar presentations may be based on a research project completed during (i) a 300-level Geoscience course, (ii) an REU or HWS-summer research project, (iii) a Geoscience Independent Study, or a Geoscience Honors project. The Capstone Experience is required for all students in the major.

GEO 495 Honors

ATMO 495 Honors Atmospheric Science

GEO 725 Grad: Paleoclimatology Paleoclimatology is the study of climate prior to the period of instrumentation. Understanding how and why climate changes are 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 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. (Curtin, spring, offered annually)

GERMAN AREA STUDIES

Program Faculty

Eric Klaus, German Area Studies

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 productive ways. Thus, instruction in the German program 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. The program's curriculum fosters cultural literacy; central here is translinguistic and transcultural competence. While translinguistic and transcultural competence still contribute to the core philosophy of German instruction and programming, cultural literacy develops skills to recognize the systems and processes that construct cultural norms and expectations. Awareness of these systems and processes empowers students not only to bridge cultural differences. It prepares learners to identify those meaning-making structures in their home cultures, preparing them to use their competencies in relationships both at home and abroad.

Mission Statement

The German Area Studies Program prepares students to navigate cultural differences in academic, professional, and social settings by providing comprehensive and rigorous instruction in linguistic and cultural competence. Students develop linguistic competence by gaining proficiency in four skill areas, writing, reading, listening and speaking, and by studying abroad. Cultural competence resides in becoming acquainted with the histories, social and cultural institutions, and meaning-making systems of German-speaking Europe so that they can anticipate cultural differences and build cross-cultural understanding.

Offerings

GERMAN AREA STUDIES MINOR – Disciplinary

disciplinary, 6 courses

Requirements:

The disciplinary minor in German Area Studies is comprised of six courses originating from the German curriculum. Students wishing to complete a disciplinary minor in German area studies must take two semesters of German language beyond GER 102 or its equivalent; GER 301; and three further courses in German literature and culture. One of these culture courses may be a GERE course (German culture taught in English), while the other culture course must be an upper-level German course. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

GERMAN AREA STUDIES MINOR – Interdisciplinary

interdisciplinary, 6 courses

Requirements:

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 GER 102 or its equivalent. Moreover, students are required to take GER 301 Introduction to German Area Studies I. Beyond these courses, students are expected to take GLS 201, plus two electives. The two electives must come from any one or a combination of the three topic areas (cultural legacies, historical heritages, and intellectual traditions). All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

CROSS-LISTED COURSES

CULTURAL LEGACIES

ARTH 250 Modern Art 1900–1960
MDSC 313 Global Cinema
REL 371 Literary and Theological Responses to the Holocaust

Historical Heritages

HIST 103 Early Modern Europe
HIST 108 The Making of Modern Europe
HIST 237 Europe Since the War
HIST 276 The Age of Dictators
REL 270 Modern Jewish History
REL 271 The Holocaust

Intellectual Traditions

HIST 253 Renaissance and Reformation
HIST 301 The Enlightenment
POL 265 Modern Political Philosophy
POL 267 20th Century Political Theory

COURSES TAUGHT IN GERMAN (GER)

GER 101 Beginning German I German instruction endeavors to foster inter-cultural competence by infusing historical knowledge, cultural artifacts, and social structures into the very first lesson. Auf geht's!, the instructional materials for German 101 through 201, 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 every semester) **P3**

GER 102 Beginning German II This course is a continuation of GER 101 and continues to pursue the goals established above. [Prerequisite: GER 101 or permission of instructor.] (Offered every semester) **P3** [Prerequisite: GER 101 or permission of instructor]

GER 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. GER 201 will conclude the final chapters of Auf geht's! 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. [Prerequisite: GER 102 or permission of instructor.] (Offered annually) **P3** [Prerequisite: GER 102 or permission of instructor]

GER 202 Intermediate German II Fourth-semester German is designed to develop further the skills acquired in previous semesters. Students will work with authentic materials including texts, film, social media, and music to achieve these goals. (Offered annually) **P3** [Prerequisite: GER 102 or GER 201.]

GER 301 Introduction: German Area Studies I This course represents students' first exposure to the field of German Area Studies. In addition to improving the students' ability to express their thoughts clearly, concisely, and correctly in spoken and written German, the class will introduce students to core issues of the field, i.e. the culture of German-speaking Europe in various forms and expressions. Besides learning about canonical texts and figures, students will also explore film, music, politics, and pop-culture as contributors to the culture of central Europe. In addition, the skills that constitute intercultural competence are also developed and honed via projects, for example the role of geography in the construction of German culture. [Prerequisite: GER 202 or permission of instructor.] (Offered annually) [Prerequisite: GER 202 or permission of instructor]

GER 302 Introduction: German Area Studies II This class continues the work begun in GER 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 GER 301. [Prerequisite: GER 301 or permission of instructor.] (Offered annually) [Prerequisite: GER 301 or permission of instructor]

GER 495 Honors

COURSES TAUGHT IN ENGLISH (GERE)

GERE 214 Berlin: A Cultural Biography Berlin has been many things, has witnessed many things and has meant many things to many people. The capital of Germany has been built, expanded, razed, divided, and rebuilt again; the space has collected and stored the past in its streets and alleys, in its buildings and monuments, in its core and environs. By reading these spaces as texts, one can learn the story of Berlin, and, by extension, an important chapter of the story of the German nation. This will be our task – examining locations throughout the city to trace the process of how the city came to signify German identity at different points in history. Driving questions for the course will include how does space inform identity, both collective and individual; how sites of memory function to provide cultural continuity and how that continuity factors into the idea of the nation; to what extent can Berlin stand for a German identity? (Klaus, Spring, offered every three years) **P3**

GERE 495 Honors

GREEK AND ROMAN STUDIES

Department Faculty

Jim Capreedy, Associate Professor, Chair

Leah Himmelhoch, Professor

Greek and Roman Studies invites students to discover the literatures and cultures of ancient Greece, Rome and the other Mediterranean societies with which they interacted. Courses in Greek and Latin focus on important texts in the original languages, aiming to develop students' facility in reading Greek and Latin and to sharpen their skills in literary criticism. Courses in classical civilization, on the other hand, use materials exclusively in English translation and require no prerequisites, offering students from the entire HWS community an opportunity to study classical literature and institutions in conjunction with a major, minor or interdisciplinary work in the humanities.

Mission Statement

Offerings in the Department of Greek and Roman Studies investigate all aspects of ancient Greece and Rome: their languages and cultures, their interactions with the rest of the Mediterranean world, and their subsequent influence on modern society. Thus, the study of the classics reveals important aspects of these ancient cultures, raising new and fresh questions and insights about the ancient Mediterranean world, and exploring how later cultures and eras have interpreted, deployed or responded to antiquity. In addition, the department's faculty are especially committed to understanding and explicating issues of gender, class and race, both historically and theoretically.

Offerings

The department offers majors in Greek, Latin and Classics (both Greek & Latin), as well as a new major called 'Greek and Roman Studies', which allows students to focus more on ancient culture courses in English (and less on ancient language acquisition). The Greek and Roman Studies major also allows students to create a degree-path blending ancient and modern course material (with departmental approval). Finally, the department also offers minors in Greek, Latin, Classics (both Greek and Latin) and Greek and Roman Studies (a minor requiring less language-study).

Students in Greek and Roman Studies develop significant skills in:

- close reading
- analytical and critical thinking
- foundational skills in foreign languages
- the ability to pursue independent research
- the ability to identify and to disentangle assumptions — their own or another's — as they interpret data
- how to assess and use different types of sources to formulate cogent arguments
- how to understand and contextualize information both culturally ***and*** historically.

Our department's majors and minors have become doctors, lawyers, software coders, business-people, pharmacists, veterinarians, members of the clergy, graphic artists, museum curators, military officers, college and university administrators, teachers and college and university professors. What would you like to be?

GREEK AND ROMAN STUDIES MAJOR (B.A.)

disciplinary, 12 courses

Requirements:

Four courses in Greek and/or Latin, at least two at the 200-level. Seven additional classical civilization courses (or courses approved by the department) and one senior seminar (or another, approved course that serves as a capstone experience). Students may substitute any 200-level (or higher) Greek or Latin course for one of the seven classical civilization courses (with departmental approval), so long as it is not already being used as one of the four required language courses. No more than two 100-level CLAS (classical civilization) courses may count toward 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 toward the major.

CLASSICS MAJOR (B.A.)

disciplinary, 12 courses

Requirements:

Four courses in Greek and four in Latin, including at least one 300-level course in each language. Four additional classical civilization courses or courses approved by the department. No more than two 100-level CLAS (classical civilization) courses may count toward 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 toward the major. This major must include a capstone experience.

GREEK MAJOR (B.A.)

disciplinary, 12 courses

Requirements:

Seven courses in Greek language, at least four of which must be at the 200-level and one at the 300-level; five additional classical civilization courses or other courses with appropriate content approved by the advisor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major. This major must include a capstone experience.

LATIN MAJOR (B.A.)

disciplinary, 12 courses

Requirements:

Seven courses in Latin language, at least four of which must be at the 200-level and one at the 300-level; five additional classical civilization courses or other courses with appropriate content approved by the advisor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major. This major must include a capstone experience.

CLASSICS MINOR

disciplinary, 5 courses

Requirements:

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 toward the minor.

GREEK MINOR

disciplinary, 5 courses

Requirements:

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

LATIN MINOR

disciplinary, 5 courses

Requirements:

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

GREEK AND ROMAN STUDIES MINOR

disciplinary, 5 courses

Requirements:

Two courses in either Latin or Greek language plus three additional classical civilization 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 toward the minor.

GREEK AND ROMAN STUDIES COURSES

The lists below are not exhaustive; for other possibilities, consult with the Greek and Roman Studies department.

History and Anthropology

ANTH 102 Archaeology and 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 De-colonizing Ancient History
CLAS 281 Fall of the Roman Empire
CLAS 310 Sparta: Greece's Warrior Society
CMST 218 "It Belongs in a Museum"
HIST 200 Quantitative Methods for Historians
HIST 220 Early Medieval Europe
HIST 308 The Historian's Craft

Literature and Reception Studies

CLAS 108 Greek Tragedy
CLAS 228 Classical Epic
CLAS 240 Classics in Cinema
CLAS 290 Classical Law and Morality
CLAS 295 Power, Politics and Rhetoric in Democratic Athens
FRNE 285 The Troubadours: Songs of Love, War, and Redemption
ITAE 285 Dante's Divine Comedy
POL 160 Introduction to Political Theory
WRRH 360 Power and Persuasion

Religion and Philosophy

PHIL 215 Aristotle
PHIL 370 Ancient Philosophy
REL 253 Creation Stories: Why They Matter
REL 254 The Question of God/Goddess
REL 258 The Qur'an and the Bible

Art

ARTH 101 Ancient and Medieval Art

ARTH 116 World Architecture

ARTH 208 Greek Art and Architecture

ARTH 332/432 Roman Art

CLAS 330 Greek Archaeology

THTR 220 Theatre History I (Antiquity to 1700)

GREEK AND ROMAN STUDIES 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 reads selected English translations of tragedies written by Aeschylus, Sophocles, and Euripides. Their plays are not only important as fascinating stories in their own right, but because of the extraordinary influence they have exerted over the subsequent literature, art, philosophy, and even science of European and American culture. In this course, then, each play is read as a work of art in its own right and as cultural nexus connecting to broader issues, e.g., how it relates to its contemporary context as a religious, mythological, and political production; how it might have been received by its original audience (i.e., its cultural context); how ancient plays were produced and acted; or how these ancient texts were received over the course of history, and how they have been received and performed in the modern world. The course also considers possible definitions of `tragedy' and why art is not 'just' entertainment or a peripheral concern, but a human practice of extraordinary cultural significance (Offered every three years). **P4** [Prerequisite: Open to First Year and Sophomore students only, or permission of instructor.]

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 four years) **P3**

CLAS 209 Alexander the Great In 336 BCE Alexander acquired the throne of Macedonia but thirteen years later died in Babylon. In that time, Alexander had conquered the Persian Empire, been declared the son of the God Amun of Egypt, travelled past the Indus River, and had become involved in the acculturation of ancient cultures. Although Alexander had achieved a great deal his legacy achieved even more. 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) **P3**

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 21st 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, sexuality, and gender. Students examine 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 four years) **P4**

CLAS 240 Classics in Cinema Films dealing with ancient subjects like history or mythology often fare quite well at the box office. In fact, throughout the history of film, movies dealing with Greco-Roman antiquity, in particular, have broken countless box office records. Why are we so fascinated with historical narratives describing events that happened millennia ago, or narratives recreating the fantastical worlds of mythology? Is it 'just' pure escapism, or is there another reason why these films draw audiences? What does it mean that films about ancient worlds still speak to us? The study of Classics in film is important for many reasons. From a Classicist's perspective, films about antiquity are important because – regardless of their historical accuracy – they are a chief source of popular knowledge about ancient Greece and Rome. But from an audience's perspective, we should ask: Why do films choose the stories they do (and which stories don't get told)? How accurate are films about the distant past? How can we verify their accuracy? To whom are these versions of the ancient world beholden? What interpretive decisions are made and why? Are films about ancient subjects really about the past? (Offered every three years) **P3**

CLAS 251 The Romans: Republic to Empire This course surveys the "Roman Revolution," from 140 BCE to CE 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. **P3**

CLAS 276 Decoding the Past: Reading Ancient Greek and Latin from Manuscripts and Papyri This course explores Greek and Latin manuscripts and papyri, offering hands-on engagement with texts in their original languages. Students studying Greek will examine the Gospel of John through the lens of the Q hypothesis, analyzing its manuscript traditions and textual variants. The year concludes with a study of the Herculaneum papyri, providing insight into the material and historical contexts of ancient texts. Latin-focused students will explore the manuscript traditions of the Roman historian Livy and the papyri of Sallust's Bellum Catilinae. Emphasis is placed on understanding how these texts were transmitted, copied, and preserved, and how textual variants illuminate ancient literary, historical, and cultural contexts. Through close reading, discussion, and research, students will develop skills in textual criticism, paleography, and philology. **P3** [Prerequisite: LAT 102, or GRE 102, or CLAS 286 or the equivalent, or permission of instructor]

CLAS 281 Fall of the Roman Empire Invasions and Germanic hordes, repressive regimes of late antiquity, problems with its armies, an emperor's adoption of Christianity and a corrupt Roman government – writers, both ancient and modern, have examined these and other issues concerning the fall of the Roman Empire. The present course will approach these topics with an emphasis on reading and analyzing the primary sources in an effort to discern for ourselves the nature of the so-called decline of the Roman Empire. We will examine the Empire's economy, culture, politics, and religion and the various perceptions of it all as we make our way through a history of the Empire. We begin with a brief look back at the beginning of the Empire and the Flavian Dynasty (c. 69 CE) and then turn to the reign of the Emperor Trajan (c. 98–117 CE). Then, we will work our way toward 476 CE and complete the course with a brief study of the emperor Justinian (527–565 CE). The core of this course is a survey of the Roman Empire – its culture, economy, politics, and religions – from 117 CE to 476 CE, and the examination of the changes that took place during this period that ultimately led to the end of the Roman Empire. Dedicated and thoughtful participation is required as we will read copious amounts of primary and secondary sources. Although there is no prerequisite for this course, CLAS 251 or a solid background in antiquity is strongly recommended. (Offered every three years) **P3**

CLAS 285 Leadership in Antiquity Exploring leadership in the ancient world offers a unique perspective, allowing us to compare historical examples with modern theories. However, reading about leadership in ancient texts is no easy task. We begin by asking: what do these texts reveal about the nature of leadership, and can they provide long-lost exemplars to challenge prevalent theories? Can we learn about leadership and leadership training through an investigation of the past? Additionally, studying ancient leadership requires us to examine how writers portrayed leaders, what audiences valued, and which examples they chose to highlight. In this course, we will explore, among other writings, the political debates in ancient epics and histories, as well as the moral insights found in speeches and biographies, to discern how the ancient world measured leadership. By analyzing these historical examples, we can discuss the underlying ideologies and consider how ancient texts communicated and presented leadership. Finally, students will study various modern leadership theories and examples, applying contemporary frameworks to our exploration of the past. **P3**

CLAS 286 Ancient Epigraphy This advanced course in Ancient Greek and Roman Epigraphy examines the use and significance of inscriptions in the ancient world. Focusing on Greek and Latin texts found on monuments, tombstones, public buildings, and more, students will learn to analyze these artifacts in their historical, social, and linguistic contexts. The course emphasizes the development of paleographic and linguistic skills, as well as methods for interpreting inscriptions to understand ancient politics, religion, and daily life. With a foundation in Greek and Latin, students will engage with primary sources to explore how epigraphy reveals the complexities of ancient civilizations. **P3** [Prerequisite: LAT 102 or GRE 102 or the equivalent]

CLAS 295 Power, Politics, and Rhetoric in Democratic Athens Whether it was convincing a state to support a war, mocking leadership, or convincing a jury, arguments, disagreements, and public discourse lay at the heart of the ancient Athenian democracy. In this course, we begin with the origins of the democratic system of the ancient Athenians and examine closely those powerful political and social discourses that shaped the ancient Athenian city-state during the 5th and 4th centuries BCE. This course is designed to examine closely the primary sources from ancient Athens and assess the ways in which the ancient Athenians distributed, exercised, and contested power. There are no prerequisites for this course, but students should be prepared to read and assess both primary and secondary sources and be willing to work together as we examine the public debates of the Athenians and investigate the so-called golden age of Athenian Democracy. **P4**

CLAS 310 Sparta: The Warrior Heroes of Ancient Greece When news of the battle of Thermopylae reached the rest of the Greek world the myth of the Warrior-Heroes of Greece was complete and over the next hundred years Sparta was a dominant culture within the Greek world. The Spartan culture has attracted many people to its study, both ancient and modern, but due to the reticent nature of the Spartans most of our understanding of their culture comes from outside their city-state. A history of Sparta, then, is as much an account of the rise and fall of the Spartan society as it is an examination of the mythic representation of this city-state by other Greeks and later writers. Dedicated classroom participation and preparation will be assumed as we explore the mirage and realities of this unique and powerful society. (Offered every three years) **P3**

CLAS 330 Greek Archaeology This course will provide a basic background in Greek (or rather, Aegean Basin) archaeology, ranging from the Stone Age to the death of Alexander the Great (in 323 BCE). Students will be introduced those sites, artifacts and concepts that are representative of their eras or styles, as well as those to which a beginning student of Greek archaeology ought to be exposed. Further, whenever possible, students will examine some of the field's more famous controversies. Other questions to consider are as follows: How much can we really know about any culture from its artifacts? How much do our own biases affect our interpretations? Is archaeology 'looting'? Who can 'legitimately' claim to 'possess' an artifact? (Offered every four years) **P3**

CLAS 460 Senior Seminar in Classics This Senior Seminar in Classics is designed for majors in Greek, Latin, Classics, and Greek & Roman Studies and, as such, provides a capstone experience in Classics. The seminar's focus is the senior thesis, but it will also examine past and current scholarship across the discipline of Classics. Students will lead discussions of sources, texts, and scholarship as they consider a common topic or theme. Although the content varies each year, in each seminar students will gain a familiarity with the methodologies, critical approaches and research tools used in classical scholarship. During the first half of the course students work together on a common topic or theme to become familiar with classical scholarship. Then, during the second half of the course, students pursue their own research and produce their own senior thesis.

CLAS 495 Honors (By arrangement)

GREEK COURSE DESCRIPTIONS

GRE 101 Elementary Ancient Greek The aim of the beginning Greek sequence (GRE 101 and GRE 102) is to provide students with the vocabulary and grammatical skills necessary to read ancient Greek authors as quickly as possible. This sequence also offers an interesting and effective approach to learning about the culture and thought of the ancient Greeks. No prerequisites. (Fall, offered annually) **P3**

GRE 102 Beginning Ancient 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. Suggested prerequisite: GRE 101 or the equivalent. (Spring, offered annually) **P3**

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 non-canonical 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. Suggested prerequisite: GRE 102 or the equivalent. (Offered every three years) **P3**

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. Suggested prerequisite: GRE 102 or the equivalent. (Offered every three years) **P4**

GRE 223 Homer This course is a reading in Greek and discussion of passages from either Homer's Iliad or Odyssey, with the entire poem read in English. Attention is given to the cultural and historical setting and to the nature of Homeric language, but the course also aims at an appreciation, through readings in the original, of the Iliad or Odyssey as poetic masterpieces. Suggested prerequisite: GRE 102 or the equivalent. (Offered every three years) **P3**

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 how Greek historians recorded their history so as to be both aesthetically pleasing and useful. **P3**

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. Suggested prerequisite: GRE 102 or the equivalent. (Offered every three years) **P3**

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. Suggested prerequisite: GRE 102 or the equivalent. (Offered every three years) **P4**

GRE 301 Advanced Readings I 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. Suggested prerequisite: two semesters of 200 level Greek or permission of the instructor. (Fall, offered annually)

GRE 302 Advanced Readings II This course is parallel to GRE 301. (Spring, offered annually)

GRE 400 Senior Seminar in Greek (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) **P3**

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. Suggested prerequisite: LAT 101 or the equivalent. (Spring, offered annually) **P3**

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 medieval authors' creativity as artists in a living language. Suggested prerequisite: LAT 102 or the equivalent. (Offered every three years) **P3**

LAT 238 Latin Epic (Vergil Or Ovid) This course is a careful reading in Latin of a significant portion 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. Suggested prerequisite: LAT 102 or the equivalent. (Offered every three years) **P3**

LAT 248 Cicero and Pliny This course includes readings in the original Latin of works by eyewitnesses to the profound changes that Rome experienced during the late republic and early empire. It gives considerable attention to the literary intentions of the author and to the light those intentions throw on contemporary political feelings and postures. Suggested prerequisite: LAT 102 or equivalent. (Offered every three years) **P4**

LAT 255 Latin Historian: 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. Suggested prerequisite: LAT 102 or the equivalent. (Offered every three years) **P3**

LAT 262 Latin Love 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. Suggested prerequisite: LAT 102 or the equivalent. (Offered every three years) **P3**

LAT 301 Advanced Readings I 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. Possibilities include: prose Cicero, Seneca, Tacitus, Livy; poetry Horace, Juvenal, Lucretius, Ovid, Propertius, Vergil. Suggested prerequisite: Two terms of 200-level Latin or permission of the instructor. (Fall, offered annually)

LAT 302 Advanced Readings II This course is parallel to LAT 301. (Spring, offered annually)

LAT 495 Honors (By arrangement)

INSTITUTE FOR GLOBAL STUDIES

The Institute for Global Studies (GLS) at Hobart and William Smith brings together eight HWS departments and programs and more than 25% of the HWS full-time faculty. The Institute supports faculty collaboration on teaching and research while enhancing students' academic experience. Through its shared cohort course offerings, Global Studies strengthens the many points of contact among participating faculty and introduces students to a breadth of approaches to studying the global. The Institute for Global Studies builds on the many well-established strengths of HWS, from its historic dedication to interdisciplinarity and collaboration, to its award-winning Center for Global Education. Programming promotes a broad outlook for students to pursue lives of consequence writ large across the globe. Global Studies gives students a carefully guided academic experience, leaving them well-positioned for graduate study and professional opportunities that increasingly require global perspectives.

Contributing programs:

Africana Studies
Anthropology
Asian Studies
European Studies
French Francophone, and Italian Studies
German Studies
International Relations
Russian Area Studies

Council of Directors

The heart of the Institute for Global Studies administrative structure is the Council of Directors, led by a director. Each of the contributing programs have representation on the Council but remain autonomous entities within the Institute.

Institute for Global Studies Council Members:

Jeff Anderson, Professor of Anthropology, Director
Chris Annear, Associate Professor of Anthropology
Kanaté Dahouda, Professor of French, Francophone, and Italian Studies
Kevin Dunn, Professor of International Relations
David Galloway, Associate Professor of Ancient and Modern Languages
Scott MacPhail, Director, Fellowships and Health Professions Advising
Michael Tinkler, Associate Professor of Art and Architecture
Courtney Wells, Professor of French, Francophone, and Italian Studies
Kristen Welsh, Dean of Global Education
Vikash Yadav, Professor of International Relations

Offerings

The Global Studies minor offers students an opportunity for interdisciplinary study of culture and language in an increasingly interconnected and multicultural world. Taking as its core intellectual principle that deep understandings of culture and language require comparative analysis, the minor provides students with an assemblage of cross-cultural perspectives that will enrich their academic experience with preparation for critical thinking, engaged communication, and informed problem-solving in and among the diverse and changing human communities in the world today.

GLOBAL STUDIES IN CULTURE MINOR

interdisciplinary, 7 courses

Learning Objectives:

- Show understanding of different cultural perspectives by reading, writing, and speaking about culturally authentic material reflecting lived experiences from a variety of different social and historical contexts.

- Demonstrate engagement with foundational global topics – migration, imperialism and colonialism, nationalism and globalization – by working to improve the frequency and quality of their written and oral work.
- Locate sites of inequity and interdependence, reflecting the many ways in which relations of power shape lives, ideas and identities at global and local scales.
- Identify and evaluate the normative logics guiding the creation, implementation and maintenance of global cultural practices

Requirements:

For this minor, students take GLS 101, the introductory course to Global Studies, followed by either GLS 201 or GLS 202, which will challenge them to apply their studies to the analysis and application of methods and theories for understanding linguistic and cultural connections, processes, issues, and modes of creativity through a global lens. In addition to these two core courses, all students enrolled in the minor must take at least one class in a global language at HWS and take two classes in each of two distinct global topics or regional areas in consultation with their advisor. Many courses in contributing programs and departments can count as electives or core courses for the minor. Students should check with their advisor for details.

Area and Topic Elective Courses:

AFS 150 Foundations of Africana Studies
AFS 180 Black Atlantic
AFS 208 Growing Up Black (AL)
AFS 220 Arabic Cinema and Literature
AFS 235 Healer and Humanist: Frantz Fanon the Revolutionary
AFS 305 Revolutionary African American Autobiography (AL)
ANTH 217 Precolonial Africa
ANTH 222 Native American Religions
ANTH 225 China in Africa
ANTH 282 North American Indians
ANTH 296 Africa: Beyond Crisis, Poverty &Aid
ANTH 298 Modern Japan
ASN 101 Trekking through Asia
ASN 102 Ottoman Worlds
ASN 103 Introduction to Asian Art
ASN 110 Himalayan Challenges
ASN 115 Imagining Asian Religion/s
ASN 120 Making of the Samurai
ASN 125 Japan: Supernatural Beings
ASN 201 Technology, Society, and Science Fiction from China and Beyond
ASN 211 Buddhism
ASN 212 Confucianism, Marxism, and Chinese Women
ASN 222 Arabic Cinema and Literature
ASN 236 Cultural Dynamics in China and Taiwan
ASN 242 Riding with Genghis Khan
ASN 247 Global Technology and Society
ASN 268 China's Path to Global Hegemony

ASN 296 The U.S. and China
ASN 305 Showa through the Silver Screen
ASN 342 Seminar: Chinese Cinema & Global Issues
ASN 372 Global Technology and Society
ASN 373 Darwinian World
ASN 401 Asia Colloquium
BIDS 208–01 Fermenting in the Finger Lakes: Wine, Labor & Place [includes BIDS 208–11 lab]
EUST 101 Foundations of European Studies I: Antiquity to the Renaissance
FRNE 155 Exile and Identity in Francophone Caribbean Fiction
FRN 241 Prises De Vue: Introduction to Contemporary France
FRN 242 Introduction to Quebec Studies
FRNE 220 Arabic Cinema and Literature
FRN 243 Topics in Francophone Cultures
FRN 244 Le Midi de la France
FRN 251 Introduction to French Literature I: Mystics, Friends and Lovers
FRN 253 Introduction to French and Francophone Literatures III: Paris-Outre-mer
FRN 256 America in the Francophone Imaginary
FRN 351 Francophone African Fiction
GERE 104 German Film
GERE 206 Madness and Mayhem in Modernity
GERE 208 Guilt and Punishment in German Literature
GERE 214 Berlin: A Cultural Biography
GLS 140 Ukrainian Easter Eggs
GLS 203 Eat Like a Slav
GLS 237 Russian Folklore
INRL 208 Gender and Politics in the Middle East and North Africa
INRL 216 Politics of Irish Cultural Production
INRL 243 Mysteries of Eastern Europe
INRL 245 Politics of the New Europe
INRL 250 Latin American Politics
INRL 258 State, Society, and Market in the Middle East and North Africa
INRL 259 African Politics
INRL 285 Borders, Belonging, and Rights in the Middle East and North Africa
INRL 281 International Relations of South Asia
INRL 301 International Relations of India
INRL 305 International Relations of China
ITAE 204 Italian Cinema
RUSE 101 Blood and Ice: Russian Empires
RUSE 204 Russian Film 1917–2001
RUSE 206 America through Russian Eyes

COURSE DESCRIPTIONS

GLS 101 Introduction to Global Studies This gateway course is designed as an introduction to ways of understanding "the global" in the 21st century. As a course designed collaboratively by faculty from across the Institute of

Global Studies, students will encounter diverse tools and ways of knowing drawn from the humanities and social sciences as they learn to think across time and space about questions of concern in our shared world. These may include questions of how and why people join with others to form community, what different forms of belonging mean and do, and how these relate to institutions and systems of power. The substantive questions and themes will vary by section, but the course's focus on interdisciplinary tools and ways of knowing will prepare students to engage in more advanced coursework across the various departments and programs in the Institute of Global Studies. Offered each semester.

GLS 120 Sport and Ideology: Gender, Race, National Identity This course examines the intersection of ideology and sport in multiple forms. Beginning with a broad introduction to the major issues in the application of questions regarding gender, race, class, and ideology to sport, we will primarily view sport as ideological struggle through the 20th century Olympic games movement and the contest between the Soviet and Eastern Bloc nations and the U.S., though we will also consider the larger context of sport as a window to social issues. We will use a variety of primary materials, including monographs, articles, interviews, documentaries, and feature films. **P3** [Prerequisite: GLS 101 or permission of instructor]

GLS 140 Ukrainian Easter Eggs Since before the advent of Christianity, Eastern Europeans have been decorating chickens' eggs to serve as magical protection for all aspects of their lives, continuing even after these pagan symbols were co-opted into the Easter tradition. We will learn the practical methods for making pysanky (decorated eggs) using the wax-resist technique, as well as the folkloric background of this tradition. Part of our emphasis will be on the tension between the Ukrainian diaspora's attitudes towards pysanky and ethnologist's desire to see this folk art continue uncorrupted, which echoes in decisions we make about our own artistic work. (Galloway, offered annually) **P2** [Prerequisite: GLS 101 or permission of instructor]

GLS 201 Global Cultural Literacies Global Cultural Literacies will examine cultural productions from around the world and the social/political/cultural forces that help shape world literature, such as socialism, anarchism, feminism, capitalism, migration, and various aesthetic movements. Students will develop an understanding of how cultural artifacts demonstrate and influence the production of meaning and worldviews. The course will present terms and techniques necessary for conducting literary analysis and offer insight into the fundamentals of language learning in languages other than English. This course is taught by faculty from various Global Language departments. Students need either the prerequisite or the co-requisite to enroll. (Offered annually) [Prerequisite: Students must have completed one global language course or be currently enrolled in one global language course.]

GLS 202 Writing the World: Creative Writing from Global Inspiration This course is an introductory course in creative writing, taking as inspiration numerous examples of fiction and poetry which have arisen in multiple cultures outside the US mainstream. Students will read a variety of African, Asian, European, South American, and North American Indigenous literary works for analysis and inspiration, then create their own writing for critique in workshop format. No prerequisites; all works are read in English translation. (Galloway, offered annually) **P2** [Prerequisite: GLS 101 or permission of instructor]

GLS 203 Eat Like a Slav: Russian Culture through Food In this course, we will investigate the role that food plays in Russian culture from its earliest documented forms to the present day. We will consider a variety of interdisciplinary contexts in which food takes a central role, including literature, economics, history, nutrition, and folklore, as well as the ways Russian food has been presented to the world at large. We will examine the peasant diet, which for hundreds of years supported a massive political empire, as well as the luxurious habits of the upper classes, where Western European influences first took hold. Our work will find its practical application in a kitchen laboratory session where we will construct these dishes as we discuss the nature of food in Russian culture of the last several hundred years. (Galloway, offered annually) **P3** [Prerequisite: GLS 101 or permission of instructor]

HISTORY

Department Faculty

Lisa Yoshikawa, Professor, Department Chair
Matt Crow, Professor
Laura Free, Associate Professor
Janette Gayle, Associate Professor
Colby Ristow, Professor
Virgil Slade, Assistant Professor
Sarah Whitten, Assistant Professor
Lisa Yoshikawa, Professor

At HWS, history courses help students to understand the past and its many possible meanings and applications in the present. Because an understanding of the past is so vital to understanding our world, and because identities are so tied to differing narratives and memories, history can be controversial. Many issues have a multiplicity of interpretations and causes. History courses ask students to acknowledge controversy and understand the complexity of historical understanding and interpretation. In so doing, students learn to respect the diversity of perspectives that may emerge in any consideration of the past. They then learn to evaluate and assess historical interpretations and develop their own ideas about the past. Creative thinking and analysis, engaging with complexity, and respecting others' ideas also prepare students for their future careers and for living lives of consequence.

Mission Statement

The discipline of history is a "dialogue with the past," that helps us understand the rich and complex forces shaping who we are and how we got to this moment. Through the study of societies, cultures, and economies across a broad chronological and geographical spectrum, history helps us to contextualize stories and facts, past and present, so that we can think about their broader significance. Ultimately, history is a fundamental part of the human experience, and everyone participates in creating it. Therefore, it offers essential tools for understanding ourselves and our place in the world.

Offerings

The History Department offers a disciplinary major and minor. History courses teach a core set of indispensable transferable skills, such as:

- Analytical thinking
- Careful reading of texts
- Effective argumentation and use of evidence
- Clear writing
- Tools for understanding complexity and controversy

A major in History prepares students for a wide range of careers. HWS History majors go on to work in the fields of:

- Business & Finance
- Education
- Government
- Law
- Marketing
- Non-Profit Administration
- Public Policy
- And many more...

HISTORY MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- The ability to describe and discuss historical facts, themes, and ideas, and analyze them within their historical context.
- The ability to identify, analyze, and evaluate primary and secondary source evidence, to conduct research independently using either or both, and to synthesize evidence into a coherent argument.
- The ability to think historically about the present, to appreciate the importance of historical knowledge for understanding our present world, and to recognize that our current realities are neither natural nor inevitable, but the product of relations of power.
- An understanding of the importance of the creation and distribution of knowledge in informing how different communities have experienced the world at different times.

Requirements:

All history majors select an area of concentration by their junior year. The area of concentration may be geographic (African, North American, Latin American, Asian, and European); thematic (for example: gender, race, revolutions); or chronological (medieval, early modern, modern, 20th century).

At least two 100-level introductory courses (EUST 102, ASN 101, ASN 120 and AFS 110 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); three 300-level advanced courses, to include HIST 308 Historian's Craft and a seminar/capstone course or history honors project. Of the remaining two courses, only one may be at the 100-level. At least three courses of the required eleven must cover different geographical areas. All courses must be passed with a grade of C- or better; credit/no credit courses cannot be counted towards the major.

HISTORY MINOR

disciplinary, 5 courses

Requirements:

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

HIST 100 The Art of Memory
HIST 101 Foundations of European Society
EUST 102 European Studies II
HIST 103 Early Modern Europe
HIST 107/ASN 101 Trekking Through Asia
AFS 110 Introduction to African Experience
HIST 111 Topics in Introduction to American History
HIST 112 Soccer: Around the World with the Beautiful Game
HIST 120/ASN 120 Making of the Samurai
HIST 151 Food Systems in History
HIST 176 Western Civilizations and Their Discontents

African and Middle Eastern History

HIST 112 Soccer: Around the World with the Beautiful Game
HIST 283 Apartheid South Africa: The Logics of Settler Colonial Patriarchy
HIST 284 Africa: From Colonialism to Neocolonialist
HIST 353 Invention of Africa
HIST 354 Lives of Consequence

Asian History

HIST 107/ASN 101 Trekking through Asia
HIST 120/ASN 120 Making of the Samurai
HIST 202 Japan Since 1853
HIST 242 Riding with Genghis Khan
HIST 292 Japan Before 1868
HIST 298 Exploring Modern China
HIST 305 Seminar: Showa through the Silver Screen
HIST 320 Seminar: History and Memory in the Asia-Pacific War
HIST 324 Barbarian Empires: Indigenous Peoples, Pirates, Sea Otters
HIST 392 Seminar: Japanese History-Topics

European History

HIST 201 Tudor-Stuart Britain
HIST 209 History of Medieval Women
HIST 211 Medieval and Renaissance Italy
HIST 220 Early Medieval Europe
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 276 The Age of Dictators
HIST 286 Plants and Empire
HIST 297 Law in the Pre-Modern Mediterranean
HIST 301 Seminar: The Enlightenment
HIST 308 Seminar: The Historian's Craft
HIST 318 Seminar: Making of the Individualist Self
HIST 325 Seminar: Medicine and Public Health in Modern Europe
HIST 334 Seminar: Pre-Modern Mediterranean
HIST 351 Seminar: Freud and the Problem of Authority

U.S. History

HIST 206 Colonial America
HIST 207 United States History in the Age of Revolutions, 1776–1848
HIST 208 Women in American History
HIST 212 Historical Research Methods
HIST 215 American Urban History
HIST 227 African American History I: The Early Era
HIST 228 African American History II: The Modern Era

HIST 229 Public History
HIST 233 History of American Thought to 1865
HIST 234 History of American Thought Since 1865
HIST 235 Civil War and Reconstruction
HIST 240 Immigration and Ethnicity in America
HIST 243 US Constitutional History to 1876 Immigration and Ethnicity in America
HIST 244 US Constitutional History: 1876 to the Present
HIST 246 American Environmental History
HIST 304 Seminar: The Early American Republic: 1789–1840
HIST 306 Seminar: Civil War and Reconstruction: 1840–1877
HIST 310 Rise of Industrial America
HIST 311 20th Century America: 1917–1941
HIST 317 Seminar: Women's Rights Movements in the U.S.
HIST 345 Seminar: The Racial Construction of America
HIST 348 Black Women in the Struggle for Rights in America

HIST 371 Seminar: Civil War in American Memory

Latin American History
HIST 205 Modern Mexican History
HIST 226 Colonial Latin America
HIST 231 Modern Latin America
HIST 327 Seminar: Human Rights: Cold War and US Intervention in Central America
HIST 330 Seminar: The Mexican Revolution
HIST 362 Seminar: The Mexican Drug Trade

SLAE 110 Perspectives on Latin America

Comparative/World History Courses
HIST 112 Soccer around the World
HIST 151 Food Systems in History
HIST 200 Quantitative History
HIST 238 World Wars in Global Perspective
HIST 308 Historian's Craft
HIST 354 Lives of Consequence
HIST 395 Oceans, Laws, and Empires

Advanced Courses
HIST 450 Independent Study
HIST 495/496 Honors

Seminars
HIST 304 Seminar: The Early American Republic: 1789–1840
HIST 306 Seminar: Civil War and Reconstruction: 1840–1877
HIST 308 Seminar: The Historian's Craft
HIST 317 Seminar: Women's Rights Movements in the U.S.
HIST 318 Seminar: Making of the Individualist Self
HIST 320 Seminar: History and Memory in the Asia-Pacific War

HIST 324 Barbarian Empires: Indigenous Peoples, Pirates, Sea Otters
HIST 325 Seminar: Medicine and Public Health in Modern Europe
HIST 327 Seminar: Human Rights: Cold War and US Intervention in Central America
HIST 330 Seminar: The Mexican Revolution
HIST 334 Seminar: Pre-Modern Mediterranean
HIST 345 Seminar: The Racial Construction of America
HIST 392 Seminar: Japanese History-Topics
HIST 371 Seminar: Civil War in American Memory

COURSE DESCRIPTIONS

HIST 100 The Art of Memory: Scribes, Printers, and Graphic Designers This class will introduce students to the history of texts and images as cultural, material artifacts, tied to how societies remember what is important to them. Students will be introduced to the history of the book from earliest iterations in East Asia and Europe to the digital world and debates about changing human capacities to pay attention and remember in the context of Artificial Intelligence. The class is also an introduction to the practice of printing and the art, joy, and business of craft, handpress, and rare printed materials. Students will learn to appreciate these kinds of materials as both carriers and practices of cultural memory. **P2, P3**

HIST 101 Foundations of European Society With the decline of the Roman Empire, Europe's cultural heritage faced unprecedented opportunities as well as challenges. The "Dark Ages" were a time of recovery and synthesis, with Germanic and Pagan customs mixing with Roman and Christian culture to form a unique blend of religion, family life, politics, and economy. Through literature and art, this course discusses the origins of the Western ascetic spirit and the beginning of romantic love and the cult of chivalry. Through visual sources, it explores the construction and defense of castles and manors, and traces the embryonic development of agriculture and technology. (Flynn, offered alternate years) **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or HIST majors and minors.]

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) **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or HIST majors and minors.]

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! **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or open to ASN, HIST, and INRL majors and minors, or permission of instructor]

HIST 108 The Making of Modern Europe This course introduces students to modern European history by considering, from various angles, the complicated process that gave both "modernity" and "Europe" coherence. Starting with the events in the late fifteenth century, our major topics include the advent of printing, the Renaissance, the Reformation, the wars of religion, overseas expansion and empire, the scientific revolution, state formation, the Enlightenment, the age of political revolutions, the industrial revolution, the rise of liberalism, mass politics, the two world wars, fascism, decolonization, and the creation of the EU. Authors include Machiavelli, Luther, Montaigne, Bacon, Rousseau, Hobbes, Voltaire, Wollstonecraft, Maistre, Tocqueville, Mill, Marx, Mazzini, Nietzsche, Weber, Schmitt, Freud, Beauvoir, Woolf, Arendt, Foucault, and others. **P3, P4** [Prerequisite: Open to First Year students only.]

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. Open to all students. (Offered every semester.) **P4** [Prerequisite: Open to First Year and Sophomore students only, or HIST majors and minors.]

HIST 112 Soccer: Around the World with the Beautiful Game Soccer (football) is undisputedly the most popular sport in the world and is watched weekly by literally hundreds of millions of people across the globe. This game is said to foster community and is widely understood to generate affective relationships powerful enough to exceed the everyday social divisions which order the world we live in. However, what is not apparent in this rhetorical understanding of the `beautiful game' is how soccer is also implicated in both creating and maintaining the very divides that it supposedly has the ability to transcend. This course provides a whirlwind tour of the sport that explores its industrial roots, its dissemination around the world, and with scheduled pit-stops on five continents, makes visible the sometimes hopeful, oftentimes violent, and always controversial nature of the beautiful game's rich past. **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or HIST majors and minors.]

HIST 115 Demythologizing Race: A Re-Education of Difference I don't see race... We have all encountered (or maybe even said) statements like this that generally attempts to project a recognition of equality: I see people, not color. Yet, what can often be heard is a denial of what it means to live in a particular body: You don't know what it means to be blank.... These kinds of misfire of communication remain commonplace because we have been socialized to avoid speaking honestly about how we understand race, and what informs that understanding. This socialization has often rendered us as unprepared to make ourselves vulnerable or to meet other people where they are. Yet, while confronting the realities and violences of race can often lead to discomfort, if we all remain on the sidelines of this conversation then nothing in our world is going to change. This class, therefore, offers students the opportunity to interrogate the historic construction of race as we presently understand it; exposes the political, social, and economic agendas that informed this creation; and explores ways to think about racial difference that can dissolve the racial hierarchy we have inherited. **P3, P4** [Prerequisite: Open to First Year or Sophomore students only, or open to HIST and AFS majors and minors.]

HIST 120 Making of the Samurai Images of samurai are ubiquitous today in movies, computer games, comic books and animations, historical novels , and even advertisements. But who were the samurai in Japanese history, and what did they do? When did they emerge, and where did they stand in society? What did they eat, and how did they go about their day-to-day lives? How were they perceived by their contemporaries, and how did they see themselves? When did today's images of the samurai come about, and how? These are some of the questions we will address in this course, Making of the Samurai. In the process, we will also work on critical writing, reading, and thinking skills. **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or open to ASN, HIST and INRL majors and minors, or permission of instructor.]

HIST 125 Topics in Introductory Latin American History These courses investigate different topics, but they all explore critical episodes or themes in Latin American history to help: understand the complex nature of the historical record; engage historical inquiry, research, and analysis; craft historical narrative and argument; and practice historical thinking in order to better understand and engage with present-day society. (Gama, Ristow, offered alternate years) **P3, P4**

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. **P3, P4** [Prerequisite: Open to First Year or Sophomore students only, or HIST and ENV majors and minors.]

HIST 176 Western Civilizations and their Discontents This class provides a critical introduction to ideas of Western thought, and it focuses on a varying body of possible themes (including but not limited to self, state, body, other, city, nature, justice, decline and fall, and the sacred). Every iteration of the class will introduce students to some of the debates around the very idea of a Western canon and its complicated and often sordid history. Every iteration of the class will put core texts in conversation with the imperial origins and historically constructed nature of ideas about civilization. Likewise, every iteration of the class will include a select set of texts, and every iteration of the class will focus on close reading, discussion, and both creative and analytical short, text-focused writing assignments. Generally, the method of evaluation will be what we call "ungrading," where students participate actively in their own evaluation in consultation with the professor. The class satisfies Goal 8 and has no pre-requisites of any kind. Offered annually. (Crow/Whitten/varying). **P3, P4**

HIST 200 Quantitative Methods for Historians Historians use big data sets and quantitative tools to understand the past, especially in the fields of demography, economic history, and environmental history. This course provides an introduction to the quantitative tools used by historians including basic statistical methods, visual presentations of data sets, and regression analysis. Students will examine how this quantitative data is used to, make historical arguments as well as the limits of these methods. Lastly, students will explore how these tools and historical arguments are relevant to the contemporary world. Individual courses will investigate different topics, but all courses will have the same methodological approach. (Offered annually, Staff). **P1, , P3**

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) **P3, P4**

HIST 202 Japan Since 1853 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) **P3, P4**

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) **P3, P4**

HIST 206 Colonial America This course explores the social, economic, and political history of British North America from the eve of European settlement to the end of the Seven Years War and the beginnings of the imperial crisis that would ultimately lead to the American Revolution. The goal will be to get ourselves in a position to look at and understand American colonial history not simply as a prelude to the founding of the United States, but as a rich, complex, and multipolar world. We will endeavor to understand Native American history and the history of European and specifically British settlement of the North American continent in light of legal and constitutional pluralism, and the problems this condition posed to efforts at imperial governance. In the end, particularly given the importance of the institution of slavery and disagreements over its legacies today, we will consider the colonial period on its own terms while at the same time exploring its proximity and relevance to the present. Like ours, the early modern Atlantic world was one of multiple power centers, contested sovereignties, massive state and localized violence, and shifting boundaries and identities. (Offered occasionally) **P4**

HIST 207 United States History in the Age of Revolutions, 1776–1848 This course will trace the trajectory of United States history from the end of the colonial period to the eve of the Civil War. The critical framework for the course will be empire, as we trace the origins of the United States in a crisis of the British Empire in the Atlantic World to the construction of U.S. Empire over the North American Continent and the Pacific. Our focus will be on laws and institutions, politics and political economy, and the centrality of the institution of slavery to this history. We will also be concerned with the global imperial dimensions of this history, from Native Americans to the international revolutions that influenced the course of U.S. History, from the French and Haitian revolutions to Latin American independence movements and the first communist revolution of 1848 in Europe. Was the American Revolution a revolution like these others? Why or why not? What does it mean to see U.S. History in light of its origins in a contested world of revolutions and empires? (offered semi-annually. Crow) **P4**

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) **P4**

HIST 209 History of Medieval Women This class introduces the major historical questions, people, trends, and texts relating to women in the Middle Ages. Beginning with the end of the Roman world and ending in 1500 CE, this course will focus on four topics relating to women: marriage, work, the body, and religiosity. For each section, the class will explore how these categories change over time in the medieval period within Europe. Also in each section, an entire class period will be devoted to the life of a medieval woman whose life and writings reflected the questions of that period. **P3, P4**

HIST 211 Medieval and Renaissance Italy This course will explore the history of Medieval and Renaissance Italy, introducing students to significant political, social, economic, and cultural changes. Specific themes include the creation of communal governments and urban culture in northern Italy, the rise of the papacy, the developing role of humanism in culture and politics, state-building and empire, the changing nature of warfare, and the emergence of concepts such as the individual, civility, and courtliness. Students will work with a wide variety of primary source materials, including literacy, historical, moralistic, and artistic works. **P3, P4**

HIST 212 History of HWS Colleges This course uses the physical and social landscapes of the Colleges as a laboratory to help students refine their historical research, writing, and critical thinking skills. The course will be conducted as a seminar and as a workshop, with discussions of readings and research problems and with hands-on and in-depth historical investigations. We will visit local historical archives, hear guest speakers, and take a van tour of Geneva. We will put HWS in the larger contexts of the history of higher education and of Geneva itself. Working with primary historical materials, students will produce individual research projects on some aspect of the history of the Colleges. Possibilities include the history of: the coordinate system in different periods; campus unrest in the 1960's and 1970's; the experiences of the first William Smith graduating class; college buildings; curricula changes; student life; and the Navy V-12 program during World War II. (Hood, offered annually) [Prerequisite: Open to sophomores, juniors and seniors, or permission of instructor.]

HIST 213 Reclaiming African Artefacts: Memory, Identity, and Belonging Central to the colonization of the African continent was the destruction of indigenous cultures, supposedly `inferior' to those found in Europe. Unfortunately, these perceptions of African inferiority did not extend to African art. Without exception, every colonial power looted their African colonies of cultural artefacts, the majority of which remain in western spaces. Despite several concerted campaigns to ensure the return of these stolen objects to the spaces of their origins, self-styled 'universal museums' resolutely refuse these entreaties. What is at stake for these museums in refusing calls for `repatriation'? How does the universal (ethnographic) museum deflect such calls? And most importantly, why is it urgently imperative to undermine the kind of knowledge these ethnographic museums create about African cultures and African peoples? **P3, P4** [Antirequisite: Students can't have taken CMST 213]

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) **P4** [Prerequisite: Open to sophomores, juniors and seniors only, or permission of instructor.]

HIST 220 History of Early Medieval Europe and the Mediterranean, 300–1100 This is an essential course on the Middle Ages. Early medieval Europe and the Mediterranean shared an inheritance from the Roman world of Roman institutions, Christianity, and barbarian identities. The civilizations that developed in the West including the Merovingians, Lombards, Carolingians, Byzantines, and early Islamic dynasties were profoundly shaped by all these components in varied ways. Beginning with the later Roman Empire, the course is organized around political shifts but also covers developments in religious, legal, economic, social, and cultural history. Major themes of the class include the changing nature of religious authority, political fragmentation, and legal transformation. **P3, P4**

HIST 226 Latin America: Colonial Period This course is a survey of the forces and events that shaped Spanish America, from pre-contact societies in the Americas and Europe, to the American independence movements of the nineteenth-century. Chronologically, this course will focus on five periods: pre-Columbian societies in the Americas and Europe; the violent conquest of the "New World" by Spanish conquistadores; the immediate aftermath of conquest and the consolidation of Spanish authority (c. 1530–1600); the establishment of stability and Spanish colonial rule (c. 1600–1800); and the fall of the Spanish Empire (c. 1730s-1810). The two key geographical areas of examination will be Central Mexico, and the Central Andes. Conceptually, this course will focus on the interrelated concepts of conquest and colonialism, paying close attention to the delicate balance of coercion and persuasion in the construction of the Spanish colonial regime. (Ristow, offered annually) **P3, P4**

HIST 227 African-American History I This course traces the history of Africans and their descendants in America from the 17th century through the Civil War. Topics include the slave trade from Africa to the English colonies in North America; establishment of the slave system and slave laws in the 17th century; the evolution of slavery and slave culture in the 18th century; transformations in African American life during the Revolutionary age; the experience of free blacks in the North and South; black society in the Old South; black abolitionism; the Civil War; and Emancipation. (Harris, offered annually) **P4**

HIST 228 African-American History II This course examines the varied experiences of African Americans from Reconstruction to the present, focusing on class and gender differences within African American society as well as on the fight for social and political equality in America. Major topics include Reconstruction in the South; African American intellectuals; the Great Migration; the Civil Rights movement; black power; and contemporary problems. (Harris, offered annually) **P4**

HIST 229 Public History: Theory and Practice of Making History Relevant 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. (John Marks, course offered Fall) **P4** [Prerequisite: At least one 100-level HIST course. Not open to First Year students.]

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). **P3, P4**

HIST 233 History of American Thought to 1865 This class provides an immersion in the intellectual history of the United States from its colonial beginnings to the end of the Civil War. Major topics include law and constitutionalism, republicanism and the history of political thought, theology and religious history, literature, and philosophy. Contexts for the class include early modern and modern empire, settler colonialism, gender ideology, and the centrality of slavery to early American politics. The class will include a focus on close reading, critical reflection, and deep, respectful discussion. Offered semi-annually. (Crow) **P4**

HIST 234 History of American Thought from 1865 to Present This class provides an immersion in the intellectual history of the United States from the end of the Civil War through to the present moment. Major topics include racial ideology and civil rights, immigration, law and constitutionalism, liberalism, war and global power, science and technology, pragmatism, literary modernism, artistic expression, and the place of religion in a secular society. Contexts for the class include the industrial revolution, urbanization, civil rights struggles, the growth in the power of the federal government, American power around the world, the centrality of Black music, literature, and politics to American culture, liberalism, radicalism, and conservative critiques of liberal culture and higher education. The class will include a focus on close reading, critical reflection, and deep, respectful discussion. Offered semi-annually. (Crow). **P4**

HIST 235 Civil War America 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. **P4**

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, 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) **P3**

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) **P4** [Prerequisite: Open to sophomores, juniors and seniors only, or permission of instructor.]

HIST 243 US Constitutional History to 1876 This course examines the origins and early development of constitutionalism in the United States, with special attention to the influence of ancient Roman law, early modern European theories of law and sovereignty, and English law and politics, and to how these different strands of thought informed the American Revolution and Founding. Major topics include law and empire, settler colonialism, slavery, gender, and the limits of citizenship and legal personhood. Major questions include the nature of federalism, the power of the Presidency, Congress, and the Supreme Court, and the origins and outcome of the American Civil War and Reconstruction. **P4**

HIST 244 US Constitutional History from 1876 to the Present This course examines the modern history of constitutionalism in the United States, beginning with the politics of race and immigration in the post-Reconstruction United States. Special attention will be paid to migration, race, labor, and civil rights, from the late nineteenth century to the present. Major themes include the rise of industrial political economy, partisan politics, and race and nationalism. Major questions include the powers of the Presidency, the origins and legacies of the New Deal and Civil Rights eras, the reach of federal power and jurisdiction, the boundaries between liberalism and conservatism, and the political pressures on ideas of the rule of law in the present.

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) **P4** [Prerequisite: Open to sophomores, juniors and seniors only, or permission of instructor.]

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) **P3, P4**

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 humanity 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) **P3, P4**

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) **P3, P4**

HIST 283 Apartheid South Africa: The Logics of Settler Colonial Patriarchy Apartheid South Africa is commonly mischaracterized as a pariah state, excessive in its policies and the policing of these laws. Yet, despite having undertaken the most extensive project of social engineering in the history of the modern world, the apartheid regime did not create anything new but rather formalized into law the racial divisions invented by first Dutch and then British colonialism. Vitally, the same kind of divisions have manifested in settler colonies everywhere in the world, paying damning testimony to the reality that similar processes of dehumanization, dispossession, and cultural destruction have occurred in these spaces. In this way, rather than being exceptional, the apartheid state provides keen insight into the functionality of settler-colonialism and the unique form of patriarchy that authorizes its violences and exclusions. To shed light on these practices and expose precisely what settler colonialism destroys wherever it takes root, this course will explore the South African past through the prism of the most vulnerable members of settler colonial societies: indigenous girls and women. By paying close attention to how settler colonial patriarchy ultimately undermined the value of women in South African society, what becomes apparent is the political, economic, and social agendas that informed this deliberate and calculated destruction of indigenous cultures and ways of knowing. Fundamental to this destruction was the reconstitution of national belonging, whereby the settler (the foreigner) becomes the 'native' and the Native effectively becomes the 'foreigner,' bereft of a political voice, stripped of their ancestral land, and effectively excluded from citizenship. As such, the aim of this course is to gain an understanding of what precisely needs to change in the settler colony in order to produce a form of belonging not dictated by race, or any other identity marker deployed by colonial discourse to produce difference. (Offered annually) **P3, P4**

HIST 284 Africa: From Colonial to Neocolonialism In the US media, the signifier `Africa' has become synonymous with images of warfare, poverty, disease, and famine. Undeniably, these features are commonplace in some African societies. However, what is insidiously missing in most accounts of the challenges facing much of the continent is a historical perspective that traces a genealogy of these problems. Events like the Rwandan Genocide are unproblematically explained as having been caused by 'ethnic conflict,' a calculus that does not consider the manner in which colonial encroachment fundamentally altered the socio-political landscape of the continent. In short, to understand modern-day Africa we need to be attentive to the processes that created its everyday realities. To this end, students will investigate the legacies of colonialism in key sites dotted throughout Africa, and examine how contemporary power relations [neo-colonialism] continue to impact the continent. **P3, P4**

HIST 297 Pre-Modern Mediterranean Law Starting with the creation of Roman Law, this class traces the major legal developments across the Mediterranean World until the Renaissance. The course focuses on the development of barbarian law, religious law (canon, rabbinic, and Islamic law), and English common law. The class also problematizes these changes by exploring dispute resolution and extra-judicial violence. **P3, P4**

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) [Not open to First Year students.]

HIST 304 Early American Republic: 1789–1840 This course is a seminar that will allow students to explore current scholarship in the vibrant field of the early republic, from the end of the American Revolution through the antebellum period in the nineteenth century. Themes include western expansion and Native American history, race and slavery, political history and the rise of the party system, exploration and empire, gender and sexuality, the history of capitalism, and the rise of American literature and legal and political thought. By the end of the class, each student will develop and produce an independent research paper on a historical or historiographical question of their own.

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) **P3, P4** [Prerequisite: Open to ASN, HIST, MDSC and IRL majors and minors.]

HIST 306 Seminar: US Civil War and Reconstruction – America's 2nd 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) [Prerequisite: HIST 235, or open to Juniors and Seniors, or open to HIST majors, or permission of instructor.]

HIST 308 The Historian's Craft This course will introduce the methods and theories that have been particularly influential in shaping the work and profession of historians in the last several decades. Attention will be given to a broad range of approaches, with the goal of understanding the arguments, assumptions, and perspectives that mold out sense of the past. (Kadane) [Prerequisite: Open to HIST majors and minors, or permission of instructor.]

HIST 310 Rise of Industrial America The main theme of this course is the multiple meanings for diverse Americans of the triumph of an urban/industrial society in the late 19th and early 20th centuries. The nature of industrial leadership, immigration and urbanization, and analyses of major political and social reform movements are among the topics to be covered. (Hood, offered alternate years) [Prerequisite: HIST 105, HIST 111, or another introductory HIST class.]

HIST 311 20th Century America This course is a continuation of HIST 310. World War I and its aftermath, economic and social changes in the 1920s, interaction between politics and urbanization, the Depression, Franklin D. Roosevelt, and the New Deal are among the topics to be covered. (Hood, offered alternate years) [Prerequisite: HIST 111 or HIST 310.]

HIST 313 Darwinian Revolution This course first examines the life and work of Charles Darwin focusing on the genesis of his theory of evolution and then explores the ramifications of the Darwinian revolution both for the natural and human sciences and for broader religious, cultural, and political life. The course investigates what the Darwinian revolution tells about scientific revolutions and about the use and abuse of science in the modern world. The emphasis will be on Darwinian revolution globally. (Yoshikawa, offered occasionally)

HIST 320 The Asia Pacific Wars This course attempts to survey the multiple memories and histories of the Asia-Pacific Wars among the people of North East Asia and the United States. We will examine changes and continuities in these views in the framework of regional politics and economy since 1945, focusing on such controversial issues as the Nanjing massacre, "comfort women," Pearl Harbor, war and racism, Hiroshima and Nagasaki, the Smithsonian Enola Gay exhibit, and history textbooks. In the broadest context, the course explores the history of imperialism and colonialism in Asia-Pacific since the late nineteenth century and the importance of "history" and "memory" in understanding its consequences. We will be reading a variety of secondary materials. **P3, P4** [Prerequisite: Open to ASN, HIST, and IR majors and minors, or permission of instructor.]

HIST 324 Barbarian Empires: Indigenous Peoples, Pirates, Sea Otters Asia's long eighteenth century saw imperial expansions as the Chinese Ming Dynasty fell and barbarian empires ascended. The Manchu Qing that conquered the Ming marched westward, colliding with the concurrent Russian expansion toward the north Pacific, and both encountered Tokugawa Japan as it encroached north into the Ainu lands. European and British maritime empires attempted to penetrate the region from the south with minimal success against these regional hegemons and even pirates, often becoming relegated to vassalhood. Motivated amidst the Little Ice Age by natural resource extraction, trade, security, and more, the changing regional order brought devastation to the indigenous populations, non-human animals, and the environment at large. Newly available technology, including mapping, and booming imperial populations exacerbated this trend that created frontiers and borderlands. This course examines this critical era of early modern state and empire formation in Asia that various regimes today often cite to affirm or challenge international relations of the region. (Yoshikawa, offered every other year) **P3, P4** [Prerequisite: Open to HIST, ASN, ENV, or IR majors and minors only, or permission of instructor.]

HIST 325 Seminar: Medicine in Modern Europe This course traces the development of major ideas in a broad array of fields, including politics, religion, psychology, and history, through the Civil War era. While it focuses chiefly on formal thought, it also pays attention to trends in popular culture and to the social context. It relies heavily on primary source readings, a number of which are literary in character. Some questions examined involve the relationship between intellectual and social change, the distinctiveness of American thought, and the role of an intellectual elite in a democratic society. (Linton, offered alternate years)

HIST 327 Human Rights, Cold War and US Intervention in Central America This seminar will investigate massive human rights violations, their documentations, 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 than 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. (Ristow, offered alternate years, Spring) [Prerequisite: One course in Latin American Studies, or permission of instructor.]

HIST 334 Sources of the Pre-Modern Mediterranean This course explores the primary sources of the pre-modern Mediterranean world and how historians have used these texts to compose histories of the Middle Ages and understand the present. Topics include medieval biography, the relationship between science and history, Norman history writing and language, and medieval travel writing.

HIST 345 Race-ing America: An Exploration of Race in America Race is a central organizing principle in America. It intersects with social institutions such as government, family, and church and, in turn, shapes the lives of all Americans. This course is an exploration of the formation of race and its effects in the lived experience of Americans. Each week we will explore a different theme (such as race and medicine/health, the justice system, immigration, sports, real estate, travel, etc.). An example of texts we will read are: Matthew Frye Jacobson, Whiteness of a Different Color: European Immigrants and the Alchemy of Race (1999), Deirdre Cooper Owens, Medical Bondage: Race, Gender, and the Origins of American Gynecology (2018), Mae Ngai, Impossible Subjects: Illegal Aliens and the Making of Modern America (2014), and Toni Morrison, The Bluest Eye (2007). Each week one or more students will be responsible for presenting on the assigned reading/topic under discussion for that week. For the final, students will compose a ten-to-fifteen-page seminar paper. [Not open to First Year students.]

HIST 348 Black Women in the Struggle for Rights in America: P. Wheatley to Black Lives Matter From the founding of the United States, the concept of rights and citizens bearing those rights were understood to be a central part of American democracy and belonging. And yet, not all people in the nation were accorded rights. For example, the right to vote, serve on juries, and travel were reserved almost exclusively for property-owning white males. Indeed it is not a stretch to say that the next two hundred years of American history can be seen as a struggle to expand both the scope of and access to those rights. Many courses examine the history of rights from the standpoint of white people (men and/or women), black men, or workers. Borrowing from the insights of theses perspectives, this course examines the contributions that black women have played in shaping the struggle for rights in the changing political, social, and cultural contexts of the United States from the eighteenth through twenty-first centuries.

HIST 353 The Invention of Africa Africa, and by extension the African, is firmly rooted at the bottom of the present-day world order. In a world in which technological advancement and economic growth is valued above all else, this pecking order may seem objective, or even commonsensical. However, it is this mapping of place onto body – Africa is 'unmodern' therefore the African is `unmodern' – that continues to have consequences for the black body, both on the continent and in the diaspora. For example the #BlackLivesMatter movement in the US bears testimony to how knowledge regarding the black body is configured differently within a Western context despite constitutionally-guaranteed rights to the contrary. This course therefore examines the conceptual architecture that has invented Africa, and by extension the African. Students will trace a genealogy of thought originally packaged as European colonialism's `civilizing mission', and re-purposed since the end of formal colonialism to ensure the maintenance of a racial order congruent with colonial orthodoxy.

HIST 354 Lives of Consequence: A Historiographical Exploration of Ethical Citizenry What precisely is a 'life of consequence'? How can we inhabit this world, with all its inequities and divisions, in an ethical fashion? Our present, rather than emerging out of an 'inevitable path of human progress', is the product of a conceptual architecture which profoundly shapes how we experience the world. Resulting from a particular historical trajectory, notions of property, reason, race, gender, belonging, and violence inform both the limits and possibilities of ethical citizenry. To make this visible, this seminar will explore the political, economic, spatial, and historical moorings of our modernity and its filial formations, the nation-state, the modem university, and capitalism. However, rather than being prescriptive and proposing a 'universal ethics' for one to subscribe to, this course is designed to enable a self-reflexive exploration of the values each holds dear as individuals. This journey will be an intensely private one meant to facilitate the creation of a personalized ethical road-map, one the student creates for themselves in preparation for their future navigation of an increasingly polarized world. [Open to Juniors or Seniors only, or by permission of instructor.]

HIST 355 American Suffrage: The History of Voting Rights in the United States The history of American voting rights is not a tidy story of steady progress toward greater freedom. The number of people permitted to participate directly in American politics has both expanded and contracted at different points in the past. Some of the contractions were driven by legal change, others by extralegal violence and oppression. But the question of who should have the right to vote in the United States has always been at the forefront of the American democratic imagination. This class engages with the complicated history of voting rights, looking at the laws that shaped the American democracy, the ideas that determined the boundaries of the political community, and the activists who fought tirelessly for access to the ballot. Some themes we will consider the transition from a property-based to 'universal' white male suffrage, restrictions on Native American voting rights, the 14th, 15th, 24th, and 26th Amendments to the Constitution, the woman's suffrage movement, 'grandfather clauses,' poll taxes, and other methods of voter suppression, the Civil Rights movement, and immigrant voting rights, among others. Ultimately, we will seek to better understand the limits and possibilities of the American democracy. [Prerequisite: One 100 or 200-level HIST course, or open to HIST majors and minors, or open to juniors and seniors.]

HIST 362 A Narco History of Mexico: From Drug Trade to Drug War From the legal prohibition of narcotic drugs in 1914 to the current era, Mexico has become the central axis of the international drug trade, a global trade valued at over $500 billion annually. Americans alone spend over $150 billion on marijuana, cocaine, heroin, and methamphetamine's, the vast majority of which are produced in or transported through Mexico. The proceeds from el narco have subsidized the rise of massive drug trafficking organizations in Mexico, known popularly as cartels, which have, since the turn of the century, transformed Mexico into the scene of a bloody-drug war. Since 2006, over 150,000 people have been killed in connection to the trade; 73,000 more have disappeared; and 250,000 have been displaced. The rise of organized crime has also transformed violence in Mexico into a public spectacle: dozens of massacres and over two thousand decapitations have been recorded, as torture and mutilation are broadcast to the country daily, sewing terror and cultivating a completely militarized society. In this course, we will examine how we got to this point: how Mexico became the center of the global drug trade in the 20th century, and why its role in the trade translated into such spectacular violence in the 21st. We will look at five chronological periods: the prohibition era (1914–1960); the origins of the `War on Drugs' (1960–1980); the 'Mexican trampoline' (1980–1990); the Golden Age of the cartels (1990–2006); and the Drug War (2006-present). For each period, we will trace the history of one illicit drug, opium, heroin, marijuana, cocaine, and crystal meth, respectively, from production, to distribution, to consumption, to better understand the historical logic's that have driven the drug trade and its staggering violence, and that have thwarted all attempts to bring it under control. [Prerequisite: Open to HIST, IR, or LTAM majors, or permission of instructor.]

HIST 371 The Civil War in American Popular Culture and 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, films and novels, impassioned debates about the Confederate battle flag, battle reenactments, and public unrest over monument placement and removal, Americans, popular culture has 'remembered' the Civil War in varied ways, thereby assigning varied 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. Dual-listed as AMST 371. (Free, offered alternate years) [Prerequisite: One HIST or AMST course.]

HIST 372 Global Technology and Society Throughout history, technology has fundamentally altered the nature of life, and has thoroughly transformed communications, warfare, regional relations, leisure time, the arts, and more. In this course, we examine the impact of technology and its circulation on social relations and human relations to nature. We explore the global creation, promotion, and institutionalization of technical innovation since the medieval times to today, with focus on Asia. We also scrutinize the conflicting intellectual and social responses to technological change, ranging from fantasies of technocratic utopias to dark visions of humanity displaced and dominated by mechanized systems. (Yoshikawa, offered occasionally) **P3, P4** [Prerequisite: ASN, or HIST, or INRL major or minor, or permission of instructor. Not open to students who have taken ASN 247]

HIST 373 Darwinian World 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 globally with emphasis on Asia. (Yoshikawa, offered occasionally) **P3, P4** [Prerequisite: ASN or ENV or HIST or INRL major or minor. Students can't have taken ASN 373 or HIST 313]

HIST 393 Global Cities and Urban Planning in Latin America In this course, we explore how Latin American cities have been imagined, planned, and built within global networks of power and diplomacy. From nineteenth-century modernization projects shaped by European ideals to Cold War collaborations with the United States, the United Nations, and the InterAmerican Development Bank, we trace how foreign experts, funding, and international relations profoundly influenced urban life. Together, we will analyze photographs, maps, songs, films, and testimonies alongside scholarship that debates inequality, modernization, and identity. Students will learn to read the built environment as a text that reveals histories of race, class, and gender, while uncovering the political negotiations behind city planning. By connecting local transformations to transnational encounters, the class highlights how cities became arenas where governments, planners, and communities negotiated not only what it meant to be modern, but also how Latin America fit into the wider world of global politics and international relations. (Spring 2026, Yuri Gama) **P3**

HIST 495 Honors

HOLOCAUST STUDIES

Program Faculty

Richard Salter, Religious Studies, Coordinator
Scott Brophy, Philosophy
Blaize Gervais, Religious Studies

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.

HOLOCAUST STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

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 108 The Making of Modern Europe
HIST 115 Demythologizing Race
HIST 237 Europe Since the War
HIST 238 The World Wars in Global Perspective
HIST 345 Race-ing America
REL 271 History of the Holocaust
REL 290 Human Rights and Religion
REL 291 The Ethics of Identity
REL 371 Literary and Theological Responses to the Holocaust

Core Group 2

POL 267 2oth Century Political Theory
POL 333 Civil Rights
POL 334 Civil Liberties
PSY 221 Introduction to Psychopathology
REL 270 Modern Jewish History
REL 273 The Foundations of Jewish Thought
REL 276 History of Eastern European Jewry, 1648–1945
REL 278 Jewish Life and Thought in Modern Times
SJSP 100 Foundations of Social Justice
SOC 220 Social Psychology
SOC 221 Race and Ethnic Relations
SOC 223 Inequalities

Social Sciences Electives

ANTH 205 Race, Class, Ethnicity
ANTH 222 Native American Religions
ANTH 282 North American Indians
ECON 210 Inequality
ECON 243 Political Economy of Race
INRL 260 Human Rights and International Law
INRL 283 Political Violence and Non-Violence
SOC 205 Men and Masculinities
SOC 224 Social Deviance

Humanities Electives

AMST 204 Body-Minds of Difference
AMST 208 Race and Ethnic Relations
AMST 223 Inequalities
AMST 237 Environmental Justice in Indian Country
EDUC 201 Schooling and Social Equalities
EDUC 202 Human Growth and Development
ENG 111 Experience of War and Literature
ENG 316 Hearts of Darkness
PHIL 151 Philosophy and Contemporary Issues: Crime and Punishment
PHIL 154 Philosophy and Contemporary Issues: Environmental Ethics
PHIL 156 Ethical Inquiry: Biomedical Ethics
PHIL 159 Philosophy and Contemporary Issues: Global Justice
PHIL 210 Philosophy of Race and Racism
PHIL 236 Philosophy of Law
REL 108 Religion and Alienation in 20th-Century Culture
REL 292 Deviance and (De)Medicalization

INDIVIDUAL MAJORS AND MINORS

Individual Majors. The Individual Majors program provides students the opportunity to design an individually tailored major when the focus of study lies outside an established department or program-based major and/or combines multiple disciplines. To create an Individual Majors proposal, the student works closely with a faculty advisor and designs a specific curriculum of study (including a capstone course or experience), articulating the focus and goals of the major. The student's proposal and advisor's recommendation are submitted to the Individual Majors Committee, which reviews the proposal. The Individual Majors Committee consists of four faculty members from across HWS, one dean, and a representative from the Office of the Registrar. Once an Individual Major is approved, any subsequent changes to the student's curriculum or major must be pre-approved by the Individual Majors Committee and the student's advisor through a formal course change request.

The process of designing and submitting an Individual Major requires a substantial time commitment. Students who are interested in pursuing an Individual Major are encouraged to begin the process in their sophomore year by contacting a faculty advisor, reviewing the Individual Majors proposal form and contacting the Individual Majors Committee chair for additional advice on submitting a proposal. Individual Majors can be designed as either disciplinary or interdisciplinary majors.

Course requirements: An Individual Major requires 11 courses if a double-major, or 12 courses as a single major, of which at least 6 courses must be unique to the major. Normally only one of the 11–12 courses may be an introductory course, with several of the courses at the 300- or 400-level and a designated capstone. An Individual Major may include a course equivalent, courses from study abroad, Honors, and/or an independent study but normally does not contain more than two courses at the 450, 495, or 499 level. All coursework for the major must be passed with a grade of C- or better. Courses taken credit/no credit require special approval by the Individuals Majors Committee to be applied to a student's program of study. Normally the Committee will not approve more than three courses taken at another institution, or more than three courses from any program or department offering its own major.

While most Individual Majors earn a B.A., it is possible to create an Individual Major with a B.S.; this requires a minimum of 16 courses, all from within the natural sciences division. The Individual Majors Committee takes the role of departmental/program chair for certifying the student's completed program of study (senior audit).

Individual Minors. The Individual Minors program provides students with the opportunity to design an individually tailored minor when the focus of study lies outside an established department or program-based minor, and/or combines multiple disciplines. To submit an Individual Minor proposal, the student works closely with a faculty advisor and designs a specific curriculum of study, articulating the focus and goals of the minor. The student's proposal with the advisor's recommendation is submitted to the Individual Majors Committee, which reviews the proposal and may suggest or require revisions for final approval. Once an Individual Minor is approved, any subsequent changes to the student's minor must be approved by the Individual Majors Committee and the student's advisor through a formal course change request.

Guidelines: To propose an individual minor, students must submit an Individual Minor proposal form to the Individual Majors Committee. An Individual Minor requires at least five full-credit courses, of which at least three courses must be unique to the minor, organized around a self-defined theme. The theme must be substantially distinct from any minor currently offered at HWS. Typically, no more than two courses taken at the 100-level can be counted towards the minor and at least one course must be taken at the 300-level or higher. An Individual Minor may include courses from study abroad, Honors, and/or an independent study but normally does not contain more than one course from amongst 450, 495/496, or 499 (independent study, Honors, or internship). All coursework for the minor must be passed with a grade of C- or better. Courses taken credit/no-credit require special approval by the Individual Majors Committee. Normally the Committee will not approve more than two courses taken from another institution (with an exception for transfer students), or more than two courses from any program or department offering its own minor towards the Individual Minor.

INTERNATIONAL RELATIONS

Program Faculty

Christopher Annear, Anthropology
Kevin Dunn, International Relations, Chair
Feisal Khan, Economics
Sooyoung Lee, Economics
Stacey Philbrick Yadav, International Relations
Colby Ristow, History
Richard Salter, Religious Studies
Jennifer Tessendorf, Economics
Vikash Yadav, International Relations
Lisa Yoshikawa, History and Asian Studies

International Relations examines questions of power, order, cooperation and conflict that emerge as national and international actors relate across state boundaries. Such factors 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 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 reconstructed by an increasingly diverse range of actors.

For its core curriculum, International Relations utilizes an interdisciplinary approach that encourages students to recognize that the collective "imagining" of international affairs is also expressed through a variety of perspectives, including economics, political science, history and anthropology, as well as literature, art and music. As a result, the major is flexible in its design, and adaptable to students' interests regarding relevant themes, world regions and disciplinary perspectives.

Mission Statement

International Relations is dedicated to cultivating engaged, empowered and reflective global citizens who are prepared to succeed in a range of professional careers. INRL faculty strive to enhance the educational development of students by offering academically challenging courses that develop students' analytical, critical and creative thinking. Our core curriculum is designed to provide a rigorous interdisciplinary foundation for students to develop the skills, sensibilities, and knowledge necessary to be active participants in discussions, debates, implementation and administration of international policy. Each student focuses on a specific 'thematic track,' which enables students to focus on a specific set of issues and concerns and to cultivate dynamic means of addressing challenges in their given interest area. The global language proficiency requirement ensures that students have the competency necessary to communicate across cultures.

Offerings:

Note that when an advanced language course is used to address a regional or thematic concentration requirement, it may also count toward the demonstration of language competency.

INTERNATIONAL RELATIONS MAJOR (B.A.)

interdisciplinary, 11 courses

Learning Objectives:

- Understand and be able to summarize arguments by scholars and experts who address questions from a range of analytic and theoretical perspectives; identify and critically evaluate the evidence offered in support of these arguments.
- Identify and analyze a range of factors that generate prosperity, inequality, entrenched poverty, and externalities at various scales.
- Identify and analyze the complex forces that contribute to insecurity, contention, and solidarity at various scales.
- Design original research projects using relevant primary and/or secondary sources, utilizing appropriately formatted citations and bibliographies.
- Communicate effectively and formally in the written and spoken word through individual and collective assignments.
- Effectively communicate in a global language other than English.
- Requirements:
- 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 with content focusing on a region or regions 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.

INTERNATIONAL RELATIONS MINOR

interdisciplinary, 5 courses

Requirements:

INRL 180 and two of the three core courses selected from INRL 140, ECON 160, or ECON 240; two courses in a thematic track, at least one taken from the list of keystone courses; and at least one course with content focusing on 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 four courses. (Please note that some courses may require a prerequisite.)

INRL 140 Introduction to Comparative Politics

INRL 180 Introduction to International Relations

ECON 160 Principles of Economics

ECON 240 International Trade

Plus two from this list of core electives:

GLS 101 Introduction of Global Studies

GLS 201 Global Cultural Literacies

AFS 150 Foundations of Africana Studies

ANTH 110 Introduction to Cultural Anthropology

ASN 101 Trekking through Asia

ASN 102 Ottoman Worlds

Any REL 100 or 200-level course dealing with global religions

Any HIST 100 or 200-level course with a non-US focus

METHODS COURSES

ANTH 273 Research Methods

ECON 202 Statistics
INRL 371/671 Research Design and Ethics*
INRL 372/672 Data Visualization for International Relations*
INRL 380/680 Theories of International Relations*

* These courses contribute to the requirements for students seeking Leadership in Distinction in International Relations and may be eligible for transfer credit to the Maxwell School of Citizenship and Public Service at Syracuse University and the Flatcher School of Law and Diplomacy at Tufts University.

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 advisor. 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 advisor and the approval of the program faculty.

Global Security and Diplomacy Keystone Courses
HIST 320 Asia Pacific Wars
HIST 327 US Intervention and Human Rights in Central America
HIST 362 Mexican Drug Trade
INRL 260 Human Rights and International Law
INRL 261 Laws of War
INRL 275 International Environmental Insecurity
INRL 283 Political Violence and Non-Violence
INRL 290 American Foreign Policy
INRL 360 Post-Conflict Justice and Reconstruction

Political Economy and Development Keystone Courses
ECON 233 Comparative Economics
ECON 344 Economic Development
INRL 205 Capitalism: Theoretical Foundations
INRL 248 Politics of Development
INRL 254 Globalization
INRL 255 Post-Globalization
INRL 387 Neoliberalism

Politics, Culture and Identity Keystone Courses
ANTH 205 Race, Class and Ethnicity
ANTH 280 Environment and Culture
ANTH 354 Food, Meaning and Voice
ENG 376 Who Am I? Identity in Global Literature
REL 237 Christianity and Culture
REL 350 Nationalism
SOC 221 Race and Ethnic Relations

Transnational Issues and Cooperation Keystone Courses

ANTH 280 Environment and Culture
ECON 311 Economics of Immigration
ENG 213 Environmental Literatures
ENV 200 Environmental Science
ENV 201 Community and Urban Resilience
INRL 254 Globalization
INRL 260 Human Rights and International Law
INRL 275 International Environmental Insecurity
INRL 360 Post-Conflict Justice and Reconstruction

CAPSTONE COURSE

INRL 401, any of the approved seminars offered by affiliated faculty in their home department (list updated each year based on curriculum offerings), or an Honors project. The capstone course must be taken after completion of the methods core course and should reflect the student's thematic and/or regional concentration, whenever possible.

LANGUAGE REQUIREMENT

Competency in a foreign language as demonstrated by four semesters of language study in a single language, or by an equivalent score on a proficiency test arranged in consultation with the program coordinator.

REGIONAL FOCUS

Students are required to take at least three courses with content focusing on one or more regions outside of the United States. These courses may—but need not—include courses taken in a Thematic Track and as a capstone course. Some of these courses are offered in INRL and others are offered by affiliated faculty in other departments and/or through HWS programs abroad. Students should select these courses in consultation with their advisor.

COURSE DESCRIPTIONS

INRL 140 Introduction to Comparative Politics An ambitious introductory course, aimed at teaching students basic theoretical and empirical concepts necessary for comparison across the world's political systems. Student will be introduced to the fundamental tenets of diverse political and economic systems and ideologies, explore the foundations of political order and disorder (including discussions of nationalism, state-building, globalization, revolution, and more), and consider the myriad ways in which relationships between state, society, and market are ordered. Theoretical discussions will be supplemented with empirical case studies from around the world. Combining theoretical insights with political, social, and economic history and current events will help students as they endeavor to understand just why it is that the world's political systems are organized the way they are. (Philbrick Yadav, offered each semester) **P3** [Antirequisite: Not open to students that have taken POL 140.]

INRL 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 and Yadav, offered each semester) **P3** [Antirequisite: Not open to students that have taken POL 180.]

INRL 205 Capitalism: Theoretical Foundations What is capitalism? How did this mode of organization become both universal and particular? What are its consequences for human flourishing and political freedom? To what extent does the contemporary global economy still reflect the values of liberal political economy from the 18th century? What are the perennial threats and emerging challenges to a liberal economic order at local, national, and global scales? This course examines the historical, philosophical, and political foundations of liberal political economy with an intensive focus on the seminal work of Adam Smith. (Yadav, offered alternate years) **P3** [Prerequisite: ECON 160, INRL 140, INRL 180, POL 140, or POL 180, or concurrently enrolled in INRL 140 or INRL 180, or permission of instructor.]

INRL 208 Gender and Politics in the Middle East and North Africa This course considers the way diverse understandings of gender help construct, mediate, and challenge systems of power in the contemporary Middle East and North Africa. Topics covered include the role of gendered subjects in partisan politics, revolutionary and national struggles, local projects of belonging, and more. Special attention will be paid to national and global interventions designed to shape the way gendered subjects interact with state, society, and market, whether through family law, citizenship rights, dress codes, laws regulating sexuality, or state feminism; The course will work to challenge essentialized and ahistorical expectations about what gender means and what gender does in relation to specific local, national, and global regimes of power. (Philbrick Yadav, offered alternate years) **P3**

INRL 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. (Staff, offered alternate years)

INRL 248 Politics of Development This course examines contending historical and contemporary explanations for the phenomenon of absolute poverty and critically assessed policy solutions implemented to end this form of poverty in our time. The course contrasts micro-level approaches, which seek to built an "inclusive capitalism" through the extension of property rights and the enhancement of individual capacity with meso-level approaches that rely on a "developmental state" to guide markets, and macro-level approaches that seek to restructure the international regime on debt relief and intergovernmental development organizations. (Yadav, offered alternate years) **P3** [Prerequisite: INRL 180, POL 180, INRL 140, POL 140 or ECON 160.]

INRL 254 Globalization Globalization is a process through which trans-boundary flows of goods, capital, labor, and ideas come to be increasingly interdependent on a planetary scale. The phenomenon of globalization affects core political institutions as well as multiple facets of cultural re-production, social practices, and conceptions of personal identity. Although technological innovations enhance processes of globalization, the legal and coercive authority of states ultimately underwrite the process of globalization. Globalization is a fragile phenomenon; it is neither inevitable nor unstoppable. This course investigates the political economy of the global order that has emerged in the post-Bretton Woods era. (Yadav, offered alternate years) **P3** [Prerequisite: INRL 180 or POL 140 or INRL 140 or ECON 160]

INRL 255 Post-Globalization The end of the Second Age of Globalization (1980–2015) has given way to a revival of authoritarian populism, protectionism, and industrial policy in major economies around the world. From the Great Recession to Brexit, this course will examine the underlying socio-economic forces that brought down the old order and paved the way for the current era. We will attempt to understand why revolutionary technologies, innovations in global production processes, rapid growth in a global middle class, and policy convergence was insufficient to sustain market integration on a planetary scale. Students will also examine the possible trajectories of the unfolding post-globalization era: regionalism, territorial expansion, and economic nationalism. (Yadav, offered alternate years) **P3** [Prerequisite: ECON 160, INRL 140, INRL 180, POL 140, or POL 180, or concurrently enrolled in INRL 140 or INRL 180, or permission of instructor.]

INRL 258 State, Society, and Market in the Middle East and North Africa This course explores the complex and shifting relationships between state and society in the late colonial and post-colonial Middle East and North Africa. 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 alternate years) **P3** [Prerequisite: INRL 180, POL 180, INRL 140, POL 140, ASN 101 or HIST 107, or permission of instructor.]

INRL 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)

INRL 260 Human Rights and International Law Where do "human rights" come from and how are they best defended within and outside of institutions? This course will consider the normative bases on which people claim human rights and will examine how and why international legal institutions have (and have not) created, expanded, and/or defended these rights. Historically, the course will locate legal institutions as central to the politics of the mid-20th century post-war settlement and will ask how these politics have related to the global movement for decolonization. The course will address the role of human rights in the rise and institutionalization of a "liberal international order," and will likewise ask why this order has so consistently failed to advance or protect human rights on a global scale. (Philbrick Yadav, offered alternate years) **P3** [Prerequisite: INRL 140, INRL 180, POL 140, or POL 180, or permission of instructor.]

INRL 261 Laws of War: Humanitarian Law and Its Limits As a distinct body of international law, humanitarian law governs armed conflict and outlines the obligations that warring parties owe to their adversaries and to civilians. This course will review the historical evolution of humanitarian law, its central achievements, and its limits. Students will learn about the content of international humanitarian law, the process that led to the creation of the International Criminal Court, and some of the most important cases that have come before it and before the various tribunals the preceded it. A core aim of the course is to help students better understand of the role of law and its limits in the quest for accountability. (Philbrick Yadav, offered alternate years) **P3** [Prerequisite: INRL 140 or INRL 180, or permission of instructor.]

INRL 275 International Environmental Insecurity and Global Climate Change This course will focus on three major sources of international environmental insecurity: mass extinction and the loss of biodiversity; over-population and resource scarcity; and global climate change. The course will ask which actors and factors have been involved in the historical development of these crises. The course will also ask what options are there for global solutions, investigating the role of diplomacy, policies, international institutions and laws, and civic activism. How can transnational cooperation be realized around these three crises? What are the actors and factors involved in possible solutions? What challenges and opportunities exist? What are the normative bases upon which transnational cooperation can be achieved? (Dunn, offered alternate years) **P3**

INRL 281 International Relations 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). This course is organized thematically to address issues of finance, production, trade, poverty an inequality, regional integration, and environmental concerns. (Yadav, offered alternate years) **P3**

INRL 283 Political Violence and Non-Violence Conflict has been a central issue in the relations among states since the advent of the modern nation-state system. Well before Sept. 11, 2001, terrorism had become a central feature of how conflict has been expressed in the modern international system. This course examines the causes of terrorism, the ways in which individuals and social groups have chosen to wage terrorism, the goals they have established, and the ways in which political and military leaders have chose to engage in counter-terrorist strategies. Using specific case studies, the course compares the motivations and implications of ethno-nationalist terrorism, political terrorism, and religious terrorism, and the future of terrorism in a post-Sept. 11 world. (Dunn, Philbrick Yadav, offered alternate years) [Prerequisite: INRL 140, INRL 180, POL 140, or POL 180, or permission of instructor.]

INRL 285 Borders, Belonging, and Rights in the Middle East and North Africa This course examines the politics that have produced and sustained the Middle East and North Africa as a region from the late-colonial to the contemporary period. The course examines the role of borders and bordering practices, the dynamics of migration and the construction of national and transnational publics. 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 to better understand how and why borders shape the rights and rights-claims of different communities of belonging. (Philbrick Yadav, offered alternate years) **P3** [Prerequisite: INRL 180, POL 180, INRL 140, POL 140, ASN 101 or HIST 107, or permission of instructor.]

INRL 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. [Prerequisite: INRL 140, INRL 180, POL 140, or POL 180, or permission of instructor.] (Dunn; offered annually) **P3** [Prerequisite: INRL 140, INRL 180, POL 140, or POL 180, or permission of instructor.]

INRL 301 International Relations 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. [Prerequisite: ECON 160, INRL 140, INRL 180, POL 140, or POL 180, or permission of instructor.] (Yadav, offered alternate years) [Prerequisite: INRL 180, POL 140, ASN 101 or HIST 107, or permission on instructor]

INRL 350 International Relations of China This course examines the history, political economy, regional and international relations of modern China. The course will focus on economic policy making and implementation as well as China's relations with its domestic periphery, neighboring states, regional organizations, intergovernmental organizations, and the great powers. (Yadav, offered alternate years). [Prerequisite: INRL 180, POL 180, INRL 140, POL 140, ASN 101 or HIST 107, or permission of instructor.]

INRL 360 Post-Conflict Justice and Reconstruction Societies emerging from civil war and other forms of protracted conflict face a series of prodigious and interrelated challenges. Leaders face the daunting task of (re)building state institutions while promoting inclusive practices of nation-building, accountable governance, and comprehensive development. The order and means by which these interlocking objectives are pursued varies and is subject to a range of internatinoal and domestic constraints. This course explores some of the core features of the 'post-conflict toolkit' promoted by international organizations, alongside a range of local and regional efforts to advance sustainable peace by addressing both the consequences and the underlying drivers of conflict. Case studies will vary by year. (Philbrick Yadav, offered alternate years) [Prerequisite: INRL 140, POL 140, INRL 180, or POL 180, or permission of instructor.]

INRL 371 Research Design and Ethics Should the study of international politics be approached as a science? This course looks at how scholars approach the design and practice of research in the interdisciplinary context of International Relations. 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, critical theory, and other approaches to the study of world politics. Students will design do-able research projects employing interdisciplinary tools and methods common in the field of International Relations and will engage current debates over the ethical conduct of research, from field experiments to ethnographic and participatory action research. The goal is to enable students to become more sophisticated and critical in their understanding of knowledge production. (Philbrick Yadav, offered alternate years) [Prerequisite: INRL 140, INRL 180 or POL 180, or permission of instructor.]

INRL 372 Data Visualization for International Relations This course equips INRL Majors with the theory and tools to explore, analyze, and visually communicate quantitative and qualitative data in a professional format. Through theoretical and applied learning, the course will examine issues of data integrity, interpretive and ethical challenges in cross-cultural representation, and techniques of data analysis and visualization. Students will work to transform data relevant to international relations (e.g., trade flows, kinetic conflicts, refugee flows, etc.) into compelling visual narratives using advanced software platforms. **P3, P4** [Prerequisite: INRL 140 or INRL 180 or ECON 160]

INRL 380 Theories of International Relations Why do states act the way they do? How do we explain conflict and cooperation between states? What about non-state actors, from terrorist networks and drug cartels to international organizations? How have social forces such as gender and race impacted the development of world politics? The objective of this course is to expose students to a wide range of theories and approaches to the study of international relations. Students will examine how the lens we use to view the world shapes our understanding of the world, its problems and possible solutions. (Dunn, offered annually) [Prerequisite: INRL 180 with a grade of C- or better.]

INRL 387 Neoliberalism This course investigates and problematizes the war of ideas about the proper relationship between states and markets that shaped economic arrangements within and between states in the last century. Specifically, we will examine the running battles between Neo-Liberal thought collective, known as the Mont Pelerin Society, and their critics (e.g., Keynesians, Communists, Corporatists). The course will deal with country-level case studies from Asia that illustrate these policy debates. (Yadav, offered alternate years) [Prerequisite: ECON 160, INRL 140, INRL 180, POL 140, or POL 180.]

INRL 395 Topics in International Relations A thematic seminar reflecting emergent issues in the field of International Relations, often in accordance with the research interests of International Reltions faculty. Topics vary but the structure of the seminar will encourage deep engagement with the subject material and high expectations for student-led discussion on a week-by-week basis. Students should expect to read a book a week (or the equivalent in articles) and complete regular small writing and speaking assignments. The seminar will culminate with the writing and presentation of a substantial research paper on a topic of the student's choosing within the parameters of the seminar topic. Students who intend to use this seminar as an INRL capstone must complete an approved methods course prior to enrolling in the course. (Staff, offered occasionally) [Prerequisite: INRL 140 or INRL 180, or permission of instructor]

INRL 401 Capstone Experience Designed as the culminating experience for students in the International Relations major, students will bring insights and skill developed over the course of their program to bear on research that they design and carry out. This research may reflect a core question introduced in the student's thematic track, a question of pressing significance in the student's region of concentration, research initiated while studying abroad, or some combination of these. It will require students to employ the methodological skills developed in the major and, where appropriate, to rely on source material in the language(s) they have studied as part of their program. Students who share the same core theoretical foundation will be well prepared to serve as research interlocutors and offer peer guidance in workshops throughout the semester. A symposium of student work will communicate student research to the wider community. (Dunn, Philbrick Yadav, offered alternate years) [Prerequisite: Open to INRL majors who have completed methods course, or permission of instructor.]

INRL 495 Honors

INRL 499 International Relations Internship

INRL 671 Research Design and Ethics Should the study of international politics be approached as a science? This course looks at how scholars approach the design and practice of research in the interdisciplinary context of International Relations. 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, critical theory, and other approaches to the study of world politics. Students will design do-able research projects employing interdisciplinary tools and methods common in the field of International Relations and will engage current debates over the ethical conduct of research, from field experiments to ethnographic and participatory action research. The goal is to enable students to become more sophisticated and critical in their understanding of knowledge production. Instructor permission required. (Philbrick Yadav, offered alternate years)

INRL 672 Data Visualization for International Relations This course equips INRL Majors with the theory and tools to explore, analyze, and visually communicate quantitative and qualitative data in a professional format. Through theoretical and applied learning, the course will examine issues of data integrity, interpretive and ethical challenges in cross-cultural representation, and techniques of data analysis and visualization. Students will work to transform data relevant to international relations (e.g., trade flows, kinetic conflicts, refugee flows, etc.) into compelling visual narratives using advanced software platforms.

INRL 680 Theories of International Relations Why do states act the way they do? How do we explain conflict and cooperation between states? What about non-state actors, from terrorist networks and drug cartels to international organizations? How have social forces such as gender and race impacted the development of world politics? The objective of this course is to expose students to a wide range of theories and approaches to the study of international relations. Students will examine how the lens we use to view the world shapes our understanding of the world, its problems and possible solutions. (Dunn, offered annually)

LAW AND SOCIETY

Program Faculty

Eric Barnes, Philosophy
Scott Brophy, Philosophy
Matthew Crow, History, Coordinator
Laura Free, History
Janette Gayle, History
Blaize Gervais, Religious Studies
Beth Kinne, Environmental Studies
Paul Passavant, Politics
Ed Quish, Politics
James Sutton, Sociology
Sarah Whitten, History

The law permeates our lives, shaping both our behavior and our sense of right and wrong, often in ways we are not aware. But as law has an impact on society, so, too, does society have an 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.

Mission Statement

The mission of the Law and Society Program is to engage students in as broad an interdisciplinary study of law as possible. We want students to consider legal, political, interpretive, philosophical, ethical, historical, religious, environmental, economic and cultural perspectives that have shaped how human societies build and debate principles of right, rights and obligation. Whatever route through the program they take, a student with a Law and Society minor will be able to think critically about law, order, punishment and legitimacy while also having an appreciation for the depth, complexity and desire for justice that the study of law can inspire and inform.

Offerings

LAW AND SOCIETY MINOR

interdisciplinary, 6 courses

Requirements:

Three core courses, at least one in each category and three electives. Of the six courses in the minor, at least two must be from the social sciences, two must be from the humanities, and no more than three may be in any one department. Courses in either 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.

CROSS-LISTED COURSES

Political Perspective Core Courses

POL 207 Governing Through Crime
BIDS 251: Sovereignty, Power, and the People
POL 208 Law and Society
POL 264 Legal Theory
POL 289: American Political Thought
POL 332 American Constitutional Law
POL 333 Civil Rights
POL 334 Civil Liberties

Philosophical Perspectives Core Courses

PHIL 151 Crime and Punishment
PHIL 156 Biomedical Ethics
PHIL 158 Debating Public Policy
PHIL 236 Philosophy of Law
PHIL 256 Health Care Policy

Humanities Electives

HIST 176 Western Civilizations and their Discontents
HIST 201 Tudor-Stuart Britain
HIST 208 Women in America
HIST 209 Medieval Women
HIST 220 Early Medieval Europe
HIST 233 History of American Thought to 1865
HIST 234 History of American Thought from 1865 to Present
HIST 243 US Constitutional History to 1876
HIST 244 US Constitutional History: 1876 to the Present
HIST 297 Law in the Pre-Modern Mediterranean
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 348 Black Women in the Struggle for Rights in America
HIST 395 Ocean, Law, and Empire
PHIL 232 Liberty and Community
PHIL 234 Theories of Morality: Understanding Right and Wrong
REL 290 Human Rights and Religion
REL 292 Deviance and (De)Medicalization
WRRH 326 Legal Writing

Social Sciences Electives

ECON 198 Business Law
ECON 212 Environmental Economics
ECON 319 Forensic Economics
ENV 205 Intro to Environmental Law
ENV 320 Natural Resource Law
POL 204: Modern American Conservatism
POL 325 American Presidency
SOC 258 Social Problems
SOC 265: Penology
SOC 266: Sociology of Police and Policing
SOC 362 Criminology

MASTER OF ARTS IN HIGHER EDUCATION LEADERSHIP

Core Faculty

Becca Morris, EdD, Vice President for Campus Life and Director of the MHEL Program, chair
Susan Pliner, EdD, Associate Provost for Academic Faculty Affairs and Strategic Initiatives
Jenna Terrell, EdD, Director of Housing & Residential Life

The Master of Arts in Higher Education Leadership (MHEL) is designed to engage students who wish to pursue a variety of careers in higher education, with an emphasis on social justice, systemic change and student development. The program will engage and graduate students who are well-suited to the unique nature of small, residential institutions with a focus on the liberal arts.

The MHEL is a dynamic program that prepares students to apply effective and creative leadership in ways that challenge assumptions about higher education, strengthen capacity for systemic change, and support a contemporary generation of college students. Alongside compelling internships and graduate assistantships that offer future practitioners immersion experiences and practice in a wide array of campus offices and neighboring campuses, students take courses that encourage them to analyze and critique the history and policy of higher education, identify ways in which they can act on their personal commitments as they relate to diversity, equity and inclusion, and have opportunities to investigate leadership and innovation techniques. Ultimately, graduates are ready for a wide spectrum of entry-level and middle-management positions in student affairs as well as other professional areas within colleges, universities, community colleges and policymaking organizations.

MASTER IN HIGHER EDUCATION LEADERSHIP

10 courses

Learning Objectives:

- Support a contemporary generation of college students within a rapidly changing social, cultural, political and economic landscape.
- Analyze and critique the history and politics of higher education in ways that reflect their lived experiences, best-practices and professional aspirations.
- Advocate for students in ways that demonstrate a thorough understanding of diversity, equity and inclusion and foster student success.
- Contribute to higher education as emerging practitioners who can act on their personal commitments, skills and abilities.
- Demonstrate effective and creative leadership as they advocate for positive personal, inter-personal, structural and institutional change to promote inclusive and innovative organizations and programs.

Requirements:

The MHEL requires completion of 10 courses including eight courses (4 core courses, 4 elective courses) and four half-credit assistantship or internship placements. In the spring of their second year, each student will also complete a graduate seminar reflecting on program outcomes and future career aspirations. As part of the program, each student completes a topical research project.

COURSE DESCRIPTIONS

Core Courses

MHEL 501 Student Development, Identity, and Belonging College student development theories are often used to explain, predict, and plan for "college-aged" behavioral choices and learning needs. The American education system has not always been considered a professional career path. The professionalization of "college personnel" can be understood in terms of the evolution of the United States in general: who had access to higher education? what identities were accepted and supported, or suppressed? what type of identities were welcome at specific institutions of higher education? Answers to these questions help us understand how college student development theories may overgeneralize the experiences of "traditional-aged" college students and deserve to be critiqued from a variety of lenses and perspectives. This course will provide an overview of widely accepted theories while asking students to evaluate the applicability of these theories to a wide variety of students attending college today. In addition, the course asks students to apply the (de)constructed theories to their previous, current professional experiences while forecasting how the theories may apply to the future careers. [Prerequisite: Open to graduate students only.]

MHEL 502 Leadership and Innovation in Higher Education Institutions of higher education exist in a rapidly changing landscape that is fraught with political, social and economic turmoil. It's leaders must drive innovation by fostering inclusive workplaces with diverse teams, cultivating organizational cultures that allow for creative ideas and evidence-based solutions and tackle significant issues on an individual, group and institutional level. This course offers a fusion of contemporary leadership concepts that can be applied in higher education contexts along with essential innovation principles necessary for undertaking higher education's most urgent concerns. Embedded within the liberal arts learning, this course is constructed with concepts, theories and models from a multitude of disciplines and is designed for emerging higher education leaders who want to strengthen their ability to generate ideas, solve problems, affect and manage change, think creatively, develop strategic plans and implement high-impact programs. (Forbes, spring semester, alternate years). [Prerequisite: Open to graduate students only.]

MHEL 503 Problems of Practice in Higher Education This course aims to deepen and advance the capacity of students to engage in meaningful and transformative work in higher education. It provides students opportunities to understand and effectively address contemporary problems in higher education. Students will explore a series of case studies focused on representative topics as they identify ways in which they can act on their professional and ethical commitments. Topics will include consideration of diversity, equity and inclusion in higher education. Ultimately, students will be able to identify and reflect upon practices, programs and policies that contribute to structural and/or institutional change. [Prerequisite: Open to graduate students only.]

MHEL 504 Topics In Higher Education Research (MHEL Project) This graduate-level course offers an exploration of higher education research, where students will critically analyze current quantitative, qualitative, and mixed methods research studies and conduct their own research proposal, data collection, and internal publication. Students will be exposed to a variety of methods for data collection, analysis, and interpretation, with participants and research questions focusing on advancing higher education contexts. Through hands-on exercises and projects, participants will design and execute their research projects, honing their skills in formulating research questions, selecting appropriate methodologies, and interpreting findings. [Prerequisite: Open to graduate students only.]

Electives

MHEL 550 Independent Study

MHEL 552 Diverse Students on the College Campus This course considers issues of college student diversity broadly defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender, gender identity, and ability. Through an interdisciplinary social science lens, we will examine the following questions: How do we experience and understand diversity and difference? How do diversity and differences shape systems that affect our college campus communities? Students will explore the contours of difference and the dynamics of diversity, equity, and inclusion in domestic and global contexts. Building on standard models of multicultural competence that emphasize knowledge, awareness, and skills, students will be introduced to cultural humility, culturally specific approaches to practice, and frameworks for equity and empowerment. Additionally, this course will focus on multicultural competency development – of all students, their identities, and their experiences on the college campus. Students will benefit from the course where it examines hidden biases, use of microaggressions, campus climate, and how racism negatively impacts all students. The course will also address the decolonization of higher education. [Prerequisite: Open to graduate students only.]

MHEL 553 History of Disability in Higher Education This graduate level course will focus on deconstructing concepts of normalcy and deviance as social and educational mechanisms. Our goals are to think critically about science and medicine in relation to claims about human differences, and to deepen our understanding of the history of disability and ableism, especially in the context of Higher Education. We will use an intersectional lens to critically examine the ways institutions of higher education and the subsequent culture of "being educated" includes and excludes people, bodies and perspectives. We will work to answer the question, how does disability as a category of analysis inform other social categories such as class, race, ethnicity, gender, and sexuality? This critical examination will be embedded in a history of disability in the US and its impact on higher education environments. [Prerequisite: Open to graduate students only.]

MHEL 555 Higher Education and the Law This course explores the relationship between legal frameworks and higher education institutions in the United States and globally. With a heightened focus on civil rights laws, the course examines constitutional, statutory, and regulatory frameworks impacting higher education. Substantive areas of law covered include the ADA, Title IX, the First Amendment, Equal Protection, Title VI and Title VII, and analogous state laws. The course examines the impact of these laws and structures on topical areas in the higher ed sector including equitable access and admissions, speech on campus, campus safety, global education, student rights, student mental health, governance, fundraising, and other emerging/novel legal challenges. Through case studies and discussions, students will develop a nuanced understanding of how legal principles intersect with the higher education landscape, with a particular focus on the impact of the law on social justice, diversity, and the fundamental mission of higher education. [Prerequisite: Open to graduate students.]

MHEL 556 Strategic Organizational Management and Leadership This course examines the principles and practices of strategic leadership within institutions of higher education. Students will explore how mission, vision, and values inform decision-making, resource allocation, and organizational culture in complex institutional environments. Through case studies, applied projects, and critical reflection, students will analyze organizational structures, change management strategies, assessment practices, and supervision models. Emphasis is placed on ethical leadership, data-informed planning, and aligning operations with institutional priorities. Students will develop skills in strategic thinking, personnel management, conflict navigation, and long-term planning while considering the unique challenges facing contemporary colleges and universities. To conclude the course, students will create a comprehensive strategic initiative that integrates theory with practice and demonstrates readiness to lead effectively within dynamic higher education settings (Offered fall alternate years) [Prerequisite: Open to graduate students.]

Assistantships and Internships

MHEL 598 Masters in Higher Education Internship I Graduate students pursuing the Master of Arts in Higher Education Leadership will be required to participate in four internships throughout the program. These internships are important immersion experiences for students who are getting ready for a career path in higher education and include an array areas at HWS such as Residence Life, ODEI, Athletics, the Centennial Center, CTL, CCESL, Advancement, Admissions, Institutional Research, Global Education, and Career Services. Internships are worth .75 credit and graded on CR/NCR basis. All students will enroll in one internship per semester and be expected to complete 12 hours a week. Students can maintain internship placements for more than one semester if there is interest and they have permission from their supervisor. (Fall semester, year one) [Prerequisite: Open to MHEL students only.]

MHEL 599 Masters in Higher Education Internship II Graduate students pursuing the Master of Arts in Higher Education Leadership will be required to participate in four internships throughout the program. These internships are important immersion experiences for students who are getting ready for a career path in higher education and include an array areas at HWS such as Residence Life, ODEI, Athletics, the Centennial Center, CTL, CCESL, Advancement, Admissions, Institutional Research, Global Education, and Career Services. Internships are worth 1 credit and graded on CR/NCR basis. All students will enroll in one internship per semester and be expected to complete 12 hours a week. Students can maintain internship placements for more than one semester if there is interest and they have permission from their supervisor. (Spring semester, year one) [Prerequisite: Open to MHEL students only.]

MHEL 601 Masters in Higher Education Project The master's project is a graduate level integrative experience that addresses issues of educational relevance. The project will be undertaken collaboratively with the MHEL cohort and will analyze an issue in higher education from multiple perspectives. The master's project includes an investigation of the scholarly literature on an educational topic or problem as well as an applied component that actively engages graduate students in a scholarly approach to understanding and investigating a set of education-related issues. The project typically includes active engagement and investigation around a selected topic, data collection, and an application of systematic techniques of analysis and interpretation. The master's project must be presented before the end of the semester at one or more public forums (e.g., Senior Symposium, Engaged Scholarship Forum, academic conference, stakeholder's meeting). [Prerequisite: Open to MHEL students only.]

MHEL 689 Graduate Seminar In the spring of your second year, as part of an assistantship or internship, you will be required to attend a weekly seminar that helps you reflect on and analyze your placement experience. Career development and readiness plans will be incorporated into the seminar to help you transition to the workforce. [Prerequisite: Open to MHEL students only.]

MHEL 698 Masters in Higher Education Internship III Graduate students pursuing the Master of Arts in Higher Education Leadership will be required to participate in four internships throughout the program. These internships are important immersion experiences for students who are getting ready for a career path in higher education and include an array areas at HWS such as Residence Life, ODEI, Athletics, the Centennial Center, CTL, CCESL, Advancement, Admissions, Institutional Research, Global Education, and Career Services. Internships are worth 1 credit and graded on CR/NCR basis. All students will enroll in one internship per semester and be expected to complete 12 hours a week. Students can maintain internship placements for more than one semester if there is interest and they have permission from their supervisor.)Fall semester, year two) [Prerequisite: Open to MHEL students only.]

MHEL 701 Meaningful Assessment and Storytelling in Student Affairs and Higher Education How do we know what we "do" is working? What change in students are we looking for, and is it measurable? Why does demonstrating success matter? Unlock the power of meaningful assessment and storytelling in Student Affairs and Higher Education. This microcourse equips you to craft clear, measurable learning outcomes and develop and implement direct assessment tools like observations, portfolios, projects, rubrics, and tests of knowledge-to capture real evidence of student learning. Connect data across multiple surveys and results, and turn data into insight, helping professionals tell a compelling story of transformative growth and the impact of higher education. In the MHEL program, 700-level courses are zero credits and are skill development opportunities. [Prerequisite: Open to graduate students.]

MATHEMATICS

Chair of the Department of Mathematics and Computer Science

Joseph Rusinko, Associate Professor, Chair

Mathematics Faculty

Jocelyn Bell, Associate Professor
Jennifer Biermann, Associate Professor
Jonathan Forde, Professor
Yan Hao, Associate Professor
Erika L. C. King, Associate Professor
Joseph Rusinko, Associate Professor

Computer Science Faculty

Stina Bridgeman, Associate Professor
Chris Fietkiewicz, Associate Professor
Hanqing Hu, Assistant Professor

Emeritus Faculty

David Belding
Irving Bentson
Carol Critchlow
Kevin Mitchell
Ann Oaks
John Vaughn

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 HWS academic divisions.

To meet the challenges, opportunities, and responsibilities encountered after graduation, the Department of Mathematics and Computer Science offers the opportunity to explore both theoretical and applied mathematics, and 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.

Students are supported in this challenging course of study by strong student-faculty relationships, extensive office hours and an open departmental culture. The knowledge and abilities that Mathematics majors and minors learn in individual classes are woven together in an integrative capstone experience, as well as in the opportunities to conduct research in collaboration with faculty members in their areas of expertise, such as mathematical biology, graph theory, topology and abstract algebra.

Mission Statement

As the logic and language of mathematics are integral to disciplines ranging from science and technology to art and philosophy, the skills of mathematics are essential to a liberal arts education and a variety of future careers. The mission of the mathematics program at HWS is to help students develop the habits of thought necessary to understand, analyze, and communicate complex ideas, and to instill in our students the willingness and confidence to explore and risk failure to make new discoveries.

Offerings

The Department of Mathematics and Computer Science offers two majors in mathematics (B.A. and B.S.), and a minor in mathematics. In addition to the specific courses listed below, other courses may be approved by the department for credit toward the major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; credit/no credit courses cannot be taken toward the major or minor.

MATHEMATICS MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Construct valid logical arguments and analyze the reasoning of others.
- Implement a variety of mathematical structures to model and analyze complex problems.
- Communicate mathematical ideas clearly, in verbal and visual form, by using appropriate mathematical terminology and notation.
- Develop the ability to independently read and understand written mathematics.

Requirements:

MATH 200, MATH 204, and MATH 192; CPSC 124; either MATH 331 or MATH 375; MATH 471; two additional mathematics courses at the 200-level or above; one 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). Completion of an honors project and presentation of the thesis at the Senior Symposium may be substituted for MATH 471. PHYS 285 or ECON 307 may substitute for MATH 192 in the major requirements, but only one of PHYS 285, ECON 307, or MATH 192 may be counted toward the major.

MATHEMATICS MAJOR (B.S.)

disciplinary, 15 courses

Learning Objectives:

- Construct valid logical arguments and analyze the reasoning of others.
- Implement a variety of mathematical structures to model and analyze complex problems.
- Communicate mathematical ideas clearly, in verbal and visual form, by using appropriate mathematical terminology and notation.
- Develop the ability to independently read and understand written mathematics.

Requirements:

MATH 200, MATH 204, MATH 192, MATH 331, and MATH 375; MATH 471; CPSC 124; three additional mathematics courses at the 200-level or above; one 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. Completion of an honors project and presentation of the thesis at the Senior Symposium may be substituted for MATH 471. PHYS 285 or ECON 307 may substitute for MATH 292 in the major requirements, but only one of PHYS 285, ECON 307, or MATH 192 may be counted toward the major.

MATHEMATICS MINOR

disciplinary, 5 courses

Requirements:

Five mathematics courses at or above MATH 131, at least one of which is 300-level or above.

COURSE DESCRIPTIONS

MATH 100 Elementary Functions Intended for students who plan to continue in the calculus sequence, this course involves the study of basic functions: polynomial, rational, exponential, logarithmic, and trigonometric. Topics include a review of the real number system, equations and inequalities, graphing techniques, and applications of functions. A problem-solving lab is an integral part of the course. Permission of instructor is required. This course does not count toward the major or minor in mathematics. (Offered annually) [Prerequisite: Computerized Placement Testing must be completed before registering for MATH 100. The test can be taken on-line at https://canvas.hws.edu/enroll/K4WYP4.]

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 annually) **P1** [Not open to students who have completed MATH 130 or higher.]

MATH 114 Mathematics for Informed Citizenship This course explores the uses and abuses of numbers in a wide variety of areas. The modern world is built of numbers. In science, medicine, business, politics, and even culture, numbers are used to bolster claims and debunk conventional wisdom. A deeper understanding of the mathematics behind these arguments can help us determine what to trust and when to doubt, teach us how to weigh the risks versus rewards, and allow us to come to grapple with the vast scale of the universe and the national debt. Mathematical topics will include randomness, basic statistics, linear regression, inference and nonlinearity. An emphasis is placed on critical engagement with numerical evidence and mathematical thinking as deployed in the culture at large. This course has a significant writing component. **P1** [Not open to students who have completed MATH 130 or higher.]

MATH 115 Foundations of School Math Students will study the mathematical foundations of elementary school mathematics. This course will develop a student's abilities to reason mathematically, to solve mathematical problems, and to communicate mathematical ideas effectively. Primary attention will be devoted to mathematical reasoning in areas drawn from number systems and algebraic structures, number theory, algebra and geometry, probability and statistics, and discrete mathematics. Students will gain a deeper understanding of the nature and structure of mathematics, and more specifically of how elementary school mathematics is embedded within the broader discipline of mathematics. (Offered alternate years) **P1** [Prerequisite: Must be in the childhood or childhood-disabilities Teacher Education Program.]

MATH 129 Calculus I with Pre-calculus This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. Additionally, pre-calculus topics such as elementary functions, graphing, and trigonometry are covered concurrently. Two weekly lab meetings that focus on precalculus material and problem solving are an integral part of the course. This course does not count towards the major in mathematics. **P1** [Prerequisite: A score on the mathematics placement assessment between 10 and 19 (inclusive), or permission of instructor]

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. (Offered each semester) **P1** [Open to First Year and Sophomore students only. Prerequisite: satisfactory performance on the department's placement examination (https://canvas.hws.edu/enroll/K4WYP4), or MATH 100 with C- or better.]

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. (Offered each semester) **P1** [Prerequisite: MATH 130 with a grade C- or better. Open to First Year and Sophomore students only.]

MATH 192 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. (Offered annually) **P1** [Prerequisite: MATH 131 with a grade C- or better.]

MATH 200 First Steps Into Advanced Math 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.(Offered annually) **P1** [Prerequisite: MATH 131 or MATH 232 with a grade of C- or better, or permission of instructor.]

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. (Offered annually) **P1** [Prerequisite: MATH 131 or MATH 232 with a grade of C- or better. MATH 135 is strongly recommended.]

MATH 214 Applications of 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. (Offered alternate years) [Prerequisite: MATH 204 with a grade of C- or better.]

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. (Offered annually) [Prerequisite: MATH 232 and MATH 204 with grades of C- or better. MATH 204 may be taken concurrently.]

MATH 271 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. Topics may include combinatorics, logic, and geometry. [Prerequisite: MATH 135 with a grade of C- or better, or permission of instructor.]

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. (Offered alternate years) [Prerequisite: MATH 135 and MATH 204 with grade of C- or better, or permission of the instructor.]

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. (Offered alternate years) [Prerequisite: MATH 135 and MATH 204 with grades of C- or better.]

MATH 331 Foundations. 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. (Offered annually) [Prerequisite: MATH 135 and MATH 204 with grades of C- or better.]

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. (Offered alternate years) [Prerequisite: MATH 232 with a grade of C- or better, or permission of instructor.]

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. (Offered alternate years) [Prerequisite: MATH 232 with a grade of C- or better.]

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. (Offered alternate years) [Prerequisite: MATH 204 and MATH 237 with grades of C- or better, or permission of instructor.]

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. (Offered annually) [Prerequisite: MATH 135 and MATH 204 with grades of C- or better.]

MATH 471 Mathematics Capstone While the subject matter varies, the writing enriched capstone seminar addresses an advanced topic in mathematics. The development of the topic draws on students' previous course work and helps consolidate their earlier learning. Students are active participants, presenting material to one another in both oral and written form, and conducting individual research on related questions or analyzing a specific mathematical concept from multiple perspectives. This course may be repeated and count toward the major more than once. (Offered annually) [Prerequisite: Open to seniors who have taken MATH 331 or MATH 375 with a grade of C- or better, or permission of instructor.]

MATH 495 Honors

MATH 499 Math Internship

MEDIA AND SOCIETY

Program Faculty

Rebecca Burditt, Media and Society, Department Chair
Christine Chin, Studio Art
Jiangtao Harry Gu, Media and Society
Charity Lofthouse, Music
Kirin Makker, American Studies
Michelle Martin-Baron, Gender, Sexuality, and Intersectional Justice
Nicola Minott-Ahl, English and Creative Writing
Robinson Murphy, Environmental Studies
Lisa Patti, Media and Society
Casey Puccini, Media and Society
Ben Ristow, Writing and Rhetoric
Leah Shafer, Media and Society
William Waller, Economics
Iskandar Zulkarnain, Media and Society

HWS was among the first liberal arts colleges in the country to offer a major in media studies in 1996. From its inception, the Media and Society Program has offered a highly innovative, original and interdisciplinary degree that combines media production and analysis. Students in the program explore the relationship between media and society through a flexible, customizable curriculum that matches their academic and professional interests. The Media and Society Program helps students to develop the skills necessary for living and working in the 21st century. Students emerge from the program able to respond creatively and pivot quickly when faced with technological, institutional, economic or social disruptions and challenges.

Mission Statement

Through a distinctively liberal arts and interdisciplinary approach to media studies, the Media and Society Program prepares students to produce and analyze media in a wide range of forms. By studying the media practices of states, corporations, activists, artists and communities, we explore the connections between media and society, empowering students to question how media texts shape, and are shaped by, their material, socio-political, and cultural contexts. Our practice-based curriculum provides hands-on experience and equips students to adapt to technological transformations. We cultivate a nuanced and empathetic understanding of media's relation to power. Based in Upstate New York, we invite students to engage the region's rich histories in media and technology, while connecting them with emerging ideas and practices through our global education and professional development programs.

Offerings

The Media and Society Program offers an interdisciplinary major and minor.

MEDIA AND SOCIETY MAJOR (B.A.)

interdisciplinary, 12 courses

Learning Objectives:

- Deploy key media studies vocabularies, theories, and methodologies in order to analyze media objects within their aesthetic, material, socio-political, and cultural contexts.
- Critically reflect upon their own encounters with media and power.
- Produce persuasive critical arguments in written, visual, oral, and interactive formats.
- Design engaging media texts in print and digital formats, including articles, films, photographs, podcasts, games, and websites.
- Encode and decode media messages, drawing on robust digital media and information literacy skills to navigate an increasingly complex information ecosystem.

- Serve their communities as informed citizens by producing and promoting media that advance public discourse.

Requirements:

Media and Society majors explore three core areas—theory, history, and production—and choose a selection of electives that reflect their interests. Majors are required to complete cognate courses in global history and social consciousness, and social or political theory. The major culminates with a required capstone course. All courses to be counted for the major must be taken for a letter grade and completed with a grade of C- or better. The complete list of requirements for the major is:

- MDSC 100 Introduction to Media and Society.
- MDSC 400 Senior Seminar.
- In addition to MDSC 100 and 400, students must take at least four other MDSC classes.
- One course in each of three core competencies.
- Five electives.
- Two cognate courses. A cognate course is one that supports the study in the major but is not a course in mass media or the arts. One cognate course must be in global history and social consciousness. The second cognate course must be a social or political theory course.

MEDIA AND SOCIETY MINOR

interdisciplinary, 6 courses

Requirements:

MDSC 100 and five additional courses drawn from approved electives. At least two courses, not counting MDSC 100, must be MDSC courses. All courses to be counted for the minor must be taken for a letter grade and completed with a grade of C- or better.

Approved Courses

The Media and Society Program draws upon courses offered in several different departments. Cross-listed courses listed below may be withdrawn by contributing departments for various reasons and new courses offered in departments may be accepted for the Media and Society major or minor. Listed below are the types of courses acceptable to fulfill the requirements, but students may consult their advisors to discuss other potentially suitable courses.

Core Competencies

Majors are required to take one course in each of three core competency 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.

Core Competency 1: Techniques of Performance and Creativity(majors choose one):

MDSC 130 Intro to Global Animation

MDSC 200 Cultures of Advertising

MDSC 210 Compilation, Collage, and Appropriation: Video Production

MDSC 305 Film Editing

MDSC 312 The Art of Experimental Cinema

MDSC 315 Introduction to Social Documentary

MDSC 317 Branding as Cultural Practice

MDSC 319 Listening to the Finger Lakes

MDSC 323 Comedy in Action
MDSC 333 Global Video Games
MDSC 371 Authorship in Global Animation
MDSC 390 The Video Essay
MDSC 415 Advanced Social Documentary

Cross-listed:
AMST 302 Advanced Drawing for Study and Storytelling
AMST 349 Gender, Space, and Narrative
ARCH 110 Intro to Architectural Studies

ARTS Any studio art course
ASN 103 Intro to Asian Art
BIDS 234 Studio Ghibli and Anime Cultures
BIDS 390 The Video Essay

CMST 380/480 The Curatorial Project
DAN 100 Introduction to Dance
DAN 101 Introduction to Dance: Body & Self
DAN 102 Introduction to Modern Dance
DAN 107 Introduction to Jamaican Dance
DAN 110 Introduction to Dances of the African Diaspora
DAN 200 Dance Composition I
DAN 230 Community Arts: Activism Embodied
DAN 250 Dance Improvisation
DAN 300 Dance Composition II
DAN 314 Dance Criticism: Embodied Writing
DAN 900 Series (full credit taken for a letter grade)

ENG Any creative writing course
GSIJ 301 Visualizing Oral History
MUS 120 How Music Works
MUS 400 Orchestration
PSY 385 Creativity in Context
SLA 231 Spanish for the Professions
THTR 130 Acting One
THTR 160 Introduction to Stagecraft
THTR 280 Stage Management for Theatre and Beyond
THTR 330 Acting Two
THTR 340 Advanced Acting Styles
THTR 360 Lights Up: Dynamic Lighting for Stage Performance
THTR 361 Sound Design for the Theatre
THTR 370 Playwriting
WRRH 210 Intro to Print Journalism
WRRH 219 Sports Writing
WRRH 311 Intro to Publishing
WRRH 328 Small Book Publishing
WRRH 330 New Media: Theory and Production
WRRH 333 Digital Rhetoric and Writing with New Technologies

Core Competency 2: Critical Analysis or Media Theory (majors choose one):
MDSC 101 Information & Influence: Digital Media Literacies
MDSC 130 Intro to Global Animation
MDSC 200 Cultures of Advertising
MDSC 203 History of US Television
MDSC 208 American Cinema
MDSC 211 Media Professions
MDSC 220 Global Television
MDSC 303 History of the Social Documentary
MDSC 304 Media and Theory
MDSC 309 Media Industries and Alternatives
MDSC 313 Global Cinema
MDSC 317 Branding as Cultural Practice
MDSC 322 Stardom
MDSC 323 Comedy in Action
MDSC 325 Offline
MDSC 329 Global Musicals
MDSC 333 Global Video Games
MDSC 371 Authorship in Global Animation

Cross-listed:
AFS 222 Arabic Cinema and Literature
AMST 312 Critical Space, Theory and Practice
AMST 330 Digital Humanities
AMST 349 Gender, Space, and Narrative
ANTH 115 Language and Culture
ASN 222 Arabic Cinema and Literature
ASN 342 Chinese Cinema
BIDS 324 Studio Ghibli and Anime Cultures
BIDS 390 The Video Essay
CMST 214 Introduction to Museum Studies
CMST 218 It Belongs in a Museum
CMST 380/480 The Curatorial Project
ENG 136 Shakespeare on Screen
ENG 185 From Novel to Film
ENG 205 Narrative Theory
ENG 287 Jane Austen in Film
ENG 301 Cultural Theory
ENG 335 Fashioning Identity: Clothing, Character, and Social Mobility in 19th Century British Literature
ENV 202 Environmental Humanities
ENV 285 Environmental Afrofuturism
FRN 241 Prises de Vue
FRNE 222 Arabic Cinema and Literature

FSCT 210 Rebels on Screen: Women and Freedom in American Cinema
ITA 204 Italian Cinema
MUS 201 Music and Money
MUS 205 Music at the Movies
MUS 214 Rock, Pop, and the Written Word
PHIL 220 Semiotics
PHIL 230 Aesthetics
PHIL 260 Mind and Language
PHIL 350 Theories of Reality
WRRH 250 Talk and Text: Introduction to Discourse Analysis
WRRH 333 Digital Rhetoric and Writing with New Technologies

Core Competency 3: Cultural History of the Fine Arts or Mass Media (majors choose one):
MDSC 130 Intro to Global Animation
MDSC 200 Cultures of Advertising
MDSC 203 History of US Television
MDSC 208 American Cinema
MDSC 220 Global Television
MDSC 303 History of the Social Documentary
MDSC 309 Media Industries and Alternatives
MDSC 313 Global Cinema
MDSC 317 Branding as Cultural Practice
MDSC 322 Stardom
MDSC 323 Comedy in Action
MDSC 329 Global Musicals
MDSC 329 Global Video Games
MDSC 371 Authorship in Global Animation

Cross-listed:
AFS 222 Arabic Cinema and Literature
AMST 221 Immigrant Arts
AMST 349 Gender, Space, and Narrative
ARTH Any art history course
ASN 222 Arabic Cinema and Literature
ASN 342 Chinese Cinema
BIDS 234 Studio Ghibli and Anime Cultures
BIDS 297 Jazz and American Democracy
DAN 210 Dance History I
DAN 212 Dance History II
DAN 214 20th Century Dance History
ENG 136 Shakespeare on Screen
ENG 353 Media in Early America

EUST 101 Foundations of European Studies I
FRNE 222 Arabic Cinema and Literature
GERE 214 Berlin, a Cultural Biography
GSIJ 218 Queer Representations in Theatre and Film
GSIJ 250 Chicana Feminism and Visual Culture
ITAE 204 Italian Cinema
MUS 112 People Making Music
MUS 190 History of Rock and Roll
MUS 205 Music at the Movies
MUS 207 Big Band to Bossa, Bop to Blues: A History of Jazz
MUS 210 Remixing Western Music History
MUS 211 Science, History & the Art of Video Game Music
MUS 215 Power, Privilege, and the Other in US Popular Music
MUS 311 Global Popular Music
RUSE 204 Russian Film
THTR 100 From Page to Stage: Introduction to Script Analysis
THTR 220 Theatre History I (Antiquity to 1700)
THTR 290 Theatre for Social Change
THTR 300 American Drama
THTR 308 American Experimental Theatres
THTR 309 Feminist Theatres
THTR 310 Black Theatres
THTR 320 Theatre History II (1700 – Present)

Majors choose five electives from the list below. Minors choose five electives, including at least two MDSC electives.

Electives

MDSC 050 Teaching Assistant
MDSC 101 Information and Influence: Digital Media Literacies
MDSC 130 Intro to Global Animation
MDSC 200 Cultures of Advertising
MDSC 203 History of US Television
MDSC 208 American Cinema
MDSC 210 Compilation, Collage, and Appropriation: Video Production
MDSC 211 Media Professions
MDSC 220 Global Television
MDSC 303 History of the Social Documentary
MDSC 304 Media and Theory
MDSC 305 Film Editing
MDSC 309 Media Industries & Alternatives
MDSC 312 The Art of Experimental Cinema
MDSC 313 Global Cinema

MDSC 315 Intro to Social Documentary
MDSC 317 Branding as Cultural Practice
MDSC 319 Listening to the Finger Lakes
MDSC 322 Stardom
MDSC 323 Comedy in Action
MDSC 325 Offline
MDSC 329 Global Musicals
MDSC 333 Global Video Games
MDSC 371 Authorship in Global Animation
MDSC 390 The Video Essay
MDSC 415 Advanced Documentary
MDSC 495/496 Honors

Cross-listed:
AFS 222 Arabic Cinema and Literature
AFS 312 Digital Africana Studies
AMST 202 Drawing for Study and Storytelling
AMST 215 Power, Privilege, and the Other in US Popular Music
AMST 221 Immigrant Arts
AMST 250 Introduction to Chicana Feminism and Visual Culture
AMST 302 Advanced Drawing for Study and Storytelling
AMST 312 Critical Space, Theory, and Practice
AMST 330 Digital Humanities
AMST 349 Gender, Space, and Narrative
ANTH 115 Language and Culture
ARCH 110 Introduction to Architectural Studies
ARTH Any art history course
ARTS Any studio art course
ASN 103 Introduction to Asian Art
ASN 305 Showa Through the Silver Screen
ASN 342 Chinese Cinema
BIDS 234 Studio Ghibli and Anime Cultures
BIDS 297 Jazz and American Democracy
BIDS 390 The Video Essay
CMST 214 Introduction to Museum Studies
CMST 218 It Belongs in a Museum
CMST 380/480 The Curatorial Project
DAN 100 Introduction to Dance
DAN 101 Introduction to Dance: Body and Self
DAN 102 Introduction to Modern Dance
DAN 107 Introduction to Jamaican Dance
DAN 110 Introduction to Dances of the African Diaspora

DAN 200 Dance Composition I
DAN 210 Dance History I
DAN 212 Dance History II
DAN 214 20th Century Dance History
DAN 230 Community Arts: Activism Embodied
DAN 250 Dance Improvisation
DAN 300 Dance Composition II
DAN 314 Dance Criticism: Embodied Writing
DAN 900 Series (full credit taken for a letter grade)

ENG Any creative writing course
ENG 136 Shakespeare on Screen
ENG 185 From Novel to Film
ENG 201 The MCU (in Theory)
ENG 205 Narrative Theory
ENG 209 Graphic Novels/Graphic Forms
ENG 287 Jane Austen in Film
ENG 301 Cultural Theory
ENG 310 Gender and Power in Literature
ENG 335 Fashioning Identity: Clothing, Character and Social Mobility in 19th Century British Literature
ENG 353 Media in Early America
ENV 202 Environmental Humanities
EUST 101 Foundations of European Studies I: Antiquity to the Renaissance
FRN 241 Prises de Vue
FRNE 222 Arabic Cinema and Literature
FSCT 210 Rebels on Screen: Women and Freedom in American Cinema
FRNE 255 Modern French Theatre
FRNE 395 Race in 18th Century French Culture
GERE 104 German Cinema
GERE 214 Berlin, a Cultural Biography
GSIJ 218 Queer Representations in Theatre and Film
GSIJ 250 Introduction to Chicana Feminism and Visual Culture
GSIJ 301 Visualizing Oral History
ITA 204 Italian Cinema
MUS 112 People Making Music
MUS 120 How Music Works
MUS 190 History of Rock and Roll
MUS 201 Music and Money
MUS 205 Music at the Movies
MUS 207 Big Band to Bossa, Bop to Blues: A History of Jazz
MUS 210 Remixing Western Music History
MUS 211 Science, History & Art of Video Game Music
MUS 214 Rock, Pop, and the Written Word
MUS 215 Power, Privilege, and the Other in US Popular Music

MUS 311 Global Popular Music
PHIL 220 Semiotics
PHIL 230 Aesthetics
PHIL 260 Mind and Language
PHIL 350 Theories of Reality
PSY 385 Creativity in Context
RUSE 204 Russian Film
SLA 225 Hispanic Media
THTR Any theatre course
WRRH 210 Introduction to Print Journalism
WRRH 219 Sports Writing
WRRH 250 Talk and Text
WRRH 309 Talk and Text II
WRRH 311 Introduction to Publishing
WRRH 315 The Rhetoric of Memory
WRRH 320 Op-Ed
WRRH 327 Literary Journalism
WRRH 328 Small Book Publishing
WRRH 330 New Media Writing
WRRH 333 Digital Rhetoric and Writing with New Technologies
WRRH 360 Power and Persuasion

Cognate Courses

Social or Political Theory:

(majors choose one; none of these courses can be counted for the minor)
ANTH 110 Intro to Cultural Anthropology
ANTH 316 Visual Anthropology
BIDS 251 Sovereignty, Power, and the People
ECON 120 Introduction to Economics
ECON 122 Economics of Caring
ECON 230 History of Economic Thought
FSCT 202 Behind Bars
GSIJ 100 Introduction to Gender, Sexuality, and Intersectional Justice
GSIJ 215 Utopias
GSIJ 300 Who's Afraid of Gender?
GSIJ 306 Masculinities
INRL 180 Introduction to International Relations
PHIL 151 Crime and Punishment
PHIL 152 Philosophy and Feminism

PHIL 156 Biomedical Ethics
POL 160 Introduction to Political Theory
POL 175 Introduction to the Politics of Women, Gender, and Liberation
POL 221 Voting and Elections
POL 265 Modern Political Theory
POL 267 Twentieth Century Political Theory
POL 289 American Political Thought
REL 105 Religion, Peace, and Democracy
REL 236 Gender, Sexuality, and Islam
REL 255 Peace and Violence in the Qur'an
REL 271 The Holocaust
REL 272 Sociology of the American Jew
REL 296 Evil
REL 335 Jihad
SOC 100 Introduction to Sociology
SOC 221 Race and Ethnic Relations
SOC 226 Sociology of Sex and Gender
SOC 375 Social Policy

Global History and Social Consciousness:

(majors choose one; none of these courses can be counted for the minor)

Any foreign language course
AFS 115 Demythologizing Race
AFS 180 The Black Atlantic
AMST 101 Topics in American Studies
AMST 206 America through Russian Eyes
AMST 333 Other American Studies
AMST 353 Russian-American Writers
ANTH 222 Native American Religions
ANTH 354/454 Food, Voice, Meaning
ASN 125 Japan: Supernatural Beings
FSCT 202 Behind Bars
GLS 101 Intro to Global Studies
GLS 201 Global Cultural Literacies
GSIJ 100 Introduction to Gender, Sexuality, and Intersectional Justice
GSIJ 204 Politics of Health
GSIJ 220 The Body Politic
GSIJ 247 History, Psychology, and Feminism
GSIJ 300 Who's Afraid of Gender?
GSIJ 305 Food, Feminism, and Health
GSIJ 362 Theories of Bodies, Health, and Wellbeing

HIST 111 Topics in Introduction to American History
HIST 115 Demythologizing Race
HIST 208 Women in American History
HIST 215 American Urban History
HIST 227 African American History I
HIST 228 African American History II
HIST 235 Civil War America
HIST 240 History of Immigration and Ethnicity in America
HIST 246 American Environmental History
HIST 250 Medieval Popular Culture
HIST 306 Seminar: US Civil War
HIST 310 Rise of Industrial America
HIST 311 20th Century America: 1917–1941
HIST 372 Global Technologies and Societies
INRL 140 Intro to Comparative World Politics
INRL 180 Intro to International Relations
INRL 380 Theories of International Relations
POL 110 Introduction to American Politics
POL 289 American Political Thought
REL 108 Religion and Alienation
REL 236 Gender, Sexuality and Islam
REL 237 Christianity and Culture
REL 271 The Holocaust
RUSE 101 Blood and Ice: Russian Empires
RUSE 203 Russian Prison Literature
RUSE 251/351 Sexuality, Power and Creativity
WRRH 364 Suffrage and Citizenship in American Discourse

COURSE DESCRIPTIONS

MDSC 100 Introduction to Media and Society How do the media texts we encounter – from films and television shows accessed on commercial streaming platforms to video games, texts, memes, and live videos shared via social media – shape our understanding of society? How are these media texts shaped by the states and citizens, corporations and consumers, and activists and artists that produce and circulate them? We explore the connections between media and society using key terms, theories, and methods from a wide range of scholarly and artistic fields. Whether we are grounding our analysis in aesthetics, data, ethnography or other ways of understanding media, we analyze media texts by studying their composition, their distribution, and their reception: who made this film, video, game, or meme? How? Why? How, where, and by whom was it shared? How have individuals and communities responded to it? We consider the style and the impact of media texts and research the histories, cultures, and industries they reflect. As an introduction to our practice-based major and minor, we also create our own media texts in written, visual, oral, and interactive formats, working independently and collaboratively to develop and refine our production skills. **P4** [Prerequisite: Open to First Year and Sophomore students only, or open to MDSC majors and minors.]

MDSC 101 Information and Influence: Digital Media Literacies Information and Influence: Digital Media Literacies teaches strategies for critically apprehending the cultural, economic, technological, and political factors that shape our media-saturated culture. Students in this course will investigate a wide range of media objects including newspapers, magazines, TV shows, documentaries, podcasts, apps, newsletters, and memes. Learning how to assess the reliability and cultural context of the information that we encounter will be a focus of the class. Students will analyze and explore the repackaging of legacy media broadcasts for streaming networks and other online platforms, the proliferation of misinformation on social media, the structures and effects of influencer culture, algorithmic biases, and, the emergence of new outlets for independent, non-profit, and community journalism, among other subjects. This course highlights the acquisition of media production skills, such as creating content and applications as key strategies for developing diverse media literacies. (Offered every year) **P4** [Prerequisite: Open to First Year and Sophomore students only, or open to MDSC majors and minors.]

MDSC 130 Intro to Global Animation This course will introduce students to the global culture of animation. Students will learn fundamental methods and approaches to analyze animation as an object and a culture through case studies and hands-on approaches. Overall, this course will help students to understand and appreciate the circulation of animation as a global media culture. (Offered every year) **P2, P3** [Prerequisite: Open to First Year and Sophomore students only, or open to MDSC majors and minors.]

MDSC 200 Cultures of Advertising Advertising is among the most pervasive forms of cultural representation in our global society. In this course, we approach advertisements as economic, aesthetic, and ideological forces whose analysis reveals crucial information about cultural attitudes and ideologies of their time and place. We will study the industrial and aesthetic history of advertising by analyzing advertising campaigns as well as their strategies, themes, and practices. Our materials will be drawn from both corporate and non-profit campaigns, global and local campaigns, and from anti-consumerist actions and other resistant practices. Our work will cover diverse media, including: print culture, television, film trailers, mobile marketing, social networking sites, and new media branding and marketing campaigns. Dual-listed as AMST 203. (Offered every other year) **P2, , P4** [Prerequisite: MDSC 100 and declared MDSC major or minor, or permission of instructor]

MDSC 203 History of US 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. (Offered every other year) **P2, , P4** [Prerequisite: MDSC 100 and MDSC major or minor, or permission of instructor.]

MDSC 208 American Cinema American Cinema is an historical survey of the Hollywood studio system from its formation in 1914 to the present. It also surveys the complex, fluid interrelationships between the nonprofit and for profit sectors of the film industry by exploring documentary and experimental work. The course analyzes ways that the economic practices, organizational structures, management hierarchies, marketing strategies, exhibition strategies, labor issues, and aesthetic formations of the studio system, documentary, and experimental film have changed over different historical periods and formations. The course investigates the rise of Hollywood, the golden age of the studio system, the advent of the Production Code, the relationship between Hollywood and the US government during the second World War, the Paramount decree and the break up of the studio system, the rise of the New Hollywood, the development of global Hollywood, and the corporatization of 'independent' cinema in the 1980s and 1990s. The course explores how Hollywood, documentary and experimental film are intertwined. (Offered every other year) [Prerequisite: Open to MDSC majors and minors who have taken one 100-level MDSC course, or permission of instructor.]

MDSC 210 Compilation, Collage, and Appropriation: Video Production In this course students will create videos that challenge and critique conventional media by exploring techniques of compilation, collage and appropriation. Working with preexistent media opens space for conversations between past and present, producing and consuming: students in this course will learn to question and recontextualize questions of evidence and authority by creating new works from "found" and "archival" footage. Using mostly low-tech tools and techniques, including xeroxes, free apps, public archives, and commercial content, students will explore techniques that have been deployed by artists from the elite avant garde to the everyday smartphone user. Focus will be pulled to projects that investigate media history, draw conventional media content into question, and reflect upon modes of consumption. **P2, P3** [Prerequisite: MDSC 100.]

MDSC 211 Media Professions How do you break into a career in the media industries? What are the jobs that make the production, distribution, and exhibition of media possible? How do you prepare for media professions, and how do you pivot from one role to another? How have careers in the media industries changed over time? We research media labor in the film and television industries and other communications fields, including advertising, marketing, public relations, and journalism. We develop our understanding of media professions by exploring memoirs, interviews, and documentaries featuring first-person perspectives of artists, executives, and other media professionals and by meeting with professionals and learning about their careers and the companies where they work. Students will develop resumes and professional networking skills through a series of individual and group assignments. No course pre-requisites. (**P2**

MDSC 220 Global Television What role does television play in forming and connecting local, national, and global communities? How are television shows adapted from one country to another? What decisions inform the process of translating a television show through subtitles or dubbing for an international audience? How has the rise of global streaming services impacted how television shows are produced, distributed, and accessed? What role do scholars play in analyzing and archiving the global television landscape, and what resources and methodologies guide our analysis of television on a global scale? This course investigates the production, distribution, and reception of global television. We examine contemporary television shows from over a dozen global regions, exploring the differences between and among: local and regional television industries and cultures; television industries and film and other media industries; and broadcast, cable, satellite, and streaming television platforms. We explore practices of transnational adaptation, formatting, translation, marketing, and criticism. **P2, P3** [Prerequisite: Open to MDSC majors and minors who have taken one 100-level MDSC course, or permission of instructor. Not open to students that have taken MDSC 120]

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. [Prerequisite: One 100-level MDSC course, or open to MDSC majors and minors, or permission of instructor.]

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. [Prerequisite: Open to MDSC majors and minors, or permission of instructor.]

MDSC 305 Film Editing I This course offers an introduction to the art of film editing, with an emphasis on the practical aspects of editing. Students learn basic editing techniques for narrative and documentary film, using an industry standard NLE. In addition to actual editing exercises using unedited rushes or dailies, students study film sequences to learn various editing styles and techniques. (Offered every year) [Prerequisite: Open to MDSC majors and minors who have taken one 100-level MDSC course, or permission of instructor.]

MDSC 309 Media Industries and Alternatives At the end of a film, television show, or other media text, a credit sequence may list hundreds of individuals and companies. What roles do they play? How do changing economic conditions, labor practices, federal and state policies, new technologies, and consumer habits influence their work? How do media industries affect us as consumers and citizens? This course analyzes multiple contemporary media industries in the US (including film, television, streaming, social media, gaming, journalism, and marketing) and their points of intersection. We explore the impact of digitization, globalization, and corporate consolidation on the production, promotion, distribution, and reception of media, examining the roles of various institutions (including studios, networks, publishers, platforms, and unions) and individuals (including executives, directors, writers, publicists, agents, critics, and activists). Our case studies, drawn from recent and emerging media trends and issues, focus on the social inequalities generated, sustained, or challenged by the media industries. Students collect and analyze data that reflect current patterns of representation in the media industries and draft original policy proposals in response. Throughout the semester, we learn from alumni working in the media industries who share their perspectives during visits to our classes. [Prerequisite: One 100-level MDSC course, or declared MDSC major or minor, or permission of instructor.]

MDSC 312 The Art of Experimental Cinema This course introduces students to the philosophies and techniques of experimental and avant-garde cinema. Through practice, students will explore alternative forms of storytelling, cinematography, and editing techniques. The intersections between film/video and other art forms such as painting, dance, and photography will be part of this introduction. Students will also examine major movements in experimental/avant-garde cinema such as structuralism, post-structuralism, feminist, queer, and radical Black trends to approach the art of film-making as a socially and critically informed practice. [Prerequisite: Open to MDSC majors and minors who have taken one 100-level MDSC course, or permission of instructor.]

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. (Offered every other year) [Prerequisite: MDSC 100 and MDSC major or minor, or permission of instructor.]

MDSC 315 Documentary Production for Social Change As documentary scholar Patricia Zimmermann once proclaimed, "documentary is not simply a genre." It is instead a conceptual practice that offers us strategies to think about how the world is organized and to imagine how we might organize it differently. More than passively "documenting" what reality is, documentary media has a unique power to challenge the status quo and to affect social change. Based on these premises, this course introduces students to the documentarian's toolkit through skills training in participatory ethnography, interviewing, proposal/grant writing, editing, promotion, community-based research and action. Students will learn to produce works of documentary across analog and digital forms. Taught as a method and practice-based course, students will also debate and interrogate the ethics of documentary in contexts such as anthropology, public education, propaganda, activism, and art. [Prerequisite: One 100-level MDSC course, or declared MDSC major or minor, or permission of instructor.]

MDSC 317 Branding as Cultural Practice Recent studies show that American children can identify 1000+ brand logos but not even 10 types of plant. How has our environment become so saturated with brands? And, what are the cultural, economic, interpersonal, and ecological effects of brand ubiquity? In this course, we will interrogate the ways that brands have become structuring elements of our everyday lives. Students will study the cultural and historical practices of branding by analyzing a range of brand examples from Spike Lee's Air Jordan commercials to Ikea's AR application to virtual influencers like Lil Miquela and Guggimon. Readings and screenings will contextualize the various histories and uses of branding as culture including, but not limited to, branding: as a manufacturing practice; as an expression of identity-based political movements; as a material example of economic systems; as a tool for propaganda; and, as a tool for activism. Project-based activities that engage televisual aesthetics, print media, and augmented reality will provide opportunities for practicing design thinking. [Prerequisite: Open to MDSC majors and minors who have taken one 100-level MDSC course.]

MDSC 319 Listening to the Finger Lakes This course introduces students to the principles of audio storytelling and production while immersed in the Finger Lakes region. We will consider Indigenous ecologist and poet Robin Wall Kimmerer's idea of "re-story-ation" and her argument that we can heal our relationship with our planet if we learn to hear its stories. We will collaborate with community members (Indigenous, local, or immigrant) to create a four-episode podcast about the Finger Lakes area. Each episode will take the form of a hike and chat with the invited guest through a nearby state park, farm, or conservation area, in the woods and meadows, along the lakes and streams. In producing this podcast, we will also examine concepts such as critical ecology, eco-feminism, and multi-species ethnography and their relevance to media and society. We will learn to appreciate the interconnectedness of human and non-human beings to enact reparative and ethical storytelling and listening in other contexts. (Offered every other year) [Prerequisite: Open to MDSC majors and minors, or permission of instructor.]

MDSC 322 Stardom Andy Warhol reportedly predicted, "In the future, everyone will be famous for fifteen minutes." This course explores the enduring resonance of that prophecy in contemporary media cultures. We situate an investigation of contemporary stardom and celebrity within the history of industrial star systems, focusing initially on the Hollywood star system in the 1950s. Our analysis of star images that define and critique that system – including Marilyn Monroe, Marlon Brando, and Michael Jackson – examines the production of star images, the politics of celebrity, and the reception and transformation of star images by fan cultures. We then investigate contemporary forms of 'spectral' stardom – from stunt performances in Kill Bill to digital performance capture in Avatar, from voiceover performances in Pixar movies to the rise of celebrity influencers. Students develop their analyses of stardom in print, visual, and interactive formats. [Prerequisite: Open to MDSC majors and minors who have taken MDSC 100.]

MDSC 323 Comedy in Action What makes a sitcom funny, and why do we keep coming back to the same characters, living rooms, workplaces, week after week? This course approaches the situation comedy as both a test-ground for media production and a lens to examine society and culture. Sitcoms developed alongside the rise of network television and have evolved significantly since streaming services and taken on the new form of social media skits. They have been central to the ways American audiences experienced post-war consumerism, the social movements of the 1960s and 70s, and the shining neoliberal and neoconservative orders of more recent decades. Students will analyze how sitcoms reflect and respond to these social realizes while learning the craft of sitcom-production-writing, directing, and editing. How do sitcoms represent and shape the family? What defines a joke, and what does laughter have to do with culture and politics? By combining historical and theoretical perspectives with hand-son production, this course invites students to see sitcoms as a vital mode of cultural expression and social commentary. **P2** [Prerequisite: MDSC 100 or 101, declared major or minor]

MDSC 325 Offline A 2024 study projected that between the ages of 18 and 80 the average person will spend 17 years of their life (almost 9 million minutes) online. This reading-intensive and writing-intensive course offers a retreat from digital technologies as a strategy for analyzing their effects. We spend our time in class and preparing for class offline and study the impact of the time that we spend online, individually and collectively. We read recently published books in the fields of media criticism and media policy that explore the affordances and limitations of online engagement. We experiment with strategies for spending time offline and analyze the discourses of optimizing and saving time. And we engage with contemporary analog media – from print books, magazines, and newspapers to silent film screenings to radio broadcasts – to learn how and why old media formats persist and what they offer. (Offered every year) [Prerequisite: MDSC 100, or permission of instructor]

MDSC 329 Global Musicals What do song and dance bring to film narratives? Why, in spite of the musical genre's fantastic unreality have audiences around the world embraced it for so long? How does the seductive combination of movement, rhythm, image, and narrative operate in relation to social politics and history? In this course we will take a transnational approach to analyzing this foundational and yet quirky form. Together, we will learn about the industrial, cultural, and social factors that shaped the musical's place in popular culture's around the world: Hollywood in the United States, DEFA musicals in East Germany, Bollywood, New Taiwanese cinema, and Canadian queer cinema. In each of these case studies, we will discuss the genre's relationship to form and meaning, and what function this type of expression serves within the socio-historical context of its production. Finally, we will explore how the musical has moved across different media platforms by examining its presence in television, flash mobs and viral videos, and commercials. (Offered every other year) [Prerequisite: MDSC 100 and open to MDSC majors or minors only, or permission of instructor.]

MDSC 333 Global Video Games: Cultures, Aesthetics, Politics This seminar course will explore the production, distribution, and consumption of video games as a global culture. Through thematic case studies and hands-on approach, we will consider how the juxtaposition of history, theory, and gaming practices operates in different geographical contexts. Several key questions that we will explore in this course include: – In what ways video games play and design are inflected by societal, cultural, and/or other factors? – How do video games and their players' experience change when they move from one cultural or historical context to another? – How do video games aesthetics and practices reinforce or confront national, ethnic, racial, and/or gender hierarchies in various parts of the world? Focusing on a combination between mainstream video game markets like the US and Japan and the peripheral regions not usually considered by the video games industry, this course will expose students to a nuanced and fluid picture of video games as a contemporary media and as a culture. While students will receive exposure to basic skills in video game production, no technical experience about it is required. (Offered every year) [Prerequisite: Declared MDSC major or minor, or permission of instructor]

MDSC 371 Authorship in Global Animation This course will focus on the notion of authorship in the global production of animation. When dominant animation production companies such as Disney seem to downplay the role of authorship in exchange for brand recognition, there are numbers of animators globally who have produced/ aimed for a "signature style" recognizable to their audience. In this course, we will focus on such animators to explore several questions: How far can we consider the director the author of animation? Is there such a thing as an "auteur" in animation? Is signature style mostly apparent in independent animation? Can you make commercial animation while also having a signature style? When animation production is more and more about a collaborative process, how can we think about authorship in this collaboration? While exploring the answers to these guiding questions, students in the course will also practice making animation using rotoscoping technique. No prerequisites, but students are recommended to have taken Intro to Global Animation (MDSC 130) before taking this course. (Offered every other year) **P2, P3** [Prerequisite: MDSC 130 or permission of instructor]

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

MDSC 400 Senior Seminar This course is required of all Media and Society majors, taken in the Senior year. This seminar is a capstone course for the major. (Offered every semester) [Prerequisite: Open to senior MDSC majors only.]

MDSC 415 Advanced Social Documentary This course is for students with a serious interest in documentary videography. The course will concentrate on developing a television-quality documentary. The focus of the course will be on developing a concept, scriptwriting, filming, and editing for the purpose of informing, persuading, or convincing an audience. The topics will include a contemporary issue, or a history that sheds light on a contemporary issue. Students enrolling in this course should expect to spend considerable time outside of the ordinary class period in research, production and post-production. The ability to work well as a member of a collaborative team is essential. (Offered every other year) [Prerequisite: MDSC 315, or permission of instructor.]

MDSC 495 Honors

MUSIC

Department Faculty

Charity Lofthouse, Associate Professor
Mark Olivieri, Associate Professor, Department Chair
Katherine Walker, Professor
Steven Zugelder, Professor of Practice, Trombone, Baritone, Euphonium, and Tuba
Anthony Calabrese, Professor of Practice, Percussion
Charlie Carr, Professor of Practice, Trumpet and Horn
Yi-Wen Chang, Professor of Practice, Piano
Brian Donat, Professor of Practice, Cello
Julianna Gray, Professor of Practice, Violin and Viola
MaryAnn Hamilton, Professor of Practice, Organ
Wade McClung, Professor of Practice, Guitar
Jonathan Mott, Professor of Practice, Choral Program
Suzanne Murphy, Professor of Practice, Voice
Chris Potter, Professor of Practice, Guitar and Jazz Guitar
Jeananne Ralston, Professor of Practice, Piano
Ryan Russell, Professor of Practice, African and Latin Percussion
Isaac Schwarz, Professor of Practice, Drum Set
Jennifer Shin, Professor of Practice, Piano and Organ
Bill Straub, Professor of Practice, Woodwinds and Jazz Improvisation
Wendra Trowbridge, Professor of Practice, Voice

Music is a cornerstone of academics at HWS. With a flexible curriculum that is robust enough to challenge the most experienced musicians and at the same time ignite that initial spark in beginners, nearly a third of all HWS students will incorporate the study of music into their college careers. Our dedicated music instructors offer lessons on major Wind, Brass, String, Keyboard and Percussion instruments as well as Voice. Performers may also choose to participate in one of our flagship choral or instrumental ensembles, whose performances fill the halls of the state-of-the-art Gearan Performing Arts Center.

In the classroom, interdisciplinarity is the focus. With curricular connections to Africana Studies, German Area Studies, History, American Studies, Dance and Media and Society, music faculty encourage students to draw connections among multiple disciplines and research areas. With wide-ranging performance opportunities, a flexible curriculum with strong interdisciplinary connections, new state of the art facilities, and opportunities to train for careers in music education, music entrepreneurship, music therapy and music performance, there is something for everyone.

Mission Statement

- To provide a professional education for music majors and minors that develops their competency in all aspects of the discipline and prepares them for various professional pursuits.
- To forge interdisciplinary connections across campus that allow students to bridge their music studies to other academic and intellectual pursuits.
- To provide an education for the greater HWS community through general curriculum courses and performances, thus developing an informed group of advocates and affirming that music is an integral part of a liberal arts education.
- To foster an academic community that values music both as a fundamental part of one's education and as an essential expression of the human spirit.

Offerings

MUSIC MAJOR (B.A.)

12 courses

Learning Objectives:

- Describe how music works unto itself; how it works on us as listeners and humans; and how it works on communities and cultures.
- Employ practical skills in the service of making music with and for others.
- Identify music as a carrier of stories and attune oneself to stories of power, privilege, identity, and oppression.
- Support a lifelong relationship with music as a practitioner, collaborator, listener, and creator.

Requirements:

MUS 120; two musicology courses, MUS 210 and MUS 310; two analysis courses, MUS 211 and MUS 311; two performance labs, MUS 220 and MUS 320; two music electives; two performance course credits (one course credit earned through participation in a major choral or instrumental ensemble for two semesters, and one course credit earned through taking private lessons for two semesters); and the capstone course, MUS 460.

MUSIC MINOR

6 courses

Requirements:

MUS 120; one musicology course, MUS 210 or MUS 310; one analysis course, MUS 211 or MUS 311; one performance lab, MUS 220 or MUS 320; one music elective; and one performance course credit earned through participation in a major choral or instrumental ensemble for two semesters or through private lessons for two semesters, or a combination of both.

MUSIC ADMINISTRATION AND ENTREPRENEURSHIP MINOR

7 courses

Requirements:

MGMT 101, 120, and 201; one MGMT Ethics or Elective course; MUS 214; one approved MUS elective (MUS 215, MUS 194, MUS 209, MUS 311, MUS 205); and MUS 460.

COURSE DESCRIPTIONS

MUS 112 People Making Music: An Introduction to Ethnomusicology This course steps back from the study of music as an art form to examine the social and cultural contexts that shape musical communities. After exploring the nature, history, and applications of ethnomusicology research, we will embark on a virtual tour across the seven continents to observe the social, historical, and cultural contexts that shape music as diverse as the Brooklyn drill and the Bhatiali of Bangladeshi fishermen. Along the way we will learn the methods, practices, and challenges of conducting ethnomusicological research and bring that knowledge to bear on our own musical observations. Students will have the option to conduct field research at one of dozens of music events at HWS and/or in the Geneva community. Alternatively, students will have the option to work with a recorded sample of music making from around the world. (Offered annually) **P3** [Prerequisite: Students can't have taken MUS 310.]

MUS 120 How Music Works How much of your day revolves around listening to music? Do you ever wonder why you can't stop singing the melodies to your favorite songs? What exactly are the reasons that one musical style sounds so different from another? Why do certain pieces of music evoke melancholy and nostalgia, while others make you want to get up and dance? This course seeks to answer these kinds of questions through a hands-on approach, showing students how music works by focusing on listening, analyzing, and playing music. Students 1) learn the basic elements of music and how they can be combined to form patterns and styles, 2) develop the theoretical knowledge and aural skills necessary to perceive musical details and concepts, 3) listen to music critically and play it musically, and 4) think artistically about musical form and content. By the end of this course, students will be actively integrating thinking, hearing, and playing, and they will be developing skills in musical notation, songwriting, keyboard proficiency, and musical analysis. (Offered each semester)

MUS 190 History of Rock & Roll This 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 A Historical Genealogy of Hip Hop 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 hop-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. **P3, P4**

MUS 200 Introduction to Music Production and Recording This course introduces students to studio audio techniques and their applications in music production, including recording, editing, and mixing sounds. Students gain an understanding of recording equipment, room acoustics, critical listening, microphone placement, and signal processing and learn the hardware and software skills to edit and compile their recordings. Readings, discussions, and projects will focus on the ever-changing recording industry, acoustics and psychoacoustics, studio practices, tracking and multi-tracking, DAW and recording technology, workflows and processes, mixing and sequencing, best studio practices, autotune and autotimer, and the "loudness war." **P2** [Prerequisite: MUS 120, or permission of instructor.]

MUS 201 Music and Money From the 1720 South Sea Bubble to the 2020 cryptocurrency mania, and from Handel's arias to Spotify's streams, music has chronicled the booms and busts of markets. This course explores the relationships between music and money, art and capital, aesthetics and economics, by charting an audible history of capitalism that traces back to eighteenth-century Europe. We will ask how music has stoked the fantasies, captured the spirit, mirrored the logic, and reconciled (or resisted) the effects of modern capitalism since its inception. Through weekly lectures and discussions, we will consider how shifting modalities of music creation and consumption have reckoned with evolving economic ideas and imaginaries. Our exploration spans a broad range of sonic artifacts-from broadside ballads and player pianos to TikTok tracks-while drawing on seminal economic writings from Smith and Locke, through Marx and Simmel, to Graeber and Piketty. In seeking consilience between economic thought and critical theory, we will bring music and music industry into productive dialogue with key topics in humanomics, including credit and crisis, labor and race, commodity and asset, and environment and infrastructure. **P4**

MUS 205 Music at the Movies: Film Music from the Silent Era to the Present 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-centry composers and specialized soundtrack composers. The course is designed for varying levels of musical knowledge; reading musical notation is helpful but not necessary. (Offered annually) **P4**

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) **P3**

MUS 210 Remixing Western Music History The word "remix" calls to mind the technological practice of altering, contorting or otherwise reconceiving a cultural artifact, appropriating and changing it to make something new. Remixes are spaces in which authorship is broadened, authority is questioned, power is redistributed, and the past is reinterpreted. If we can remix a song, why not a history? Reconceiving (or remixing) remix as an intellectual, rather than technological, practice, this course rewrites European music history with pluralistic, anti-racist! and anti-imperialist voices. Deconstructing the longstanding dichotomy between "the West and the rest," we'll examine the centrality of othering in the construction of European selfhood, as well as music's participation in that project. In the process, we will consider Western music's ambivalent relations with popular, folk, and non-Western music; its role in the formation of national and racial identities; and issues of representation and difference in jazz, blues, and world music. Remixes often claim to preserve the "aura of the original"; in this case, with reverence for the music itself, it is precisely the aura-of imperialism, patriarchy, colonialism, and slavery-that is being contested. (Offered annually) **P2**

MUS 211 Ready to Play: The Science, History, and Art of Video Game Music This course engages video game music by analyzing its history and effect on players and listeners through three interlocking and integrated viewpoints: music cognition and emotion; the history of video game music and game sound design; and the art of choosing and creating music for gaming. Students will learn about the history of video game music, including its journey from beep-boops to full-orchestra scores and choose-your-own soundtrack adventures. This history provides a framework for learning how video game music works on us – tools from the science of music cognition, including music's origins in human evolution; biological and neurological accounts of musical emotion; music and game processing and multimedia environments; musical anticipation; and music theories surrounding behavior and play will allow students to explore what specific parts of our human actions, feelings, and behavior are affected by games and music. Lastly, students practice the art of video game music by composing or choosing music for a game, applying the knowledge to a real-world gaming experience. MUS 110 or 120 and/or some background in music performance is helpful but not required. (Offered annually) **P2**

MUS 213 Philosophy of Music 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. Offered periodically **P2**

MUS 214 Rock, Pop, and the Written World This course invites students into the professional world of music critics, journalists, agents, and publicists, who use language as a tool to characterize and promote music of all kinds. As emerging critics, students will learn to generate and articulate intellectually grounded responses to a variety of examples from the popular music canon, including commercial pop, indie, rock, hip hop, jazz, blues, and R&B, in dialog with the aesthetic principles studied over the course of the semester. As developing agents, publicists, and promoters, they will learn to harness the resources of social media, create one-sheets for record releases, gather content for crowdfunding, and draft press releases, bios, and website content. Through these combined efforts, students will deepen their appreciation and understanding of music, while enlisting that knowledge in a broader study of cultural and commercial enterprises that support it. (Offered annually) **P2**

MUS 215 Power, Privilege, and the Other in US Popular Music This course examines discourses of power and privilege in US popular music from the later nineteenth century to the present day. Through non-technical analysis (no previous knowledge of music required) of a variety of musical styles, the student will learn to identify ways in which music and performative gesture underscored, subverted, and sometimes transcended dominant cultural scripts and narratives. The course is organized into four units: 1) The "Other": Primitive-Exotic in the Jazz Age of the 1920s; 2) The Black Power(ed) and 1960s Soul; 3) Gender, Sexuality, and Gangsta Rap; 4) Performing Race; Performing Gender; moving the dial in contemporary popular music. Through focused engagement with these topics, you will learn to hear expressions of power and privilege that reside below the surface of specific musical works while developing skills that can be applied to other genres and style periods. Dual-listed as AMST 215 (Offered periodically) **P3**

MUS 220 Performance Lab I Can you see what you hear and hear what you see? Continuing from its prerequisite, MUS 120, this course integrates theoretical patterns and aural skills, and builds the practical musicianship abilities needed to take music from page to performance and from listening to understanding and notating. Students will gain fluency in playing all kinds of written music, from tabs and lead sheets to traditional and modern notation, and become discerning listeners who can hear and understand musical events, structures, and styles. They will also learn to be critical and artistic listeners who can visualize heard notes and rhythms, allowing them to think musically and to write down their compositions or favorite tunes with greater ease. Keyboard proficiency, ear training skills, and creative process will be prioritized. (Offered annually) **P2** [Prerequisite: MUS 120, or permission of instructor.]

MUS 221 Introduction to Music Therapy Many of us can attest to the value of music in supporting well-being, whether we use it to get energized before an important athletic event, seek solace when grieving a painful loss, or calm our busy minds when it's time to sleep. Although all of these examples apply music therapeutically, none of them constitutes music therapy (MT), which involves the use of clinical, evidence-based musical interventions to accomplish non-musical goals. This course offers an introduction to this rich and diverse field. Over the course of the semester, students learn about the history, institutions, and characteristics of the field of MT; the diverse areas of human experience in which music therapists work, the array of physical, psychological, emotional, and social interventions employed through MT, and the outcomes that are achieved. The course also spends a lot of time trying out the techniques being studied: case studies, role plays, treatment plans, and music-therapeutic activities will bring all of this theory into practice. (No musical abilities? No problem-this course is appropriate for musicians and non-musicians alike.) (Offered annually) **P2**

MUS 310 People Making Music: An Introduction to Ethnomusicology This course steps back from the study of music as an art form to examine the social and cultural contexts that shape musical communities. After exploring the nature, history, and applications of ethnomusicology research, we will embark on a virtual tour across the seven continents to observe the social, historical, and cultural contexts that shape music as diverse as the Brooklyn drill and the Bhatiali of Bangladeshi fishermen. Along the way we will learn the methods, practices, and challenges of conducting ethnomusicological research and bring that knowledge to bear on our own musical observations. Students will have the option to conduct field research at one of dozens of music events at HWS and/or in the Geneva community. Alternatively, students will have the option to work with a recorded sample of music making from around the world. (Offered annually) [Prerequisite: Students can't have taken MUS 112.]

MUS 311 Global Popular Music Analysis From the first World's Fair in 1791 to the advent of sampling and the Internet, music's movement around the globe has been thrilling and accelerating. This course focuses on analyzing global popular music and centers concepts of cultural tradition, timbre, style, harmony, rhythm, and form to look at how popular music from Tejano to K-Pop and from Arab dance orchestras to Afro-Cuban drum beats creates the sounds that move us to dance, to think, and to sing along. Students will develop nuanced and detailed knowledge of the ways global pop music is organized and structured, learn about the theories that describe popular music genres and styles, and create and discuss original analyses of popular music of various origins, times, and places. (Offered annually) [Prerequisite: MUS 120, or permission of instructor.]

MUS 320 Performance Lab II How does jazz differ from rock, rap, and other contemporary new music? How can a performer make their timing more expressive? How can I sound like a certain genre or artist when I play or write music? Continuing from its prerequisite "How Music Works," this course focuses on music from the last hundred years and builds applied listening and musicianship skills to hear, play, compose, conduct, and notate modern music; improvise in various styles and genres; and lead bandmates, singing partners, and large groups in creating music together. This course prioritizes the creative process, conducting, listening, and integrating theoretical details with keyboard musicianship and improvisation. (Offered annually) [Prerequisite: MUS 120, or permission of instructor.]

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. (Offered annually) [Prerequisite: Open to senior MUS majors, or permission of instructor.]

MUS 495 Honors

PRIVATE INSTRUCTION COURSES

See the Department of Music's webpage for additional information related to taking private lessons.

MUS 903 High Brass
MUS 904 Low Brass
MUS 906 Cello
MUS 907 Jazz Saxophone
MUS 908 Violin/Viola
MUS 910 Piano
MUS 911 Voice
MUS 914 Woodwinds
MUS 915 Jazz Improvisation
MUS 916 Organ
MUS 917 Guitar
MUS 918 Drums
MUS 919 Jazz Piano
MUS 927 Percussion

ENSEMBLES

MUS 920 Colleges Jazz Ensemble
MUS 930 Colleges Chorale*
MUS 935 Colleges Community Chorus
MUS 945 Colleges String Ensemble
MUS 950 Colleges Community Wind Ensemble

*Members of the Colleges Chorale may be considered for additional membership in the Colleges Cantori, a chamber vocal ensemble. Cantori is a not-for-credit ensemble.

Note: Students who take half-hour private lessons receive one-half course credit per semester; students who take hour private lessons receive a full credit per semester (although this full credit does not count toward the student's standard course load in a given semester). Students who participate in any of the above-listed ensembles receive one-half course credit per semester.

PHILOSOPHY

Core Faculty

Lisa Leininger, Associate Professor, Department Chair
Eric Barnes, Professor
Scott Brophy, Professor
Greg Frost-Arnold, Professor
Karen Frost-Arnold, Professor
Kelsey Ward, Assistant Professor

Affiliated and Adjunct Faculty

Eugen Baer, Professor Emeritus
Steven Lee, Professor Emeritus

Philosophy is concerned with the most fundamental questions that human beings can ask. What is the ultimate nature of the world? When are our beliefs justified? What can we know? Which actions are right and which are wrong? What is the best form of government? What is the good life? Is mind reducible to body? In addition, philosophy seeks to understand the bases of other areas of study, for example in philosophy of science, philosophy of language, philosophy of law and philosophy of art.

The Philosophy Department welcomes both those who have an interest in continuing in philosophy and those who wish to use their philosophical training as a basis for other life pursuits. The study of philosophy has both intrinsic and instrumental value. The intrinsic value is the sense of satisfaction and self-discovery that comes from dealing in a careful and systematic way with basic questions. The instrumental value lies in the skill that the study of philosophy provides in critical thinking, a skill that helps a person to communicate better and to adapt more effectively to changing circumstances.

Mission Statement

Courses in the Philosophy Department provide students with a background in the history of philosophy and assist them in developing competence in the analysis and evaluation of philosophical problems and arguments that arise in making choices about their own lives and in participating in decisions about the future of our society.

Offerings

The Philosophy Departments offers a disciplinary major and minor.

Philosophy Major (B.A.)

disciplinary, 10 courses

Learning Objectives:

- Express complex ideas in speech and in writing in a way that is clear, logical and coherent, thereby preparing students for innumerable careers;
- Recognize diversity in systems of thought and belief, discover the underlying assumptions of these systems, and deepen their own sensitivity to opposing points of view;
- Identify and formulate philosophical questions, and explore answers to them;
- Articulate and critique the role of ethical issues in public and academic debates, and thereby develop an increased moral sensibility;
- Recognize and analyze the historical origins of the modern versions of enduring philosophical questions;
- Perceive and appreciate the connections between knowledge, reality and what is good.

Requirements:

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 one course from each of the following two areas (at least one of which must be at the 300-level):

Area 1: Knowledge and Reality

Area 2: Values and Normative Theory

The course description for each course states whether it satisfies Area 1 ("Knowledge and Reality") or Area 2 ("Values and Normative Theory").

Any five additional philosophy courses, at least two of which must be at the 200-level or higher.

Students majoring in philosophy may count a maximum of 2 CR grades toward the major.

PHILOSOPHY MINOR

disciplinary, 5 courses

Requirements:

One course about Knowledge and Reality (Area 1)

One course about Values and Normative Theory (Area 2)

One of the courses labeled "Historical" in the Course Catalog

Any two additional philosophy courses

Students minoring in philosophy may count a maximum of 1 CR grade toward the minor.

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) **P4** [Prerequisite: Open to First Year and Sophomore students only, or PHIL majors or minors.]

PHIL 110 Puzzles and Paradoxes Puzzles can be both fun and frustrating. In some places, working to solve them can also provide fascinating insights about our world. Philosophical puzzles and paradoxes are like that. This course will cover a variety of challenging puzzles about the nature of reality, morality, language and what we can know about the world. Some of these puzzles have been solved, but many are not yet solved, and we can learn much from both of these. Even if you don't solve a particular puzzle completely, working toward the answer can help you with future problems by giving you a set of tools that you can use again and again to get other answers. Puzzles and paradoxes make you a better thinker. (And, for some, they are lots of fun too.) (Barnes, offered alternate years) [Prerequisite: Open to First Year and Sophomore students only, or PHIL majors or minors.]

PHIL 130 Moral Dilemmas A moral dilemma is a situation in which there are good reasons to do something and apparently equally good reasons for not doing it. In this course, students will see what kind of reasoning is appropriate when we are confronted with a moral dilemma. The work for the course will include (1) understanding different moral principles, (2) applying these principles to the "facts" of different cases, (3) evaluating different moral principles, (4) understanding, constructing, and evaluating arguments. Students acquire an understanding of moral concepts and how to make use of those concepts in everyday situations. Students develop the skills for making intelligent judgments about which of alternative courses of action is the morally right one. (Barnes, offered annually) **P4** [Prerequisite: Open to First Year and Sophomore students only, or PHIL majors or minors.]

PHIL 151 Crime and Punishment This course explores the relationship between moral responsibility and criminal responsibility. It looks at some perennial problems in ethical theory, such as: What makes an act wrong? When is a person morally responsible for their actions? When is punishment an appropriate response to behavior that violates social norms? It also looks at some problems in legal theory and in public policy, such as: What sorts of acts ought to be criminal? When is a person legally responsible for her actions? Why should insanity be a defense to criminal charges? The following general question links all these problems: Which forms of behavior control are morally justifiable responses to which forms of social deviance? (Staff, offered annually) **P4** [Prerequisite: Open to First Year and Sophomore students only, or PHIL, Law and Society, and PUBPOL majors and minors.]

PHIL 152 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) **P4** [Prerequisite: First Year or Sophomore status, or Philosophy major or minor, or Women's Studies major or minor]

PHIL 154 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? (Ward, offered annually) **P4** [Open to PHIL, ENV, ESCI, and PPOL majors and minors only, or First year or Sophomore status.]

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. (G. Frost-Arnold, offered annually) **P4** [Prerequisite: Open to First Year and Sophomore students, Health Care Professional minors, or Philosophy or Public Health majors or minors.]

PHIL 163 Philosophy of Sport This course explores the philosophical questions that underlie amateur and professional sports. It examines questions such as: What is the difference between sports and other games? Are e-sports actually sports? What is the value of participating in or watching sports? Is it ever okay to purposely commit a foul? What should be done about performance enhancing drugs? Are there some sports that should be banned? What role should gender play in creating competitions? Should technology replace humans in officiating some elements of sports? The goal of this course is to use these questions to gain insight into what it is to do philosophy, including how to approach both ethical and metaphysical questions. (Barnes, offered annually) **P4**

PHIL 205 Ideas of Self This class examines the nature and identity of persons. As a person, I am different from other animals. The same goes for you. But what is it that makes us different? In addition, I am the same person as I was when I was a baby, but what is it that makes me the same person over time? Is it having the same body? Would I be able to inhabit a different body? Is it my mind? Would I survive having all of my memories erased? What makes me me? Last, what kinds of things shape my unique identity and outlook on life? Am I fated to believe certain things due to my culture, economic status, or religion? In sum, this class focuses on three main issues: what it means to be a person; what makes me the same person over time; and what constitutes my self-identity. (Leininger, offered alternate years) [Area 1: Knowledge & Reality] **P4**

PHIL 210 Philosophy of Race and Racism This class introduces students to the philosophical study of race. The topic of race has gained increasing focus within academic philosophy in recent decades, and this class will expose students to key issues surrounding race within philosophy's three main branches, namely, epistemology, ethics, and metaphysics. Other approaches to the study of race might also be explored, including those taken from critical legal studies and critical race theory. Questions explored within this class might include the following: What is race? What is racism? How has racism shaped our society? What role has racism played in the thinking of philosophers across generations? How should we address problems of racial injustice? Is liberalism racist, and if so, should we dispense with it? What are race reparations and what is the case for them? Students will grapple with such questions in order to better understand the myriad dimensions of race. (Staff, offered occasionally) [Area 2: Values and Normative Theory] **P4**

PHIL 215 Aristotle Aristotle is one of the most important philosophers of the Western tradition. His works include treatises on logic, metaphysics, physics, psychology, ethics, and biology. Medieval philosophers depend on his argumentation and concepts to ground their systems of thought, and the early modem philosophers are steeped in his philosophy, often dedicating their lives to respond to it. This course is a survey in Aristotle's works that explores for the power of his philosophical positions and his role in the history of philosophy, with particular emphasis on being and knowing, i.e., metaphysics and epistemology. Typical readings include Aristotle's Categories, Posterior Analytics, Physics, De anirna, Nicomachean Ethics, Politics, and Metaphysics. Offered every other year. (Ward, offered alternate years) **P4** [Prerequisite: PHIL 100, or permission of instructor.]

PHIL 230 Aesthetics This course addresses a variety of philosophical issues relating to the arts, focusing on questions such as these: What is the nature of artistic creativity? What is the purpose of the arts? Is there a way for us to determine aesthetic value? Is there truth in art? How are emotions related to the arts? What role should art critics play? How are interpretations and evaluations of art influenced by factors such as culture, time period, race, gender, class? What role do the arts have in non-Western cultures? Are there aesthetic experiences outside of the arts? The course concludes by examining specific art forms chosen according to student interests. (Leininger offered alternate years) [Area 2: Values and Normative Theory]

PHIL 236 Philosophy of Law Study of the law raises many problems for which philosophy provides solutions. At the same time, the law provides valuable source material bearing on many traditional issues in philosophy. This course studies these problems and issues by examining both philosophical writings on the law and legal opinions. Tort and contract law are examined, as well as criminal and constitutional law. Some of the questions to be considered are: What is law? What is the relation between law and morality? To what extent is the state justified in interfering with a person's liberty? When are persons responsible for their actions? What is justice? When is a person liable for harm caused to others? When is morally justified to punish a person? (Staff, offered occasionally) [Area 2: Values and Normative Theory] **P4**

PHIL 238 Philosophy of Natural Science We take up several questions central to the philosophy of science: What distinguishes science from non-science? 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? Is science fundamentally biased? (G. Frost-Arnold, offered alternate years) [Area 1: Knowledge & Reality] [Prerequisite: One course in Philosophy or the natural sciences.]

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 for demonstrating that certain argument forms are valid or not (natural deduction and truth tables). 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) [Area 2: Values and Normative Theory] **P4**

PHIL 254 Technology, Truth, and Trust This is an introductory course in the philosophy of technology, with a focus on contemporary digital technologies. We will study epistemic, ethical, metaphysical, and political questions raised by the internet, artificial intelligence, and other technologies. Issues explored include: disinformation and social media, privacy and surveillance, governance and democracy of online speech, hacker ethics, artificial intelligence and oppression (e.g., racism, sexism, ableism, and transphobia), and shifting notions of the self and others in a world in which the lines between online and offline life are increasingly blurred. Dual-listed as AMST 254. (K. Frost-Arnold, offered annually) [Area 2: Values and Normative Theory] **P4**

PHIL 260 Mind and Language One fascinating feature of language and mind is that both are able to carry information: sentences and beliefs have content or meaning. In other words, sentences and beliefs are about something. This course investigates several questions involving linguistic and mental content. How do words and mental states acquire their content? What is the meaning of a word or sentence? For example, is the meaning of a proper name (e.g. 'Thomas Jefferson') simply the entity bearing that name, or must its meaning be more complex? What is the relationship between mental content and linguistic expressions: that is, do features of the language we speak determine which thoughts we can have, or vice versa? (G. Frost-Arnold, offered occasionally)

PHIL 271 Medieval Philosophy This course is a survey on common themes in Medieval philosophy. It explores 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 will 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. (Staff)

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 major 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? (Leininger, offered alternate years) [Area 1: Knowledge & Reality]

PHIL 281 Existentialism This course offers a survey of existentialist thinkers across various cultures and media-including film, art, and literature-from the 19th century to our contemporary moment. Existentialists sought to see philosophy as relevant to the texture and fabric of real human life. Students will examine the ways in which existentialists see philosophy as appropriately dealing with the quality of human life (topics including anxiety, joy, suffering, death, absurdity, otherness, alienation, etc.). Along the way, this course asks what it means to live authentically, to confront uncertainty, and to create meaning in a fractured and unequal world marked by conflict, injustice, and possibility.

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 alternate years) [Area 2: Values and Normative Theory] [Prerequisite: Open to ECON, POL, PUBPOL, and PHIL majors and minors only, or permission of instructor.]

PHIL 315 Seminar: Social Justice Justice is demanded by people and for people all around us. Many claim that they or others are being treated unjustly, but to recognize which of these demands we should acknowledge, we need to understand what justice is. Our focus in this seminar will be on social justice, the justice of how individuals are treated by society, rather than how we treat each other as private persons. One of the main topics considered is distributive justice. The first part of this seminar will be dominated by a discussion of the work of John Rawls, the most significant English-language political philosopher of the 20th century. Then we consider other theoretical approaches to social justice, such as strict egalitarianism, libertarianism, resource and welfare-based approaches, and feminist and capabilities approaches. We will also consider social just on a global scale. (Staff, offered occasionally) [Prerequisite: One philosophy course or instructor's permission]

PHIL 330 Foundations of Ethics Contemporary philosophers looking at the history of ethics generally see 4 primary types of moral theories: virtue theory, contractarianism, deontology and consequentialism. This course will take a close look at the classic texts that are seen as the primary origins of these theories, written by Aristotle, Hobbes, Kant and Mill. We will also read contemporary criticisms and refinements of these theories. (Barnes, offered alternate years) [Area 2: Values and Normative Theory] [Prerequisite: 2 PHIL courses, or permission of instructor.]

PHIL 341 J.R.R. Tolkien and Philosophy Although Tolkien was not a philosopher, his literary and academic work touched on many philosophical themes, such as: the problem of evil; predestination and free will; the nature of a good life; how we should understand & approach death; the role of fantasy literature; etc. In this seminar, we will examine Tolkien's legendarium and also read many of his lesser-known works. Additionally, we will read some works by his contemporary and close friend C.S. Lewis, and numerous works by philosophers across the ages struggling to understand these same philosophical issues. Our focus will be on engaging with these philosophical issues from a philosophical perspective, not a literary one. A working familiarity with Tolkien's most popular books (i.e., The Hobbit and The Lord of the Rings) will be presumed from the start of the course. **P4** [Prerequisite: Two philosophy courses or permission of the instructor]

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) [Area 1: Knowledge & Reality] [Prerequisite: One PHIL course, or permission of instructor.]

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) [Area 1: Knowledge & Reality] [Prerequisite: PHIL 100, PHIL 152, PHIL 250, PHIL 342, WMST 100, WMST 243 or GSIJ 300.]

PHIL 350 Theories of Reality This course will focus on questions such as the following: What is real? Is the material world the only reality? Are properties, like being round, or being rational, as real as things? Is mind, awareness, consciousness, a different sort of reality? Are people simply complex machines? Are human beings free to create their own futures? With respect to physical reality, we will consider issues such as causality, space, time, and substance. For persons, we will examine the relationship between mind and body, the idea of personal identity, and the nature of human free will and responsibility. Both classical and contemporary perspectives will be considered. (Leininger, offered annually) [Area 1: Knowledge & Reality] [Prerequisite: PHIL 100, or permission of instructor.]

PHIL 370 Ancient Philosophy This course is a deep dive into the major themes of reality, morality, and knowledge at the origins of Western Philosophy. 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: the Presocratics, Plato's Phaedo, Alcibiades I, Meno or Protagoras, and Aristotle's De anima. (Ward, offered annually) [Historical] [Prerequisite: Open to PHIL majors and minors, or two PHIL courses.]

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) [Historical] [Prerequisite: PHIL 100, or permission of instructor.]

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) [Prerequisite: Open to senior PHIL majors and minors only]

PHIL 495 Honors

PHYSICS

Department Faculty

Theodore Allen, Professor and Chair
Zachariah Barfield, Visiting Assistant Professor
Ileana Dumitriu, Associate Professor
Leslie Hebb, Professor
Steven Penn, Associate Professor
Donald Spector, Professor
Laurentiu Dumitriu, Director of Undergraduate Laboratories

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 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, engineering, astronomy, geophysics, environmental science, meteorology, 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.

Mission Statement

To contribute to the development of physics and the growth of the physics community, through education, research and other scholarly activities.

Offerings

The Department of Physics offers two majors, a B.A. and a B.S., and a minor, as well as joint engineering degree programs with Columbia University, The Thayer School of Engineering at Dartmouth College and Syracuse University.

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.

PHYSICS MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- Develop an understanding of fundamental concepts of physics.
- Develop critical thinking and problem-solving skills through the application of physics concepts to problems.
- Learn analytical, experimental, and mathematical skills and techniques that can be applied to analyze physical phenomena and solve problems.
- Develop strong communication skills to effectively convey scientific ideas and findings.

Requirements:

PHYS 150, PHYS 160, PHYS 270, PHYS 285, PHYS 383, MATH 130 ***Calculus I,*** MATH 131 ***Calculus II,*** five additional courses in physics at the 200-, 300-, or 400-level, including at least one capstone course (any course numbered 460 or higher), unless the student completes an approved personalized capstone experience. A course at the 200- or above from another science division department may be substituted for a physics course with the approval of the department chair.

PHYSICS MAJOR (B.S.)

disciplinary, 16 courses

Learning Objectives:

- Develop an understanding of fundamental concepts of physics.
- Develop critical thinking and problem-solving skills through the application of physics concepts to problems.
- Learn analytical, experimental, and mathematical skills and techniques that can be applied to analyze physical phenomena and solve problems.
- Develop strong communication skills to effectively convey scientific ideas and findings.

Requirements:

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.

PHYSICS MINOR

disciplinary, 6 courses

Requirements:

PHYS 150, PHYS 160, PHYS 270, and three additional physics courses.

BINARY ENGINEERING PLAN

Joint-degree engineering programs are offered with Columbia University and The Thayer School of Engineering at Dartmouth College in which students spend three years at Hobart and William Smith and two years at an engineering school earning a B.A. or B.S. from Hobart or William Smith and a B.S. or B.E. in engineering from the engineering school. Additionally, in conjunction with Syracuse University's College of Engineering and Computer Science (ECS), HWS students in non-engineering majors are offered a streamlined pathway to earn a master's degree in engineering by spending four years at HWS earning a B.A. or B.S. and two years at Syracuse University earning an M.A. Majoring in physics at HWS provides the best preparation for further work in most engineering fields. See "Joint Degree Programs" elsewhere in the *Catalogue* for details.

COURSE DESCRIPTIONS

PHYS 110 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 occasionally) **P1**

PHYS 113 Suns and Planets This course is designed to help 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 occasionally) **P1** [Prerequisite: High School Math through Trigonometry.]

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 occasionally) **P1** [Prerequisite: High School Math through Trigonometry.]

PHYS 115 Astrobiology and the Search for Life in the Universe Astrobiology is the scientific study of the origin and evolution of life in the Universe. It brings together perspectives from astronomy, planetary science, geoscience, paleontology, biology and chemistry to examine the origin of life on Earth and the possibility of life elsewhere in the Universe. This course is designed to help students understand the nature and process of science through the lens of astrobiology. We will explore questions such as: What is life? How did it arise on Earth? Where else in the Universe might life be found? How do we know about the early history of life on Earth? And how do we search for life elsewhere? We will evaluate current theories on how life began and evolved on Earth and how the presence of life changed the Earth. We will review current understanding on the range of habitable planets in our solar system and around other stars. And we will discuss what life might look like on these other planets and what techniques we could use to detect it. This course is designed to fulfill a student's goal of experiencing scientific inquiry and understanding the nature of scientific knowledge. It does not count toward the major in Geoscience or Physics. (Offered alternate years) **P1**

PHYS 116 Engineering Fundamentals: An Introduction to Engineering Engineering is a diverse discipline encompassing many specialized fields that applies physics, chemistry, biology, and mathematical principles to design and construct practical solutions to solve real-world problems. When choosing an engineering path, students may find themselves overwhelmed by the broad range of engineering fields, various pathways towards a career in engineering, and the knowledge/skills required to be a successful engineer. This course will broadly introduce the engineering profession and highlight the socio-technical and interdisciplinary nature of engineering. It will help students to develop their identity as modern engineers who will collaboratively contribute to sustainable and equitable communities. Through a variety of team and project-based learning activities students will explore: 1. the branches of the engineering profession, the interface of the engineer with society, and engineering ethics; 2. the engineering education process and effective strategies to reach their full academic potential; 3. the methods of engineering analysis, design and problem solving. (Dumitriu, offered in J-Term) **P1** [Prerequisite: MATH 100 or MATH 130 or higher, or a score of 20 or above on the Math placement test, or permission of instructor.]

PHYS 150 Introduction to Physics I: Classical Mechanics and Waves This is a calculus-based first course in mechanics and waves with laboratory. (Offered every semester) **P1** [Prerequisite: MATH 130 or a higher level Math course (may be taken concurrently).]

PHYS 160 Introduction to Physics II: Electromagnetism and Optics This course offers a calculus-based first course in electromagnetism and optics with laboratory. (Offered every semester) **P1** [Prerequisite: PHYS 150 and MATH 131, or a higher level Math course (may be taken concurrently).]

PHYS 225 Observational Astronomy This course provides a "hands-on" introduction to observational astronomy. Students will learn how the sky moves and the celestial coordinate systems necessary to plan and implement astronomical observations. They will become proficient using the new 17" telescope at the Perkin Observatory to observe celestial objects including the Moon, the planets, stars, star clusters, nebulae, and galaxies. Students will obtain digital images of the astronomical objects and learn basic techniques of digital image processing. Students will use their own data from astronomical databases to draw scientific conclusions about stars and planets. (Offered alternate years) **P1** [Prerequisite: PHYS 113, PHYS 114, PHYS 115, or PHYS 160.]

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) **P1** [Prerequisite: PHYS 160.]

PHYS 270 Modern Physics This course provides a comprehensive introduction to 20th-century physics. Topics are drawn from the following: special relativity; early quantum views of matter and light; the Schrödinger wave equation and its applications; atomic physics; masers and lasers; radioactivity and nuclear physics; the band theory of solids; and elementary particles. With laboratory. (Offered annually) **P1** [Prerequisite: PHYS 160 or higher.]

PHYS 281 Remote Sensing This interdisciplinary course provides an introduction to remote sensing technologies and their applications. The goal of the course is to broaden a student's understanding of remote sensing and use Geographic Information Systems (GIS) to perform and understand image analysis methodologies. Introductions to the electromagnetic spectrum, energy sources, radiation principles, aerial cameras, and electronic imaging provide the student with a fundamental scientific understanding of remote sensing. This understanding is coupled with an exposure to the techniques of extracting relevant information from digital imagery using GIS software. In summary, this course presents an overview of the various aerial and space-based remote sensing platforms and their characteristics, with a view toward future systems and capabilities. (Dumitriu/Halfman, spring semester) **P1** [Prerequisite: PHYS 150, CPSC 124, any GEO 180–199, or any 100-level ENV course, or permission of instructor.]

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. (Offered annually) **P1** [Prerequisite: MATH 131.]

PHYS 287 Computational Methods This course explores topics in computational methodologies and programming within physics. Computers are a ubiquitous tool in physics data acquisition and analysis. Each semester we will explore a set of topics within this field. Topics may include the statistics of data analysis, techniques of linear and nonlinear fitting, frequency analysis, time-frequency analysis, signal and image processing. Technologies may include data acquisition systems, data analysis environments, and common scientific programming languages. Prerequisite: PHYS 285. (Offered occasionally) **P1** [Prerequisite: PHYS 285 or permission of instructor.]

PHYS 240 Introduction to Astrophysics This first course in Astrophysics will add the foundational rigors of physics to the observations of astronomy to generate a more thorough understanding of our universe. Topics for the course include stellar dynamics and evolution (star formation, fusion and nucleosynthesis, hydrostatic equilibrium, post-main-sequence evolution, supernovae, white dwarfs, compact objects), galactic formation and evolution, active galaxies, galactic clusters, dark matter, Big Bang and Universe evolution, and dark energy. (Offered alternate years) **P1** [Prerequisite: PHYS 285 or permission of instructor.]

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. (Offered alternate years) **P1** [Prerequisite: PHYS 285 or permission of instructor.]

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. (Offered alternate years) **P1** [Prerequisite: PHYS 270, and PHYS 285, or permission of instructor.]

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. (Offered alternate years) **P1** [Prerequisite: PHYS 160 and PHYS 285, or permission of instructor.]

PHYS 365 Introductory Plasma Physics This course provides an introduction to plasma physics at the undergraduate level. Students will learn the fundamentals of plasmas, the motion of single particles in a plasma, the fluid description of a plasma, and how to derive the various waves in plasmas. (Offered alternate springs. Barfield) **P1** [Prerequisite: PHYS 361 or permission of instructor]

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. (Offered alternate years) **P1** [Prerequisite: PHYS 160 and PHYS 285 (may be taken concurrently), or permission of instructor.]

PHYS 383 Advanced Laboratory Advanced Laboratory is the crowning 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) **P1** [Prerequisite: PHYS 270, or permission of instructor.]

PHYS 465 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. Satisfirs capstone requirement. (Offered alternate years) **P1** [Prerequisite: One 300-level MATH or PHYS course, or permission of instructor.]

PHYS 470 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. PHYS 470 satisfies capstone requirement. (Offered alternate years) **P1** [Prerequisite: PHYS 270, PHYS 285, and one 300-level PHYS course, or permission of instructor.]

PHYS 495 Honors

POLITICS

Faculty

Jodi Dean, Professor
DeWayne Lucas, Associate Professor, Chair
Joseph Mink, Teaching Associate Professor
Paul A. Passavant, Professor
Edward Quish, Assistant Professor

The Department of Politics offers a disciplinary major and minor. The major is divided into three subfields: Foundations, Law and Government, and Power and Movements. Foundations courses provide insights into the fundamental questions and underlying values that have long animated political struggle and inquiry. Law and Government courses examine the structure, processes and rules of political and legal systems in the United States. Power and Movement courses explore the various roles of citizens as political actors, as well as their motivating ideologies, in shaping and reshaping the political world.

The Politics major provides a deep exploration of and engagement with theoretical and scholarly approaches to political theory and American politics. Students may also pursue optional concentrations in Political Entrepreneurship or Ancient and Contemporary Democracies to tailor their studies to specific interests and goals. The Political Entrepreneurship concentration merges political study with entrepreneurship and management to foster innovative approaches to civil and political discourse and advocacy. The Ancient and Contemporary Democracies concentration integrates political inquiry with the study of ancient Greek and Roman society to examine the evolution of democratic governance from antiquity to modern times.

For students who matriculated prior to Spring 2023, the Department continues to oversee the Political Science major and minor. The Political Science major and minor require courses listed in the International Relations program and will formally discontinue at the end of Spring 2026.

Mission Statement

The Politics Department provides students with the critical skills and analytical tools needed for understanding American politics and government in a changing world and for identifying paths for being active and engaged citizens. Students are exposed to the foundations of political action, governments and the uses of power; the processes, purposes and policies of governmental decision making and authority; and the role of individual and collective action and power in advancing political interests and achieving collective goals. From careers in the law and government to those in political activism and engagement, majors graduate with the ability to critically analyze and understand actions on behalf of the public good; to comprehend and intervene in policy and ideological debates in meaningful and impactful ways; and to operate in political institutions, non-governmental organizations and society on behalf of collective and individual interests.

Offerings

POLITICS MAJOR (B.A.)

Disciplinary, 10 courses

Learning Objectives:

- Articulate and explain key concepts, processes, and issues of politics, institutions, and civil society.
- Be able to communicate thoughts and ideas in a clear, professional, and coherent manner.
- Investigate and examine contemporary and historical political topics and controversies from multiple perspectives.
- Understand how citizens, including themselves, engage in political action in both formal (legalistic) and informal (advocacy and activist) public spheres.
- Develop an understanding and awareness of the racial, gender, and cultural divisions that shape all aspects of politics in the United States and everywhere else.
- Keep the issues of class and cultural inequalities central to their understanding of politics and their comportment in the world.

Politics

Requirements: Eight Politics courses at any level with at least one in each of the three subfields—Foundations, Law and Government, and Power and Movements—and with at least one at the 100-level; one 300-level Politics course; one capstone experience —a seminar or Honors project. In consultation with the major advisor, no more than two courses taken outside the department or concentration department can be credited towards the major and no more than four courses at the 100-level can count towards the major. No more than five courses in any one subfield may count toward the major. All courses must be completed with a grade of C- or higher. CR/DCR/NC courses cannot be counted toward the major.

Political Entrepreneurship Concentration in Politics

Requirements: Five Politics courses at any level with at least one in each of the three subfields—Foundations, Law and Government, and Power and Movements—and with at least one at the 100-level; one 300-level Politics course; one capstone experience, either a seminar or Honors Project; and three courses from the Management and Entrepreneurship concentration list below. In consultation with the major advisor, no more than two courses taken outside the department and concentration list and no more than four courses at the 100-level can count towards the major. No more than five courses in any one subfield may count toward the major. All courses must be completed with a grade of C- or higher. CR/DCR/NC courses cannot be counted toward the major.

MGMT 101 Entrepreneurial Leadership

MGMT 120 Economic Principles (or ECON 160 Principles of Economics)

MGMT 201 Quantitative Tools

MGMT 210 Fundamentals of Marketing

MGMT 215 Managerial Accounting

MGMT 220 Social Innovation for the Entrepreneur

Ancient and Contemporary Democracies Concentration in Politics

Requirements: Five Politics courses at any level with at least one in each of the three subfields—Foundations, Law and Government, and Power and Movements—and with at least one at the 100-level; one 300-level Politics course; one capstone experience, either a seminar or Honors Project; and three courses from the Greek and Roman Studies concentration list below. In consultation with the major advisor, no more than two courses can be taken outside the department and concentration list, and no more than four courses at the 100-level can count towards the major. No more than five courses in any one subfield may count toward the major. All courses must be completed with a grade of C- or higher. CR/DCR/NC courses cannot be counted toward the major.

CLAS 202 Athens – Age of Pericles

CLAS 209 Alexander the Great

CLAS 251 The Romans: Republic to Empire

CLAS 281 Fall of the Roman Empire

CLAS 285 Leadership in Antiquity

CLAS 290 Ancient Law and Morality

CLAS 295 Power, Politics, and Rhetoric in Democratic Athens

CLAS 310 Sparta: Greece's Warrior Society

POLITICS MINOR

disciplinary, 5 courses

Requirements:

Five Politics courses, three of which must be at the 200-level or higher and one must be in each of the three sub-fields. Foundations, Law and Government, and Power and Movements subfields. All courses must be completed with a grade of C- or higher. CR/DCR/NC courses cannot be counted toward the minor.

POLITICS COURSES BY SUBFIELD

FOUNDATIONS COURSES

POL 160 Introduction to Political Theory
POL 264 Legal Theory
POL 265 Modern Political Theory
POL 289 American Political Thought
POL 368 Contemporary Political Theory

Law and Government courses

POL 110 Introduction to American Politics
POL 130 Introduction to Law and Politics
POL 203 Public Policy Making, Implementation, Evaluation (PPOL 203)
POL 207 Governing through Crime
POL 208 Law and Society
POL 220 The American Congress and Presidency
POL 221 Voting and Elections
POL 222 Political Parties
POL 332 Constitutional Law
POL 333 Civil Rights
POL 334 Civil Liberties

Power and Movement courses

POL 175 Introduction to the Politics of Women, Gender, and Liberation
POL 190 Introduction to Power and Movements
POL 201 The Politics of Climate Change
POL 209 Social Movements in American Politics
POL 211 Visions of the City
POL 298 The Founding(s)
POL 329 American Democracy Today
POL 370 Black Radical Political Thought

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, exploring the historical origins, basic institutions, distribution of power, popular influence, political parties, social movements, and inequalities based on class, race, and gender. (Lucas, Mink, offered annually, subfields: LG) **P4** [Prerequisite: Open to First Year or Sophomore students only, POL major or minor, or permission of instructor.]

POL 130 Introduction to Law and Politics This course provides an introduction to law and politics focused on the United States. What ideas underwrite the concept of constitutional government? What is the role of the Supreme Court in United States politics? What should it be? What are the intended constitutional responsibilities of Congress and the Executive Branch? How do they function today? What constitutional roles should the people play? Do the American people play that role today? This course will consider a variety of historic and more contemporary legal controversies in this light. Controversies may include slavery. women's suffrage, civil rights, freedom of speech, abortion and reproductive autonomy, and right to bear arms, among others. Reading may include works by John Locke, Frederick Douglass, and Larry Kramer, in addition to legal documents (Constitution and Supreme Court cases), legal commentaries, and speeches (Passavant, offered annually, subfield: LG) **P4** [Prerequisite: Open to First Years and Sophomore students, POL majors and minors, or permission of the instructor]

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: FT) **P4** [Prerequisite: Open to First Years and Sophomore students, POL majors and minors, or permission of the instructor]

POL 175 Introduction to the Politics of Women, Gender, and Liberation 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 annually, subfield: PM) **P4**

POL 190 Introduction to Power and Movements This course introduces students to theories of power and practices of social movement organizing. Throughout the course, we ask: What kinds of power do ordinary people possess? How do social movement actors diagnose the ideological, economic, and political power that shapes our societies? Building on these diagnoses, how do movements develop strategies and tactics to catalyze action and achieve their goals? How and why might movements intervene in elections, use non-violent resistance, or resort to violence as they seek change? In addition to reading classical and contemporary texts in political and social movement theory, we will also connect theory to practice, conducting our own organizer training exercises and applying our analyses to contemporary case studies. (Quish, offered annually, subfield: PM) **P4** [Prerequisite: Open to First Years and Sophomore students, POL majors and minors, or permission of the instructor]

POL 201 The Politics of Climate Change Climate change is widely considered the most important global challenge of the 21st century. In this course, we will examine how American politics creates both opportunities and obstacles that shape our attempts to confront the climate crisis. After a survey of the risks of climate change, we will examine competing proposals for decarbonizing our economy, from pricing carbon and climate risk to ecological localism, national green industrial policy, and degrowth. We then examine the political challenges facing a transition to ecological sustainability, exploring the political economy of energy industries, the possibilities and limitations of recent climate legislation, how foreign policy shapes climate politics, the impact of partisan polarization on environmental policy, and the aspirations of the climate movement, drawing on the recent experiences of youth, indigenous, and labor activism. (Quish, offered occasionally, subfield: PM) **P4**

POL 203 Public Policy Making, Implementation, Evaluation This course introduces the public policy process, emphasizing the role of political institutions, actors, and power dynamics in shaping policy outcomes in the United States. With particular focus on political science, it draws on key concepts and theories from three related disciplines in the social sciences-political science, sociology, and economics-to examine how legislation is proposed and passed; how policies are implemented and changed on the ground; and how politicians, citizens, and policy experts analyze and evaluate the justice and efficacy of public policies. Substantive policy areas addressed in the course may include poverty and welfare, education, health care, and labor policies. Dual-listed as PPOL 203. (Lucas, offered every three years. [Prerequisite: any two of SOC100/FSEM 021, SOC 160/ECON 126, POL 110/130, with grades of C- or better. Students who have taken PPOL 201 or 202 cannot take this course.]

POL 207 Governing through Crime The United States experienced an exponential rise in both the numbers of people incarcerated and the rate of incarceration from the end of the seventies through the beginning of the twenty-first century . Some analysts began 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, subfields: LG, ap) **P4**

POL 208 Law and Society Law and Society is a field that seeks to understand law as a socio-political phenomenon. Among the questions Law and Society asks include the question of law's impact on the ground, in the actual functioning of society. For example, the Law and Society movement has been interested in why there seemed to be a gap in the 1950s and 1960s between Supreme Court decisions ruling that racial segregation violated the Constitution ('law on the books') and the impact of those decisions in light of the almost total lack of integration in the Deep South for years thereafter ('law in action'). Topics may include access to justice, how law influences and is influenced by a cultural order, law and inequality, and law and the government of gender, sexuality, or racialized subjects. (Passavant, offered alternate years, subfield: LG) **P4** [Prerequisite: One 100-level POL course, or permission of instructor.]

POL 209 Social Movements in American Politics This course examines how social movements have transformed major institutions of American government, the capitalist economy, and American culture from the onset of industrialization to the present day. We begin with the Populist movement of farmers and workers at the end of the 19th century, and then examine the trajectory of the labor movement in the first half of the 20th century, the civil rights movement, and the student, black power, and feminist movements of the radical 60's and 70's. Throughout the course, we will explore how American social movements have mobilized ordinary people to confront the defining political, economic, and cultural challenges of their time. We conclude the class with an examination of contemporary movements from Occupy Wall Street to the Tea Party and Black Lives Matter, reflecting on the legacies of social movement history and the possibilities and dilemmas of collective agency today. (Quish, offered occasionally, subfield: PM). **P4** [Prerequisite: One 100-level POL course, or permission of instructor.]

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) **P4** [Prerequisite: One 100-level POL course or permission of the instructor]

POL 220 The American Congress and Presidency This course examines the role of the two major elected branches in American politics – the Congress and the Presidency – as institutions for political decision making. It explores the actions of the two branches in their constitutional, historical, theoretical, and practical roles and establishes the ways that power is used (and not used) to advance national interests. Particular attention is devoted to motivations, resources, and strategic decisions of the two in shaping US priorities and addressing the challenges faced within an increasingly polarized nation. (Lucas, offered annually, subfield: LG). [Prerequisite: One 100-level POL course, or permission of instructor. Not open to students who have taken POL 224/324 or POL 225/325.]

POL 221 Voting and Elections At the heart of American democratic theory is the expectation that everyone can and should have the ability to influence the actions of government through the ballot box. However, the system and its citizens often falls short of those expectations for a democratic government. This course examines trends in this 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 to garner those votes. The course also examines institutional rules and laws that have expanded and suppressed the right to vote. Further, the course assesses various state and local electoral structures across the US. (Lucas, offered alternate years, subfield: LG)

POL 222 Political Parties Despite early skepticism and modern contempt, political parties have become integral components of the American political and legislative processes. This course examines the historical and contemporary functions of American political parties in the context of representing the wishes of the American public, the desires of political officials, and the needs of the nation. It outlines the operational, theoretical, functional, and electoral factors that shape the role of modern American party system. The course also explores the role and challenges of third parties in the U.S. (Lucas, offered annually, subfield: LG) [Prerequisite: One 100-level POL course, or permission of instructor.]

POL 264 Legal Theory This course addresses the relationship between liberalism and democracy, liberal legal theory and conservative legal theories, Marxist legal theories, and arguments for police abolition arising from those concerned about race, gender, class, and sexual inequalities. The course engages in a critical inquiry into the value of law as a mechanism for seeking justice. Among the questions asked: is it possible or desirable for law to serve as a neutral ground for resolving conflict? Can or should law be autonomous in relation to politics or political morality? What is the value of rights? Is liberal law inclusive and tolerant of diversity? Is democracy? Is conservative legality tolerant of diversity? Should we aspire to tolerance and diversity? What is democracy and do liberalism, conservatism, Marxism, and policing assist or hinder it? Should we seek to escape the limits of law and the state in order to do justice? (Passavant, offered alternate years, subfield: FT)

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: FT) **P4**

POL 267 20th Century Political Theory This course focuses on key problems in 20th century political theory. The 20th century was marked by extreme violence – two world wars, the use of atomic weapons, genocide on a mass scale – as well as grand experiments in participatory government, extensions of basic rights, and developments in technology and science. As the century ended, some theorists claimed that ideology had ended as well; they argued that one version of human flourishing, one based in economic markets, had clearly triumphed. Other theorists were deeply critical of the claim for the end of ideology as well as of the association of markets and flourishing, not to mention of the suppositions that technologies were unambiguously beneficial and that rights were the best ways to secure freedom. Readings will vary by term but will be chosen from key texts from European and American political theorists and their critics, for example, Freud, Lenin, Gramsci, Simone de Beauvoir, Habermas, Hardt and Negri. (Dean, Passavant, offered occasionally, subfield: FT) **P4** [Prerequisite: 100-level POL course or permission of instructor.]

POL 289 American Political Thought This survey of American political thought examines how the values and ideals that shape American life have been defined, re-negotiated, and transformed from the first North American settler colonies to the present day. The class explores foundational debates in American political life, from the meaning of core concepts like freedom, slavery, and equality to the institutional basis of collective self-rule, the relationship between political economy and culture, and the United States' place in modern global history. Readings are drawn from a wide array of primary sources, spanning Puritan sermons, abolitionist pamphlets, declassified State Department documents, Presidential speeches, and theoretical treatises from the political left, right, and center, offering students a broad picture of the ideological contestation underpinning American political development. (Quish, offered annually, subfield: FT) **P4** [Prerequisite: 100-level POL course or permission of instructor.]

POL 291 Conservative and Progressive Political Thought Although there was a long tradition of conservative political thought in the United States, the conservative movement is usually identified as having originated in the 1950s as a reaction to the progressive commitments of the New Deal. In this survey course we will examine both conservative and progressive thought beginning with John Dewey's redefinition of liberalism at the turn of the 20th century through Patrick Deneen's analysis of liberalism's 'failure' today. Topics will include the role of government in daily life; debates over capitalism, identity politics, the Constitution, and democracy; the different forms of American conservatism and the electoral success of the conservative coalition; and what conservative and progressive politics mean today. (Mink, offered occasionally, subfield: PM) **P4** [Prerequisite: 100-level POL course or permission of instructor]

POL 298 The Founding(s) Between 1770 and 1820 the United States underwent three significant founding moments - the American Revolution, the adoption of the Constitution, and the election of 1800 which gave new meaning to both the Revolution and the Constitution. In this course we will examine both the contested political commitments that inspired constitutional development in the United States and the ways in which these ideas were embodied in the daily practices of the new nation including the legacies of class, gender, and race that continue to haunt the American experience. Specific topics will include the Declaration of Independence as form of democratic writing, the novelty of the extended republic envisioned by Constitution, and how the revolutions in France and Saint-Domingue lead Americans to limit (and to some extent even abandon) their commitments to freedom and equality. (Mink, offered occasionally, subfield: PM) **P4** [Prerequisite: 100-level POL course or permission of instructor]

POL 329 American Democracy Today Political action requires a theoretical grasp of how power can be exercised effectively in one's own time. Through an examination of contemporary democratic theory alongside related works in political economy and social criticism, this course examines the opportunities and dilemmas for democratic political action in the contemporary United States. Starting with a brief political and economic history of the preceding decades, we examine the composition of the contemporary American state, competing tendencies in American political culture, and possibilities for structural social change. Major themes include the nature of contemporary economic crises, the changing shape of labor relations, the growth of the carceral state, the nature of contemporary partisanship and electoral coalitions, conflicts in public culture, and the contours of contemporary movements. (Quish, offered alternate years, subfield: PM) [Prerequisite: One 200-level POL course, or permission of instructor.]

POL 332 Constitutional Law This course is concerned with the nature and development of the United States constitutional structure. Emphasis is placed on the question of sovereignty, judicial review, the powers of national and state governments, limits on those powers, liberty in relation to property rights and reproductive autonomy, congressional-executive relations, and the relation between courts and presidential power. (Passavant, offered annually, subfield: LG) [Prerequisite: One 200-level POL course, or permission of instructor.]

POL 333 Civil Rights This course addresses the constitutional and statutory protection of civil rights in the United States. It studies the gradual recognition and enforcement of civil rights, recent retreats, and contemporary difficulties in the implementation of egalitarian principles that inform citizenship in a democracy. Substantive areas of focus include desegregation, voting rights, gender discrimination, discrimination based on sexual orientation, affirmative action, and the problems involved with proving discrimination that violates the Constitution. (Passavant, offered annually, subfields: LG, ap) [Prerequisite: One 200-level POL course, or permission of instructor]

POL 334 Civil Liberties This course addresses how governments are obliged to act and the constitutional limits placed on the way governments may act. It analyzes key constitutional liberties like the right to counsel, freedom of religion, the "wall of separation" between church and state, and the freedoms of speech, press, and assembly. We also consider this question: What is the status of our right to protest today? (Passavant, offered annually, subfield: LG) [Prerequisite: One 100-level POL course, or permission of instructor.]

POL 368 Contemporary Political Theory This course reads key texts in European and American contemporary political theory. Themes include power, subjectivity, capitalism, organization, revolution, and resistance. Authors include Alain Badiou, Michel Foucault, Jacques Ranciere, and Slavoj Zizek. (Dean, offered occasionally, subfield: FT) [Prerequisite: One 100-level POL course or above, or by permission of instructor.]

POL 370 Black Radical Political Thought This course examines the Black freedom struggle as it unfolded in the wake of the Haitian Revolution. Anchored in the writing of Black political and social theorists, it highlights the ongoing process of liberation from slavery, through Reconstruction, Jim Crow, anti-colonialism, anti-imperialism, and the policing of Black women's bodies. It asks what freedom looks like and what conditions make it possible. Representative texts include C.L.R. James, The Black Jacobins, W.E.B. DuBois, Black Reconstruction in America, the collective document presented to the UN, We Charge Genocide, selected essays from Claudia Jones, Ella Baker, Marvel Cooke, and Louise Thompson Patterson, and Saidiya Hartman, Wayward Lives, Beautiful Experiments. (Dean, offered alternate years, subfield: PM)

POL 400 Seminar Majors in Politics (and Political Science) must enroll in at least one seminar as a component of their capstone sequence. The seminars address a range of topics, often in accordance with the current scholarly interests of the Politics 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 leadership in class discussions, and the workload is substantial. Typically, students will read a book a week (or the equivalent in articles). The culminating assignment in the seminar is a substantial research paper on a topic of the student's choosing within the parameters of the seminar topic. The purpose of the seminar is to give students a "capstone experience" in the major and to hone the critical skills and tools that they have learned from their time as majors. 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 typically limited to Politics and Political Science majors, unless there is available space and the professor approves the course for a non-major. (Dean, Lucas, Passavant, Quish, offered every semester) [Prerequisite: One 200-level POL course, or permission of instructor.]

Sample Seminar Topics Include:

- **What Kind of Conservative is Trump?** This seminar will guide students in producing a substantial research paper that explains the Trump phenomenon. Students will learn about key currents in American conservativism and consider which, if any, accurately describes Trump's political and policy priorities. Students will also examine which level of analysis is best for understanding Trump's politics: his statements, decisions, policies, advisors, alliances, coalition, institutional position, or something else. (Dean)
- **Green New Deal Impasse:** In recent years, advocates of comprehensive climate policy have looked back to the American New Deal as a model of economic, social, and political transition, proposing a "Green New Deal" to confront our ecological crisis. Today, both major parties have rejected the Green New Deal, and the momentum behind it has stalled. During the Biden administration, Democrats decided to abandon their party's legacy of progressive state-building and legitimated climate policy as anti-inflationary, combined subsidies for renewables with a historic expansion of fossil fuel extraction, and linked decarbonization to geopolitical rivalry with China. In this seminar, we revisit the legacy of the New Deal to explore the impasse facing climate politics today. After reviewing the basic contours of the climate crisis, we mine the history of the New Deal for insights into how the American political system has historically navigated the transformation of energy systems, industrial and social policy, social movements, and geopolitics in response to crisis. We then ask what these historical lessons tell us about the challenges of transforming energy use today: whether and how industrial policy supporting renewables can compete with fossil energy; what economic and social policies can hold together a green political coalition; the relationship between contemporary contentious politics and the environmental crisis; and finally, the constraints imposed by geopolitics on decarbonization in the United States. (Quish)
- **Protest: Politics and Policing.** This seminar explores political expression through protest, civil disobedience, riots, and other forms of collective action. It examines changes in law, policing, political economy, and political culture that contain, suppress, or displace forms of popular political expression from public spaces. Have the rights of free speech and assembly become detached from practices of democracy? What are the implications of these developments for the legitimation of the state? Is a post-democratic political order taking shape? (Passavant)
- **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)

POL 495 Honors

POL 499 Political Science Internship

PSYCHOLOGICAL SCIENCE

Department Faculty

Emily Fisher, Associate Professor, Chair
Jamie S. Bodenlos, Professor
Stephanie Anglin, Associate Professor
Elizabeth Belcher, Assistant Professor
Daniel Graham, Professor
Julie Newman Kingery, Professor
Michelle L. Rizzella, Professor

The Psychological Science curriculum forms a developmentally coherent program of study that begins with courses designed to provide foundational knowledge that supports learning in advanced courses. This first of these courses is PSY 100, which provides a broad survey of several sub-disciplines, introduces students to the basic assumptions of both scientific and applied psychology, provides content in psychology that complements the liberal arts curriculum, and serves as a foundational course for those who major/minor in psychology. The next level of the curriculum (i.e., 200-level elective courses) are courses that focus on helping students to a more in-depth understanding of sub-disciplines of psychology. Also, at the 200-level, our statistics and research methods in psychological science courses (i.e., PSY 201/202) emphasize developing questions that further our understanding of behavior, gathering evidence to test answer those questions and quantifying, analyzing and interpreting that evidence to draw conclusions. Coursework at the 200-level supports the learning of content in our 300- and 400-level courses. Topics seminars focus on advanced content and processes via reading and analyzing the primary research literature in particular subdisciplines of psychology. Advanced theory and design and capstone research courses provide advanced experiential learning of research and data analysis. Across all levels of our curriculum, courses emphasize different goals of HWS general curriculum in addition to disciplinary content of psychology. Courses also make connections across various sub-disciplines within psychology and interdisciplinary connections with other fields of study. Faculty in the department represent various sub-disciplines of psychology (e.g., personality, social, clinical, developmental, cognitive, behavioral neuroscience, sensation and perception) and they utilize their expertise in a particular area to teach courses across the curriculum.

Mission Statement
The Psychological Science curriculum provides students with a broad introduction to the study of behavior and its underlying processes with an emphasis on psychology as an empirical science. The department is committed to providing undergraduates with an outstanding education in the knowledge, skills, and values representative of scientific and applied aspects of psychology. In the context of a liberal arts education, we strive to strengthen the general education of our students by making connections between our curriculum, the goals of the HWS curriculum, and other disciplines and programs. As part of the Natural Science Division at HWS, we consider psychology a scientific discipline and emphasize inquiry that utilizes a scientific methodology while also recognizing the contributions of other methodologies. The department values direct engagement with the research process, and all students have opportunities to experience research in their classes. Students learn about patterns in thinking, emotions and behaviors, how to evaluate the data that let us discover these patterns, and how to apply this information to their own lives and the world around them.

Offerings

The Department of Psychological Science offers a major and a minor. To count toward the major or minor, courses must be passed with a grade of C- or better. In order for courses to count toward the Psychological Science major or minor, the following prerequisites must be met: 200-level courses require PSY 100 as a prerequisite; 300-level topics seminars at least one 200-level course, which might be specified; 300- and 400-level capstone research course groups require PSY 201, PSY 202, and at least one other 200-level course, which might be specified. Refer to individual course descriptions for specific 200-level prerequisites. In order for 300-level courses to count toward the major/minor, students must take them in their junior/senior years with the appropriate prerequisites (unless the Chair of Psychological Science gives permission otherwise).

The Psychological Science department strongly recommends students planning to major or minor in Psychological Science to take PSY 100 as soon as possible and then co-requisite courses PSY 201 and PSY 202. Furthermore, the

department recommends strongly that PSY 201 and PSY 202 are either completed (with a grade of C- or higher), or in progress (with student in good standing), before students declare the Psychological Science major (preferably before the end of their sophomore year), or before they declare their Psychological Science minor (junior year). Students who earn below a C- in more than one Psychological Science course may be restricted from retaking Psychological Science courses or enrolling in courses from the same category (e.g., 200-level, 300-level capstone research course groups, etc.). In such cases, students are urged to consult with their Psychological Science advisor or the Department Chair to consider available options and/or alternate plans. These recommendations are intended to support student success in choosing and completing Psychological Science as a major/minor. All students are encouraged to work closely with their advisor to meet the department's recommendations.

Advanced Placement: Students who score a 4 or 5 on the AP Psychology Exam may substitute this test credit for PSY 100.

Students are eligible to receive academic credit toward the Psychological Science major for a maximum of two courses taken at institutions elsewhere. This two-course limit includes courses taken abroad that are not taught by HWS Psychological Science faculty. Students pursuing the Psychological Science minor may transfer a maximum of one course toward the Psychological Science minor, including courses taken abroad that are not taught by HWS Psychological Science faculty. 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 must consult with and secure approval from their Psychological Science advisor and the Department Chair prior to enrolling in a course by utilizing the Transfer Credit Request Form or the Course Substitution Form (for courses already listed on a student's transcript), which can be obtained on the HWS website. For those transfer students who had previously matriculated at another institution prior to their attendance at Hobart and William Smith, the number of transfer courses accepted toward the Psychological Science major or minor is negotiable. In such cases, the Psychological Science Department Chair determines which courses will count toward the major or minor.

Psychological Science majors fulfill the capstone requirement by successfully completing two 300-level Psychological Science capstone course pairs. Majors must take one capstone course pair from Group A: Neuroscience: Behavioral, Cognitive & Perceptual Processes and one capstone course pair from Group B: Behavior in Context: Clinical, Developmental, Personality and Social. The course numbers/titles and prerequisites for capstone research course pairs are included below. Across these co-requisite courses, students read primary literature (both classic and contemporary) and discuss key theoretical and methodological issues relevant to a particular sub-discipline of Psychological Science. Students gain hands-on experience with the scientific method through a variety of research activities, and/or by designing and conducting their own experiments and/or studies. Each capstone course pair requires a major writing component and students are required to give a final oral and/or written presentation on the work that they have completed during the semester.

PSYCHOLOGICAL SCIENCES MAJOR (B.A.)

12 courses

Learning Objectives:

- Demonstrate fundamental knowledge and comprehension of concepts and principles, theoretical perspectives, empirical findings and historical trends of major areas in psychology.
- Apply the scientific method to acquire knowledge and to think critically about psychological phenomena.
- Abide by high ethical standards and engage in behavior that reflects an understanding of and respect for the complexity of sociocultural and international diversity.
- Produce completed research projects and communicate their results in a variety of formats including oral presentations and scholarly papers appropriate for professional psychology audiences.
- Develop and refine skills (e.g., project-management, teamwork skills) that will prepare them for future professional and personal aspirations.

Requirements:

PSY 100, PSY 201 and PSY 202; one course pair from capstone Group A: Neuroscience: Behavioral, Cognitive & Perceptual Processes; one course pair from capstone Group B: Behavior in Context: Clinical, Developmental, Personality and Social; one 300-level special topics seminars; three additional 200-level Psychological Science courses, one of which must be the prerequisite for a capstone Group A course pair, and one of which must be the prerequisite for a capstone Group B course pair; and one course from outside the department dealing with behavior. (A list of approved courses can be found on the departmental web pages.) All courses must be passed with a grade of C-or higher.

PSYCHOLOGICAL SCIENCE MAJOR (B.S.)

15 courses

Learning Objectives:

- Demonstrate fundamental knowledge and comprehension of concepts and principles, theoretical perspectives, empirical findings, and historical trends of major areas in psychology.
- Apply the scientific method to acquire knowledge and to think critically about psychological phenomena.
- Abide by high ethical standards and engage in behavior that reflects an understanding of and respect for the complexity of sociocultural and international diversity.
- Produce completed research projects and communicate their results in a variety of formats including oral presentations and scholarly papers appropriate for professional psychology audiences.
- Develop and refine skills (e.g., project-management, teamwork skills) that will prepare them for future professional and personal aspirations, especially in careers in STEM-focused fields.
- Provide additional focus on material from other natural sciences that complement material in Psychological Science.

Requirements:

All of the requirements for the B.A. in psychological science, plus three additional courses in the natural sciences that count toward the major in their respective departments. All courses must be passed with a grade of C- or higher.

PSYCHOLOGICAL SCIENCE MINOR

7 courses

Requirements:

PSY 100, PSY 201 and PSY 202; one capstone research course pair (either group); and two 200-level elective psychological science courses. One of the electives must be a prerequisite for either a group A or B capstone research course. All courses must be passed with a grade of C- or higher.

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 299 Sensation and Perception

PSY 235 Cognitive Neuroscience

300-LEVEL CAPSTONE RESEARCH COURSE GROUPS

Group A: Neuroscience: Behavioral, Cognitive and Perceptual Processes

PSY 314 & PSY 414 Advanced Theory and Design in Behavioral Neuroscience & Capstone Research in Behavioral Neuroscience

PSY 335 & PSY 435 Advanced Theory and Design in Cognition & Capstone Research in Cognition

PSY 398 & PSY 498 Advanced Theory and Design in Sensation and Perception & Capstone Research in Sensation and Perception

Group B: Behavior in Context: Clinical, Developmental, Personality and Social

PSY 303 & PSY 403 Advanced Theory and Design in Developmental Psychology & Capstone Research in Developmental Psychology

PSY 323 & PSY 423 Advanced Theory and Design in Personality Psychology & Capstone Research in Personality Psychology

PSY 328 & PSY 428 Advanced Theory and Design in Social Psychology & Capstone Research in Social Psychology

PSY 353 & PSY 453 Advanced Theory and Design in Clinical Psychology & Capstone Research in Clinical Psychology

300-LEVEL SPECIAL TOPICS SEMINARS

PSY 309 Topics in Sensation & Perception
PSY 344 Topics in Personality 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

OTHER COURSES

PSY 045 1/2 Credit Teacher Assistant
PSY 050 Teacher Assistant
PSY 450 Independent Study
PSY 456 1/2 Credit Independent Study
PSY 495/496 Honors
PSY 499 Psychology Internship

COURSE DESCRIPTIONS

PSY 100 Introduction to Psychology This course offers a comprehensive survey of the methodology and content of present-day psychology. Emphasis is placed on the development of a critical evaluative approach to theories and empirical data. (Fall and spring, offered each semester) [Prerequisite: Open to First Year and Sophomore students only.]

PSY 201 Statistics in the Psychological Sciences 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 used to examine data of single group, between group, within group, and factorial designs. (offered each semester) **P1** [Prerequisite: Open to First Year and Sophomore students who have completed PSY 100 with a grade of C- or better, or open to junior PSY majors and minors, or permission of instructor. Must be taken concurrently with PSY 202.]

PSY 202 Introduction to Research Methods in Psychology An experience-based course where students will learn about general, college-level research methodologies in the field of psychological science. Students will learn about different research designs, data collection, and how to present research in a professional manner. Students will design, implement, and report on a research project carried out during the semester. (offered each semester) **P1** [Prerequisite: Open to First Year and Sophomore students who have completed PSY 100, or open to junior PSY majors and minors, or permission of the instructor. Must be taken concurrently with PSY 201.]

PSY 203 Introduction to Child Psychology This course provides an overview of the major theories that guide the study of child development, as well as the normative physical, cognitive, social, and emotional changes that take place from infancy through late childhood. This course also considers contextual influences (e.g., the family, peers, schools, culture, and the media) on development and several key themes (e.g., how children shape their own development, 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). (Kingery, offered annually) [Prerequisite: Open to JR PSY majors or minors who have taken PSY 100 with a grade of C- or better, or equivalent, or open to FY and SO students who have taken PSY 100 with a grade of C- or better, or equivalent, or permission of instructor]

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. (Kingery, offered occasionally) [Prerequisite: Open to JR PSY majors or minors who have taken PSY 100 with a grade of C- or better, or equivalent, or open to FY and SO students who have taken PSY 100 with a grade of C- or better, or equivalent, or permission of instructor]

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. (Anglin, offered annually) [Prerequisite: Open to JR PSY majors or minors who have taken PSY 100 with a grade of C- or better, or equivalent, or open to FY and SO students who have taken PSY 100 with a grade of C- or better, or equivalent, or permission of instructor]

PSY 221 Introduction to Psychopathology This course primarily focuses on understanding the diagnosis, etiology, and evidence-based treatment of adult psychological disorders. Emphasis is placed on understanding psychological disorders through theoretical models, empirical evidence, and through the reading of memoirs of individuals with a variety of disorders. (Bodenlos, offered annually) [Prerequisite: Open to JR PSY majors or minors who have taken PSY 100 with a grade of C- or better, or equivalent, or open to FY and SO students who have taken PSY 100 with a grade of C- or better, or equivalent, or permission of instructor]

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 inter-group relations. (Fisher, offered annually) [Prerequisite: Open to JR PSY majors or minors who have taken PSY 100 with a grade of C- or better, or equivalent, or open to FY and SO students who have taken PSY 100 with a grade of C- or better, or equivalent, or permission of instructor]

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. (Belcher, offered annually) [Prerequisite: Open to JR PSY majors or minors who have taken PSY 100 with a grade of C- or better, or equivalent, or open to FY and SO students who have taken PSY 100 with a grade of C- or better, or equivalent, or permission of instructor]

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. (Rizzella, offered annually) [Prerequisite: Open to JR PSY majors or minors who have taken PSY 100 with a grade of C- or better, or equivalent, or open to FY and SO students who have taken PSY 100 with a grade of C- or better, or equivalent, or permission of instructor]

PSY 235 Cognitive Neuroscience Cognitive Neuroscience is the interdisciplinary study of neural structures and their relationship to behavioral functions. Cognitive neuroscientists attempt to bridge cognitive theory with theories of neural function and organization. In this course, we will seek to identify neural mechanisms that give rise to cognitive processes such as attention, emotion, language and memory. We will cover basic neuroanatomy and investigative methods used to make inferences on the relationship between brain function and cognitive processing. Topics include: Cognitive Control, Visual Recognition, Language Acquisition, Language Deficits, Memory, Emotions, Memory Disorders and Attentional Awareness. (offered occasionally) [Prerequisite: Open to JR PSY majors or minors who have taken PSY 100 with a grade of C- or better, or equivalent, or open to FY and SO students who have taken PSY 100 with a grade of C- or better, or equivalent, or permission of instructor]

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. (Graham, offered annually) [Prerequisite: PSY 100 with a grade of C- or better or equivalent (e.g., AP credit of 4 or 5).]

PSY 303 Advanced Theory and Design in Developmental Psychology An upper-level and in-depth exploration of the research designs, methodological approaches and theoretical foundations underlying scientific research in the field of developmental psychology. Attention is given to ethical issues in conducting research with children, research design (correlational, experimental, and quasi-experimental), statistical analysis, and the interpretation and critical evaluation of published research. Through writing assignments, student presentations, and extensive discussion, the primary aim of this seminar is to understand the scientific approach to studying children's social, emotional, and cognitive development as well as contemporary issues affecting children (e.g., peer victimization, role of the media, childhood obesity). This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Kingery, offered most years) [Prerequisite: PSY 210 or PSY 201/202 and PSY 203 or PSY 205 with a grade of C- or better. Must be taken concurrently with PSY 403.]

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). (Graham, offered occasionally) [Prerequisite: PSY 299 or PSY 230 or PSY 231 or PSY 235 with a grade C- or better, or PSY major or minor, or permission of instructor.]

PSY 314 Advanced Theory and Design in Behavioral Neuroscience This course provides an in-depth evaluation of how behavior is derived from a nervous system. Through lectures, reading, writing, and discussion, an extensive overview of original literature in an area of behavioral neuroscience is covered. We will examine key concepts, theories, and methodologies that behavioral neuroscientists use to conduct research. Over the course of the semester, students will apply course content to conduct original research in the corequisite course PSY414. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Offered most years) [Prerequisite: PSY 100 and PSY 201/202, and PSY 230, PSY 231, PSY 233, PSY 235, or PSY 299 with a of C- or better, or permission of instructor. Must be taken concurrently with PSY 414.]

PSY 323 Advanced Theory and Design in Personality Psychology This course provides an in-depth examination of contemporary theory and research methods in personality psychology. Students will read and critically evaluate empirical, theoretical, and methodological articles in personality psychology and discuss their limitations, implications, and applications. Students will learn and practice applying methodological and statistical techniques to test personality research questions. Considerable attention will be given to practical, ethical, and theoretical considerations in conducting, interpreting, and reporting personality research. Over the course of the semester, students will apply course content to conduct an original research project in co-requisite PSY 423 (Capstone Research in Personality). This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Anglin, offered most years) [Prerequisite: Open to junior and senior PSY majors and minors who have taken PSY 210 or PSY 201/202 and PSY 220. Must be taken concurrently with PSY 423.]

PSY 328 Advanced Theory and Design in Social Psychology This course is designed to acquaint students with correlational and experimental research, theory, and approaches in social psychology. Through reading, writing, and discussion, students will learn the theory and logic behind the decisions that social psychologists make in their research process. The class will examine classic and contemporary empirical articles to explore the historical context of psychological research and consider contemporary problems and solutions in research design. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Fisher, offered most years) [Prerequisite: PSY 201, PSY 202 and PSY 227. Must be taken concurrently with PSY 428.]

PSY 335 Advanced Theory and Design in Cognitive Psychology An in-depth examination of theory and experimental methodology in the field of cognitive psychology is covered. Key ideas and concepts relevant to cognitive psychology research, including theories, methods and design, statistical analysis and interpretation and implications are discussed. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Rizzella, offered most years) [Prerequisite: Open to junior and senior PSY majors and minors who have taken PSY 210 or PSY 201/202 and PSY 231, PSY 235, or PSY 299 with a grade of C- or better. Must be taken concurrently with PSY 435.]

PSY 344 Topics in Personality This course explores classic and current theory and research pertaining to fundamental and contemporary 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 scientific integrity and communication; personality and culture; personality development; self and identity; personality and interpersonal relationships; ethnic identity; personality and emotion. (Anglin, offered occasionally) [Prerequisite: PSY 100 and one 200-level PSY course with a grade of C- or better. Open to PSY majors only.]

PSY 352 Topics: Clinical Psychology The scope of this seminar varies from covering general clinical issues to a more in-depth analysis of one topic area through reading empirical studies and theoretical articles in the field. The topic is announced in advance and may include health psychology, aging and mental health, eating and obesity, mindfulness or positive psychology. (Bodenlos, offered occasionally) [Prerequisite: PSY 221, PSY 222, or PSY 232 with a grade of C- or better, or permission of instructor. Open to PSY majors only.]

PSY 353 Advanced Theory and Design in Clinical Psychology This course uses the scientist practitioner model to cover and review the major methodological approaches and theory to the study of clinical psychology. Students will read empirical studies and theoretical articles in the field of clinical psychology. Evidence based treatments will be discussed through the lens of a scientist and practitioner. Through writing assignments and discussion, the aim will be to understand the scientific approach to studying contemporary issues in clinical psychology. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Bodenlos, offered most years) [Prerequisite: Open to junior and senior PSY majors and minors who have taken PSY 210 or PSY 201/202 and PSY 221 with a grade of C- or better. Must be taken concurrently with PSY 453.]

PSY 359 Topics Behavioral Neuroscience This course surveys literature and theory representative of an important contemporary conceptual issue in behavioral neuroscience. Topics are announced in advance. Across topics, this course will include an extensive discussion of biological mechanisms that underlie human and animal behavior. (Belcher, offered occasionally) [Prerequisite: Open to PSY majors and minors who have taken PSY 230, PSY 231, and PSY 235 or PSY 299 with grades of C- or better, or permission of instructor.]

PSY 370 Topics in Developmental Psychology This course surveys the theoretical and empirical literature associated with a contemporary issue in the field of developmental psychology. Topics are announced in advance. Possible topics include developmental psychopathology, friendship, mindfulness, and developmental transitions. Across topics, emphasis is placed on risk factors, the protective factors that contribute to positive adjustment, and the development of resilience. (Kingery, offered occasionally) [Prerequisite: Open to PSY major and minors who have completed PSY 203 or PSY 205 with a grade of C- or better, or permission of instructor.]

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 applied psychology, stereotyping, prejudice, and discrimination, political psychology, interpersonal relationships, persuasion and social influence, altruism, and prosocial behavior. (Fisher, offered occasionally) [Prerequisite: PSY 220, PSY 227 or PSY 245.]

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. (Rizzella, offered occasionally) [Prerequisite: Open to PSY majors and minors who have taken PSY 231, PSY 235, PSY 299, PSY 233, or PSY 299 with a grade of C- or better.]

PSY 398 Advanced Theory and Design in Sensation and Perception This course provides a deep and rigorous treatment of experimental methodology in the field of sensory and perceptual psychology spanning humans as well as other animals. Key ideas and concepts relevant to perceptual psychology research, including theories, methods and design, statistical analysis and interpretation and implications are discussed. Topics may include sensory coding, physiological optics, sensory thresholds, evolutionary adaptation to the sensory environment, impacts of perception on behavior, and advanced brain imaging technologies. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Graham, offered most years) [Prerequisite: Open to junior and senior PSY majors and minors who have taken PSY 210 or PSY 201/202 and PSY 230, PSY 231, PSY 235, or PSY 299. Must be taken concurrently with PSY 498.]

PSY 403 Capstone Research in Developmental Psychology This course provides students with hands-on experience conducting research in the field of developmental psychology. Students gain direct experience with research methods such as questionnaires, parent and/or child interviews, and behavioral observation. Throughout the semester, students analyze data from existing data sets, design and conduct an observational research study with children in an applied setting, and develop a research proposal for an original study. Skills emphasized include conducting literature searches, selecting appropriate measures, analyzing data and interpreting results, and developing written reports of research findings. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Kingery, offered most years) [Prerequisite: PSY 210 or PSY 201/202 and PSY 203 or PSY 205 with a grade of C- or better. Must be taken concurrently with PSY 303.]

PSY 414 Capstone Research in Behavioral Neuroscience The overarching goal is for students to experience how a program of research in an area of Behavioral Neuroscience occurs. In order to accomplish this goal, the course is designed to replicate the experience of being part of an established research group. The overall structure of the course is complemented by its corequisite, PSY 314, which provides a seminar, which will study the scientific literature in an area of Behavioral Neuroscience from which students will derive questions to research. PSY 414 provides a semester long research experience which will educate students in a variety of techniques, run pilot studies, develop a research proposal, and eventually execute a well-developed research project. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Belcher, offered most years) [Prerequisite: PSY 100 and PSY 201/202, and PSY 230, PSY 231, PSY 233, PSY 235, or PSY 299 with a grade of C- or better, or permission of instructor. Must be taken concurrently with PSY 314.]

PSY 423 Capstone Research in Personality Psychology This course provides students with hands-on experience conducting research in an area of behavioral neuroscience. Students will apply the concepts discussed in co-requisite PSY 314 Advanced Theory and Design in Behavioral Neuroscience to develop hypotheses, perform literature reviews, design research studies, and collect original data using techniques such as human psychophsysiology. Students will also perform statistical analysis, interpret study findings, and present their research in oral and written forms. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Anglin, offered most years) [Prerequisite: Open to junior and senior PSY majors and minors who have taken PSY 210 or PSY 201/202, and PSY 220. Must be taken concurrently with PSY 323.]

PSY 428 Capstone Research in Social Psychology This course provides students with hands-on instruction in the social psychology research process. Students design and carry out original research. The process includes extensive reading about the research topic, selecting appropriate measures and variables, collecting data from human participants, using quantitative analysis to interpret the data, and communicating about the study in a professional manner. Through this experience, students become familiar with the practical and ethical challenges of designing, conducting, and interpreting social psychological research studies. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Fisher, offered most years)

PSY 435 Capstone Research in Cognitive Psychology Students will gain integrative experience in cognitive psychology research through replication of previous research and original experimentation. In conjunction with knowledge gained in this course and its co-requisite (PSY 335 Advanced Theory and Design in Cognitive Psychology), students will design and carry out multiple research experiments in selected areas in cognition, including an original research project. Students will gain extensive experience in developing hypotheses, understanding experimental design, collecting and analyzing data, and disseminating findings in a venue similar to professional cognitive psychologists. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Rizzella, offered most years) [Prerequisite: Open to junior and senior PSY majors and minors who have taken PSY 210 or PSY 201/202, and PSY 231, PSY 235 or PSY 299 with a grade of C- or better. Must be taken concurrently with PSY 335.]

PSY 453 Capstone Research in Clinical Psychology Students will apply the deep understanding of methods and design in clinical psychology gained in PSY 353 to carry out their own clinically-based psychological research project. In this course, we will review statistical analyses and techniques required to do research in the field of clinical psychology. Students will identify hypotheses, analyze data to test their hypotheses, and present their findings in a formal research paper and oral presentation. They will engage in peer review of the work. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Bodenlos, offered most years) [Prerequisite: Open to junior and senior PSY majors and minors who have taken PSY 210 or PSY 201/202, and PSY 221 with a grade of C- or better. Must be taken concurrently with PSY 353.]

PSY 495 Honors

PSY 498 Capstone Research in Sensation and Perception This course provides hands-on experience in the practice of scientific investigation into sensory system function and perceptual phenomena. Through guided experimental units covering human and non-human sensory and perceptual systems, and through a semester-long student-directed original research project, students will gain extensive direct experience with research methods aimed at investigating major phenomena in sensation and perception. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Graham, offered annually) [Prerequisite: Open to junior and senior PSY majors and minors who have taken PSY 210 or PSY 201/202, and PSY 230, PSY 231, PSY 235 or PSY 299. Must be taken concurrently with PSY 398.]

PSY 499 Psychology Internship

PUBLIC HEALTH

Program Steering Committee and Advisors

Jonathan Forde, Professor of Mathematics and Computer Science
Gregory Frost-Arnold, Associate Professor of Philosophy
Keoka Grayson, Associate Professor of Economics
Jessica Hayes-Conroy, Chair, Associate Professor of Gender, Sexuality and Intersectional Justice
sJustin Miller, Professor of Chemistry

The public health program is an interdisciplinary program offering a major and a minor for students preparing for professional or graduate training in health care or careers enhanced with public health understanding. Public health is a field dedicated to understanding and improving the health of people and the communities they live within. The Public Health program serves students planning to enter a variety of health professions fields. Students in the program can expect to graduate with a deep appreciation for the complex social, biological, economic, cultural and ecological dimensions of human health. The program has also been designed in a way that facilitates opportunities for pursuing a pre-med pathway or other pre-professional pursuits. Students are encouraged to study abroad through programs including (but not limited to) those in Galway, Ireland; Copenhagen, Denmark; and Stockholm, Sweden.

Mission Statement

The public health program seeks to advance an approach to human health and wellness that embraces multiple perspectives, invites reflexivity, encourages critical thinking, and centers justice as our foundational goal.

Offerings

PUBLIC HEALTH STUDIES MAJOR (B.A.)

interdisciplinary, 12 courses

Learning Objectives:

- To enable students to study important issues of human health and health care in the United States and abroad.
- To teach students to recognize the varied social, cultural, economic, biological and ecological determinants of health.
- To allow students to think critically, creatively and expansively about what it means to study and intervene in human health at both the clinical and population level.
- To allow students to gain auxiliary skills vital to public health professionals in the 21st century.
- To encourage students to improve communication skills and to consider ethical foundations essential for health professionals.
- To enable students to pursue an area of concentration that deepens their knowledge of human health in ways specific to their career aspirations.

Requirements:

The required courses are PBHL 100 (Introduction to Public Health), either PBHL 201 (Epidemiology) or PBHL 301 (Critical Social Epidemiology), GSIJ 204 (Politics of Health), a Tools Course, and PBHL 400 Capstone. In addition, students must take three Public Health Core Electives from at least two different disciplines, three courses within a chosen area of concentration (Health Science, Environmental Health, Global Health, or Health Justice), and one additional course from any listed for the major. No more than three 100-level courses can be counted for the major, and students must take at least two 300- or 400-level courses in addition to the capstone. Six courses must be unique to the major. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major. Note: Students may take both PBHL 201 and PBHL 301. In such cases, one will fulfill the required epidemiology slot, and the other may count as either a Tools Course (for PBHL 201), a Core Elective (either 201 or 301), or the additional course required for the major (either 201 or 301).

Public Health accepts the EMT-B course for credit toward the major. Students wishing to use this course toward the major can use it in the "Additional: course slot. Note that the EMT-B course counts as equivalent to a 100-level course.

PUBLIC HEALTH MINOR

interdisciplinary, 6 courses

Requirements:

The required courses are PBHL 100 (Introduction to Public Health), either PBHL 201 (Epidemiology) or PBHL 301 (Critical Social Epidemiology), GSIJ 204 (Politics of Health), and a Tools Course. In addition, students must take two Public Health Core Electives, one of which must be at the 300- or 400-level. Three courses must be unique to the minor. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the minor. Note: Students may take both PBHL 201 and PBHL 301. In such cases, one will fulfill the required epidemiology slot, and the other may count as either a Tools Course (for PBHL 201) or a Core Elective (either 201 or 301).

Tools Courses

ANTH 273 Field Methods
BIOL 230 Biostatistics
DATA 101 Introduction to Data Analytics
DATA 251 Exploratory Data Analysis and Visualization
DATA 271 Probability and Modeling for Data Analytics
ECON 202 Statistics
ENV 203 Fundamentals of Geographic Information Systems
ENV 207 Environmental Statistics
GEO 107 Statistics for Citizens
GEO 207 Environmental Statistics
GSIJ 305 Food, Feminism & Health
INRL 371 Research Design and Ethics
MATH 351 Math Statistics
PSY 201 Statistics in the Psychological Sciences
PSY 202 Introduction to Research Methods in Psychology

Core Electives

Natural Science Division:

BIOL 160 Nutrition
BIOL 167 Introductory Topics
BIOL 220 Genetics
BIOL 300 Evolution Anatomy
BIOL 302 Immunology
BIOL 322 Microbiology
BIOL 324 Anatomy
BIOL 327 Cancer Biology
BIOL 332 Cell Biology
BIOL 333 General Physiology
BIOL 341 Developmental Biology

BIOL 380 Genomics
CHEM 348 Biochemistry I
PSY 314 Advanced Theory and Design in Behavioral Neuroscience
PSY 303 Advanced Theory and Design in Developmental Psychology
PSY 352 Topics in Clinical Psychology
PSY 353 Advanced Theory and Design in Clinical Psychology
PSY 359 Topics in Behavioral Neuroscience
PSY 370 Topics in Developmental Psychology
PSY 373 Topics in Social Psychology

Social Science Division:

ANTH 228 Biological Anthropology
ANTH 260 Medical Anthropology
ANTH 341 Making Babies
ECON 243 Political Economy of Race
EDUC 202 Human Growth and Development
EDUC 203 Children with Disabilities
EDUC 221 Understanding Autism
EDUC 306 Technology and Disability
GSIJ 211 Place & Health
GSIJ 212 Gender & Geography
GSIJ 305 Food, Feminism & Health
GSIJ 362 Theories of the Body, Health, and Wellbeing
SOC 248 Medical Sociology

Humanities Division:

AMST 349 Gender, Space and Narrative Reparation
BIDS 235 Healer and Humanist: Frantz Fanon the Revolutionary
ENG 114 Sickness, Health & Disability
GSIJ 219 Black Feminism
GSIJ 220 Body Politic
GSIJ 247 History, Psychology, and Feminism
GSIJ 302 Transgender Studies
GSIJ 303 Disability & Sexuality
HIST 151 Food Systems in History
PHIL 156 Biomedical Ethics
REL 213 Death & Dying
REL 292 Deviance and (De)Medicalization

Fine Arts Division:

DAN 225 Anatomy & Kinesiology
DAN 305 Somatics
MUS 221 Introduction to Music Therapy

Concentrations

Health Science Concentration:

BIOL 160 Nutrition
BIOL 167 Introductory Biology
BIOL 220 Genetics
BIOL 300 Evolution
BIOL 302 Immunology
BIOL 322 Microbiology
BIOL 327 Cancer Biology
BIOL 332 Cell Biology
BIOL 333 General Physiology
BIOL 324 Anatomy
BIOL 341 Developmental Biology
BIOL 380 Genomics
CHEM 110 Introductory General Chemistry
CHEM 120 Intermediate Chemistry
CHEM 190 Accelerated General Chemistry
CHEM 240 Introductory Organic Chemistry
CHEM 241 Intermediate Organic Chemistry
CHEM 348 Biochemistry
MATH 237 Differential Equations
MATH 353 Math Models
PHIL 238 Philosophy of Natural Science
PSY 314 Advanced Theory and Design in Behavioral Neuroscience
PSY 303 Advanced Theory and Design in Developmental Psychology
PSY 352 Topics in Clinical Psychology
PSY 353 Advanced Theory and Design in Clinical Psychology
PSY 359 Topics in Behavioral Neuroscience
PSY 370 Topics in Developmental Psychology
PSY 373 Topics in Social Psychology

Environmental Health Concentration:

AFS 211 Black Earth: Nature and African American Writing
ATMO 245 Climate Change Science
BIOL 167 Introductory Biology
BIOL 225 Ecology
BIOL 338 Aquatic Biology
BIOL 339 Global Change Biology
CHEM 210 Quantitative Analysis
ENV 200 Environmental Science
ENV 201 Environment & Society
ENV 203 Fundamentals of GIS
ENV 237 Environmental Justice in Indian Country

ENV 281 Remote Sensing
ENV 285 Environmental Afrofuturisms
ENV 309 Environmental Change in the Indigenous World
ENV 310 Advanced GIS
ENV 320 Natural Resource Law
ENV 345 Decolonial Environmentalisms
GEO 140 Environmental Geology
GEO 142 Earth Systems Science
GEO 182 Introduction to Meteorology
GEO 255 Global Climate and Oceans
GEO 365 Environmental Meteorology
GSIJ 212 Gender and Geography
PHIL 154 Environmental Ethics
REL 295 Sustainability, Fashion and Justice

Health Justice Concentration:
AFS 208 Growing Up Black
ANTH 110 Introduction to Cultural Anthropology
ANTH 220 Sex Roles
ANTH 341 Making Babies
ECON 122 Economics of Caring
ECON 243 Political Economy of Race
ECON 305 Political Economy
ECON 310 Economics and Gender
EDUC 203 Children with Disabilities
EDUC 221 Understanding Autism
EDUC 306 Technology and Disability
ENG 114 Sickness, Healthy, and Disability
ENG 246 Decadence
GSIJ 205 Queer and Trans Social Movement
GSIJ 206 Reading Feminisms
GSIJ 209 Queer of Color Critique
GSIJ 211 Place & Health
GSIJ 213 Transnational Intimacies
GSIJ 218 Queer Representation in Theater and Film
GSIJ 219 Black Feminisms
GSIJ 220 The Body Politic
GSIJ 247 History, Feminism, and Psychology
GSIJ 250 Chicana Feminism and Visual Culture
GSIJ 300 Intersectional Feminist Theory
GSIJ 302 Transgender Studies
GSIJ 303 Disability & Sexuality in US Culture
GSIJ 305 Food, Feminism & Health

GSIJ 308 Chicana and Latina Art
GSIJ 309 Stormy Weather, Ecofeminism
GSIJ 310 Queer Theory and Methods
GSIJ 362 Theories of the Body, Health, and Wellbeing
HIST 227 African-American History I
HIST 228 African-American History II
HIST 284 Africa: From Colonial to Neocolonial
HIST 348 Black Women and the Struggle for Rights in America
HIST 354 Lives of Consequence
PHIL 156 Biomedical Ethics
PHIL 162 Ethics of Civic Engagement
PHIL 250 Feminism: Ethics and Knowledge
PHIL 345 Power, Privilege, and Knowledge
POL 175 Introduction to the Politics of Women, Gender, and Liberation
REL 213 Death and Dying
REL 295 Sustainability, Fashion and Justice
SOC 205 Men and Masculinity
SOC 221 Race and Ethnic Relations
SOC 223 Inequalities
SOC 248 Medical Sociology
THTR 290 Theatre for Social Change

Global Health Concentration:

Note: this concentration's electives also include up to 2 language courses at the 200 level or above
AFS 150 Foundations Africana Studies
ANTH 110 Introduction to Cultural Anthropology
ANTH 260 Medical Anthropology
ANTH 221 Human Rights of Indigenous People
ANTH 296 Africa: Beyond Crisis, Poverty, and Aid
ANTH 354 Seminar: Food, Meaning, Voice
BIDS 235 Healer and Humanist: Frantz Fanon the Revolutionary
ECON 227 Women and International Development
ECON 210 Economic Inequality
ECON 211 The Economics of Energy, Development and Climate Change
ECON 227 Women and International Development
ECON 233 Comparative Economics
ECON 240 International Trade
ECON 311 The Economics of Immigration
ECON 344 Economic Development
GLS 101 Introduction to Global Studies
GLS 201 Global Cultural Literacies
GSIJ 213 Transnational Feminisms
RUSE 251/351 Sexuality, Creativity and Power

HIST 151 Food Systems in History
HIST 237 Europe Since the War
HIST 240 Immigration and Ethnicity in America
HIST 284 Africa: From Colonial to Neocolonial
HIST 286 Plants and Empire
HIST 301 The Enlightenment
HIST 318 Making of the Individualist Self
HIST 353 Invention of Africa
INRL 208 Gender & Politics in Middle E & N Africa
INRL 254 Globalization
INRL 258 State, Society, and Market in the Middle East and North Africa
INRL 259 African Politics
INRL 260 Human Rights and International Law
INRL 275 Environmental Insecurity
INRL 285 Borders, Belonging, and Rights in the Middle East and North Africa
INRL 301 International Relations of India
INRL 350 International Relations of China
INRL 380 Theories of International Relations
REL 236 Gender and Islam
REL 347 Gender and Identity in the Muslim World
RUSE 251/351 Sexuality, Creativity and Power (same as GSIJ 251/351)
SLA 304 LatinX-Latin American Literature
SLA 316 Voces de Mujeres

COURSE DESCRIPTIONS

PBHL 100 Introduction to Public Health Drawing from interdisciplinary sources as well as key scholarship from within the field of public health, this course provides an introduction to the core functions of public health, covering both US and global contexts. The course uses historical and contemporary examples to highlight the role of public health in promoting the health status of different populations, and the relationship of public health to other forms of health promotion in clinical and community settings. Focal topics include issues of global health, environmental health, health justice, and clinical health. Students are encouraged to think critically and reflexively about what it means to intervene in human health in such contexts, and to consider how social inequality and structural injustice plays a significant role in health outcomes. (Offered every semester) **P4**

PBHL 201 Epidemiology Epidemiology is the foundational science of public health, concerned with the distribution and determinants of health-related states and events in populations. This course emphasizes the quantitative foundations of epidemiology, introducing students to core concepts, study designs, and analytic tools that are central to mainstream practice in public health. Students will learn about data sources, measures of disease frequency, study design, screening tools, and the application of quantitative methods to topics such as infectious and chronic diseases, mental health, and environmental hazards. Historic and contemporary examples will be used throughout. (Staff, offered annually) **P1**

PBHL 260 Graphic Medicine This course introduces students to graphic medicine, a field within the health humanities that harnesses the power of comics to tell stories about health, illness, disability, and care. Students will read and analyze a range of graphic medicine texts addressing topics such as pandemics, disability, dementia, mental health, medical ethics, environmental health, and HIV/AIDS care, alongside critical essays that explore the field's rapid growth and significance to medicine and public health. In addition to reading and discussion, students will experiment with making comics through guided workshops and exercises, culminating in the creation of a graphic medicine piece of their own. No prior artistic skill is required. The course is offered at both the 200- and 300-level: students enrolled at the 300-level will complete additional readings, produce an extended comparative book review, and meet higher expectations for depth and refinement in all work. (offered occasionally; Hayes-Conroy) **P2, , P4** [Antirequisite: Students can't have taken PBHL 360]

PBHL 301 Critical Social Epidemiology Critical social epidemiology examines how patterns of health and disease emerge through social and political processes, always shaped by history and context. In contrast to the quantitative focus of PBHL 201, this course introduces critical, qualitative, and theoretical traditions of epidemiology, exploring ways of understanding population health that are not typically centered in quantitative approaches. Students will examine the origins of epidemiological science, the historical erasures of marginalized voices, and the assumptions that underpin much contemporary epidemiological work. Topics include the ecosocial theory of disease distribution, the history of Latin American Social Medicine/Collective Health, the work of W.E.B. Du Bois, the relationship between epidemiology and racism/colonialism, qualitative epidemiology, and embodiment theory. The course draws from public health, health geography, disability studies, gender studies, and the health humanities to build a broader understanding of how population health is studied and imagined. (offered every other year or annually; Hayes-Conroy)

PBHL 360 Graphic Medicine This course introduces students to graphic medicine, a field within the health humanities that harnesses the power of comics to tell stories about health, illness, disability, and care. Students will read and analyze a range of graphic medicine texts addressing topics such as pandemics, disability, dementia, mental health, medical ethics, environmental health, and HIV/AIDS care, alongside critical essays that explore the field's rapid growth and significance to medicine and public health. In addition to reading and discussion, students will experiment with making comics through guided workshops and exercises, culminating in the creation of a graphic medicine piece of their own. No prior artistic skill is required. The course is offered at both the 200- and 300-level: students enrolled at the 300-level will complete additional readings, produce an extended comparative book review, and meet higher expectations for depth and refinement in all work. (offered occasionally; Hayes-Conroy) **P2, , P4** [Antirequisite: Students can't have taken PBHL 260]

PBHL 400 Senior Capstone This capstone course in Public Health Studies provides students with multiple pathways to integrate and extend their liberal arts education while preparing for future professional or academic trajectories. Students select one of three tracks: Research, Internship, or Professional Pathways. In the Research Track, students design and complete an independent project that culminates in a written report and presentation; enrollment requires prior consultation and an approved research plan before the start of the semester. In the Internship Track, students integrate an approved internship with academic analysis, producing a professional portfolio and a critical paper that situates their experience in relation to ethics, equity, and practice; internships must be secured and approved in the preceding semester. In the Professional Pathways Track, students engage contemporary texts and debates in public health and related fields while developing a portfolio of professional and public-facing writing aligned with their intended career path. While the outside-of-class work differs across tracks, all students participate in shared seminar discussions emphasizing ethics, cross-track dialogue, and collaborative workshops. (Staff, offered annually) [Prerequisite: Open to Senior PBHL majors or permission of instructor]

PUBLIC POLICY STUDIES

Program Faculty

Joshua Greenstein, Economics, Program Chair
Christina Houseworth, Economics
Kristy Kenyon, Biology
Beth Kinne, Environmental Studies
Sooyoung Lee, Economics
DeWayne Lucas, Politics
Renee Monson, Sociology
James Sutton, Sociology

At Hobart and William Smith, the study of public policy builds on and integrates theoretical perspectives and analytical tools in the disciplines of economics, political science, sociology and ethics. The curriculum is designed to prepare students to think and act critically in public affairs, and to pursue careers in government, human services, social work, urban affairs, city planning, law, community organizing, policy analysis, business, communications or academia. The program offers an interdisciplinary minor.

PUBLIC POLICY MINOR

interdisciplinary, 6 courses

Requirements:

Two courses in foundations of public policy (ECON 126 or ECON 160, POL 110, SOC 100); one course in ethics (PHIL 151, 152, 154, 155, 156, or 162); one course in quantitative analysis (ECON 202, POL 361, SOC 212, BIOL 230, or ENV 207); one core course in Public Policy Studies (PPOL 201, PPOL 202, or PPOL 203); and one course chosen from the list of policy-related electives. Three courses must be unique to the minor. No more than three courses may be taken from any one department or program. All courses applied toward a minor in Public Policy Studies must be completed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

A student may count up to two courses transferred from other institutions toward the minor. Interested students should submit the complete course syllabus (including all assigned readings) for review. The required core course, PPOL 201/202/203, must be taken at HWS. The foundations courses (ECON 126 or ECON 160, POL 110, SOC 100) may be taken elsewhere, provided the course is determined equivalent. The ethics, quantitative analysis, and elective courses may be taken elsewhere, subject to approval by the PPOL Steering Committee faculty. There must be evidence that the ethics course includes substantial public policy content and/or addresses ethics in applied contexts. There must be evidence that the quantitative analysis course covers the same topics as ECON 202/POL 361/SOC 212. There must be evidence that the elective course includes substantial public policy content, e.g., an explicit examination of specific policies and/or the policymaking process. A focus on one or more social problems will not be sufficient.

FOUNDATIONS COURSES (2 required. Students are encouraged to complete all three.)

ECON 160 Principles of Economics OR Econ 126 Economics of Immigration

POL 110 Introduction to American Politics

SOC 100 Introduction to Sociology

ETHICS COURSES (1 required)

PHIL 151 Contemporary Issues: Crime and Punishment

PHIL 152 Contemporary Issues: Philosophy and Feminism

PHIL 154 Contemporary Issues: Environmental Ethics

PHIL 155 Contemporary Issues: Morality and War

PHIL 156 Biomedical Ethics
PHIL 162 Ethics of Civic Engagement

QUANTITATIVE ANALYSIS COURSES (1 required)

ECON 202 Statistics
POL 361 Quantitative Research Methods
SOC 212 Data Analysis
BIOL 230 Biostatistics
ENV 207/GEO 207 Environmental Statistics

CORE PUBLIC POLICY COURSES (1 required)

PPOL 201/202/203 Public Policy Making, Implementation, and Evaluation

ELECTIVES (1 required)

BIDS 214 The Politics of Reproduction
ECON 203 Between Labor and Management: Unions
ECON 207 Economics of Education
ECON 210 Economic Inequality
ECON 240 International Trade
ECON 248 Poverty and Welfare
ECON 301 Microeconomic Theory and Policy
ECON 316 Labor Market Issues
ECON 325 Economics of Inequality & Distribution
ENV 205 Introduction to Environmental Law
ENV 211 International Climate Change Law and Policy
ENV 320 Natural Resource Law
POL 220 American Congress and Presidency
SOC 225 Working Families
SOC 226 Sociology of Sex and Gender
SOC 265 Penology
SOC 266 Sociology of Police and Policing
SOC 375 Social Policy

COURSE DESCRIPTIONS

PPOL 201 Public Policy Making, Implementation, and Evaluation This course is an overview of the public policy process: policy making, policy implementation, and policy evaluation. It draws on core concepts and frameworks from three related disciplines – sociology, economics, and political science – to examine how legislation is proposed and passed, how policies are implemented on the ground, and what tools are used to analyze and evaluate the justice and efficacy of public policies. The primary focus is on U.S. policy, with case studies from other nation-states serving as comparative context. Substantive policy areas addressed in the course may include poverty and welfare, education, health care, and labor policies. May not receive credit for both PPOL 201 and PPOL 202. (Monson, Offered every other year) **P4** [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better and ECON 126 or ECON 160 , POL 110 or PPOL 101 with a grade of C- or better. May not receive credit for both PPOL 201 and PPOL 202/203.]

PPOL 202 Public Policy Making, Implementation, Evaluation This course is an overview of the public policy process with an emphasis on the perspective from the discipline of economics. Policy making, policy implementation, and policy evaluation are all discussed. It draws on core concepts and frameworks from three related disciplines - economics, sociology, and political science – to examine how legislation is proposed and passed, how policies are implemented on the ground, and what tools are used to analyze and evaluate the justice and efficacy of public policies. The primary focus is on U.S. policy, with case studies from other nation-states serving as comparative context. Substantive policy areas addressed in the course may include poverty and welfare, labor polices, and education. May not receive credit for both PPOL 201 and PPOL 202. (Greenstein, Offered every other year) **P4** [Prerequisite: ECON 126 or ECON 160, and POL 110 or SOC 100 with a grade of C- or better. May not receive credit for both PPOL 201 and PPOL 202.]

PPOL 203 Public Policy Making, Implementation, Evaluation This course introduces the public policy process, emphasizing the role of political institutions, actors, and power dynamics in shaping policy outcomes in the United States. With particular focus on political science, it draws on key concepts and theories from three related disciplines in the social sciences-political science, sociology, and economic-to examine how legislation is proposed and passed; how policies are implemented and changed on the ground; and how politicians, citizens, and policy experts analyze and evaluate the justice and efficacy of public policies. Substantive policy areas addressed in the course may include poverty and welfare, education, health care, and labor policies. Students may only receive credit for one of the following courses: PPOL 201, PPOL 202, or POL 203. (Lucas, offered every three years) **P4** [Prerequisite: PPOL minor or two of the following courses: POL 110, SOC 100, ECON 126 or ECON 160, or FSEM 021, with grades of C- or better. Students who have taken PPOL 201 or 202, or POL 203 cannot take this course.]

PPOL 495 Honors

RELIGIOUS STUDIES

Department Faculty

Richard Salter, Professor, Chair
Etin Anwar, Professor
Lowell Bloss, Emeritus Professor
Michael Dobkowski, Emeritus Professor
Blaize Gervais, Assistant Professor
Susan Henking, Emeritus Professor
Shalahudin 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?" Where do we find it? Our definitions of the term and our approaches to its study vary. 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. 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. In our classes, we may look at institutional religion, as one might find at a temple, synagogue, church or mosque. We may consider how religion interfaces with politics, science, the environment, and with individual spirituality. But we may also examine religion as it manifests itself less visibly, such as in literature, films and sports.

Religion is embedded in a socio-cultural world, so our work always considers how religion intersects with other issues, such as race, class, gender, sexuality and other axes of difference. We consider religion and religious spirituality in their relevance to global and real-life issues, including peace and violence, human rights and genocide, and cross-cultural or inter-civilizational encounters in history and today. Familiarity with these issues will prepare students for careers in business, politics, international relations, journalism, writing and not just in institutions of religion. Courses toward a religious studies major or minor must be completed with a grade of C- or higher.

The Religious Studies Department offers a disciplinary major and minor. It prepares majors to have a wide array of exposure in the fields of religious studies and deeper understanding in their areas of concentration. The minor in religious studies gives students exposure to the field of religious studies in a wide array of courses on religious traditions or on themes in religious studies.

Mission Statement

The Department of Religious Studies aims to foster the values and principles of tolerance and appreciation for the diverse ways different cultures create meaning through religious ideas, practices, and institutions. It seeks to instill a basic understanding of religion in general and religion in different forms, and on top of that, the ability to evaluate and analyze, compare and contrast, their commonalities and differences. By analyzing and assessing the relation of religion to social, cultural, political, artistic, literary, scientific, environmental, feminist and other human endeavors and phenomena, the department aims for the student to develop a sophisticated and critical appreciation of the diversity of religious expressions, and to avoid or preclude misunderstanding and prejudgments about them.

Offerings

RELIGIOUS STUDIES MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

Students graduating with a major in religious studies will be able to:

- Understand and be able to summarize the fundamental questions and controversies concerning what is religion and be able to identify and critically evaluate theories that purport to answer that question.
- Generate new questions concerning religion and the issues that religions address, research those questions using relevant methods and primary and/or secondary sources (with appropriate citation and formatting styles) and communicate them effectively in both written and spoken formats.
- Understand and assess the social, historical, and contemporary contexts of religious phenomena and religious identities locally, nationally, and globally.
- Understand, identify, compare, and summarize some of the narratives, rituals, ethics, and doctrines of some major world religious traditions.
- Recognize the way religions intersect with human rights, social justice, the environment, gender, race, class, violence, and other issues.
- Identify and analyze religious dimensions of a purportedly secular world.

Requirements:

One introductory religious studies course; one tradition-based concentration (Judaic Studies, Christianity Studies, Islamic Studies, or Buddhist Studies); either another tradition-based concentration, or one thematic concentration (such as Philosophy of Religion, History of Religion, Religion and Violence, and Religion, Gender and Sexuality), or one personalized concentration (to be approved by the student and the major advisor) with a combination of one 200-level course and one 300/400-level course or three 200-level courses for each concentration; REL 460 Senior Colloquium; three to five elective courses depending on the above combinations (by the approval of the major advisor, two of these elective courses could be cognate courses from another department). All courses toward a major must be completed with a grade of C- or higher. The major in religious studies requires six unique courses.

RELIGIOUS STUDIES MINOR

disciplinary, 6 courses

Requirements:

One introductory religious studies course; four religious studies courses at 200-level or above; another religious studies course or a cognate course from another department with the approval of the minor advisor. All courses toward a minor in religious studies must be completed with a grade of C- or higher. The minor in religious studies requires three unique courses.

COURSES IN INTRODUCTION TO RELIGIOUS STUDIES

REL 103 Journeys and Stories

REL 105 Religion, Peace, and Conflict

REL 109 Imagining American Religion(s)

REL 115 Imagining Asian Religion/s

Courses in Tradition-Based Concentrations

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 371 Literary and Theological Responses to the Holocaust

Christian Traditions Courses

REL 232 Rethinking Jesus
REL 237 Christianity and Culture
REL 238 Liberating Theology
REL 240 What Is Christianity?
REL 241 Rastaman and Christ
REL 279 Torah and Testament
REL 345 Tradition Transformers: Systematic Theology
REL 350 Nationalism

Islamic Studies Courses

REL 209 Muslim Jesus
REL 236 Gender, Sexuality, and Islam
REL 248 Islamic Ethics and Politics
REL 255 Peace and Violence in Quran
REL 265 The West and the Qur'an
REL 280 Negotiating Islam
REL 286 Islam and Environment
REL 289 Material Cultures in Islam

REL 335 Jihad

Buddhist Studies Courses

REL 211 Buddhism
REL 215 Japanese Religion/s
REL 304 Buddhist Philosophy
REL 325 Japanese Philosophy and Religious Thought

COURSES IN THEMATIC CONCENTRATIONS

History of Religions Courses

REL 201 Trekking through Asia
REL 211 Buddhism
REL 213 Death and Dying
REL 215 Japanese Religions
REL 243 Suffering and Salvation
REL 254 Questioning Divinity: God, Goddess, Gods, Nothing
REL 299 Religion and Psychedelics: The History and Use of Entheogens in Religion
REL 325 Japanese Philosophy and Religious Thought

Philosophy of Religions Courses

REL 213 Death and Dying
REL 239 Nihilism East and West
REL 243 Suffering and Salvation
REL 254 Questioning Divinity: God, Goddess, Gods, Nothing
REL 257 What's Love Got to Do With It?
REL 260 Religion and Philosophy from a Global Perspective
REL 285 Medieval Philosophy
REL 292 Deviance and (De)Medicalization
REL 294 Religion and Sports
REL 296 Evil
REL 297 Religion, Ethics, Culture
REL 298 Human Rights as a Philosophical Problem
REL 299 Religion and Psychedelics: The History and Use of Entheogens in Religion
REL 300 Ethics of Memory
REL 304 Buddhist Philosophy
REL 325 Japanese Philosophy and Religious Thought
REL 350 Nationalism

Religion, Gender, and Sexuality Courses

REL 236 Gender, Sexuality, and Islam
REL 257 What's Love Got to Do with It?
REL 281 Women, Religion and Culture
REL 283 Que(e)rying Religious Studies
REL 290 Human Rights and Religion
REL 295 Sustainability, Fashion, and Justice
REL 347 Gender and Identity in the Muslim World

Religion and Violence Courses

REL 243 Suffering and Salvation
REL 255 Peace and Violence in the Qur'an
REL 271 The Holocaust
REL 288 Religious Extremism
REL 293 Racial Utopias
REL 335 Jihad
REL 371 Literary and Theological Responses to the Holocaust

COURSE IN PERSONALIZED CONCENTRATION

With the approval of the major advisor, students can create their own personalized concentration. It could include, but not be limited to, Religion and Environment, Religion and Social Issues, or Religion and Public Space. The course combination to fulfil the requirement for these concentrations is to be determined in consultation with the major advisor. It could include the following courses:

REL 253 Creation Stories: Why They Matter
REL 284 Contesting Gods in Multicultural America
REL 285 Medieval Philosophy
REL 292 Deviance and (De)Medicalization
REL 296 Evil

REL 297 Religion, Ethics, Culture

REL 298 Religion and Psychedelics: The History and Use of Entheogens in Religion

REL 300 Ethics of Memory

REL 350 Nationalism

BIDS 219 Imagining Environmental Apocalypse across the Muslim World

Cross listed Courses

PHIL 271 Medieval Philosophy

RCOL 121 Holocaust: Witness and Hope

COURSE DESCRIPTIONS

REL 103 Journeys and Stories What does it mean to live a myth or story with one's life or to go on a pilgrimage? How are myths and voyages religious, and can storytelling and journeying be meaningful in our contemporary situation? This course begins by focusing on the journeys and stories found within traditional religious frameworks. It then turns to the contemporary world and asks whether modern individuals in light of the rise of secularism and the technological age can live the old stories or must they become non-religious, or religious in a new manner. (Anwar, offered alternate years) **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or instructor permission.]

REL 105 Religion, Peace, and Conflict What is religion? What counts as peace? How do religion and other social institutions contribute to, and are influenced by, peace or conflicts? This course explores on humans' search for meaningful and peaceful life and on the role of religion in such pursuit. It will first of all investigate the meaning, elements, and functions of religion in humans' pursuit of peace and meaning. It will then examine the meaning of peace and conflicts and the conditions that contribute to peace or conflicts. In turn, the course will look at the ways in which peace or conflicts may influence religion. Finally, the course will examine the role religion plays in peacemaking efforts. **P3, P4**

REL 109 Imagining American Religion What does it mean to imagine an American religion? This course explores that question in two ways. One way is to work towards a definition of the terms in the title of this course: what is an "American"? What is "religion"? What does it mean to "imagine" these things? The other way we explore the question of American religion is to examine various attempts to make meaning in the United States. How do different social groups "imagine American religion"? Does that change and, if so, why and how? Why does it matter how people imagine American religion? (Salter, offered annually) **P3, P4** [Prerequisite: Open to First Year and Sophomore students only, or instructor permission.]

REL 115 Imagining Asian Religion/s Is Buddhism a religion? What is religion? Does it entail a belief in God or reference to the transcendent? Is it some kind of faith? But neither was the notion of a god significant, nor was that of faith central to, early Buddhism. One could make similar claims about Confucianism. What do we mean by "religion"? Until modern times, Asian cultures lacked the very concept of what Western scholars call "religion." Or is what the Indians call dharma equivalent to "religion"? What about what the ancient Chinese (Buddhists, Confucians, and Daoists) called fo, jiao, and dao or the Japanese (Buddhists, Shintoists, and Confucians) called ho, kyo, and do "law," "teaching," and "way"? Are these terms equivalent to what we today mean by "religion"? How do we imagine "religion" in these "Asian cultures"? What is "Asian religion/s"? (Krummel, offered annually) **P3**

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, beginning in South Asia, through Tibet, China, Korea, and Japan, and ending in the West (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. (Krummel, offered alternate years) **P3, P4**

REL 209 Muslim Jesus This course examines Qur'anic portrayals of Jesus, his message, and his followers. It subsequently looks at how Muslims interpret those portrayals in their exegetical, legal, and sufic writings and explores how their interpretations have implication in interfaith relations. The course discusses topics related to the perceptions of Jesus in the Qur'an and Muslims' interpretations on the nature of Jesus, on the place of Jesus in the chain of prophecy, and on the validity of Jesus' message. It also talks about the significance of Jesus in Islam's mystical tradition, the messianic message in Muslim societies, and Qur'anic perceptions of Christians and their Gospels. The course will address the following questions: Do Muslims recognize Jesus? How is the portrayal of Jesus in the Qur'an and Muslims' interpretations similar and different from Christian understandings of Jesus? What are the causes of the different images of Jesus in Qur'anic and Christian perspectives? What does it mean when the Qur'an describes itself and Jesus as the Word of God? Why does the Qur'an regard Jesus as revered personality while at the same time reject his divinity? How do Muslim Jesus and Christian Jesus become a source of harmony and contentions between Muslims and Christians? (Kafrawi, offered occasionally) **P3, P4**

REL 213 Death and Dying This course examines the inevitable fact of death and the meaning of life this might entail. From the very moment that we are born we are faced with the possibility of death. Death then forms a real and essential component of our existence, our lives. We shall examine this topic through a variety of perspectives, including psychology, philosophy, literature/fiction (such as short stories and poetry), and religion. We will look at the various attitudes and postures towards death; how different people from different backgrounds, cultures, and fields have coped with this fact; the different interpretations of the meaningfulness of life people extract from it; and possible speculations and interpretations people have provided as to why we must die and where, if anywhere, it may possibly lead. **P3, P4**

REL 215 Japanese Religions The course examines the religious traditions of Japan by tracing their historical development and looking at the roles they have played and currently play in Japanese society. We will investigate the great variety of the indigenous folk religious beliefs and practices along with the Japanese appropriations of originally foreign religions. Our study will take us through shamanistic folk religion, Shinto, Buddhism, Confucianism (and Neo-Confucianism), Christianity, the new and syncretic religions of modern Japan. (Krummel, offered alternate years) **P3**

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) **P3**

REL 236 Gender, Sexuality, and Islam The #MeToo movement has brought a renewed debate on how gender and sexuality are constructed within Muslim contexts. The emerging topics – such as consent, sexual violence, sexual orientation, the fluidity of masculinity and femininity, and reproductive rights – have gained currency, in addition to attracting hostility. This course explores how the change of gender roles and sexual mores corresponds with political, social, and cultural constructs. It evaluates the historical and contemporary narratives of the role of Islam in constructing gender and sexuality. Students will interpret religious, legal, ethical, political, and social texts within majority and minority Muslim contexts (Anwar, offered annually). **P3, P4**

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. Students who have taken REL 237 in terms previous to and including Fall 2022 may not take REL 294 in Spring 2023. (Salter, offered alternate years) **P3**

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. **P4**

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 intellectual 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. This despite the 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 to, works 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. (John Krummel, offered every two or three years) **P3, P4**

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) **P3**

REL 241 Rastaman and Christ 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 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. Are all the religions aiming for the same goal or are they different responses to different problems in different cultural contexts? 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. (John Krummel, offered every two or three years) **P3, P4**

REL 253 Creation Stories: Why They Matter This course fosters educational conversations on the nature of the world from theistic and non-theistic perspectives. It will elaborate on the world's origin (creation, emanation, and the worlds' eternity), the law of nature, freedom and predestination, ethics, religious devotion, and eschatology. Some of the questions in this course will include: What is the origin of the universe? Is the world a product of creation, emanation, or evolution? How do religious traditions characterize the nature of the universe? How does religion relate to the world? Are religion and science in conflict or complementary? In what way can we relate religion and science? How does our view of the world influence our discourse in ethics, politics, science, and religion? (Karawi, offered fall) **P3, P4**

REL 254 Questioning Divinity: God, Goddess, Gods, Nothing God, gods, goddesses. Is god one or many, male or female or without gender? Is the ground of reality, the source of all existence even theistic? How have human beings conceived the divine over the millennia, both in and prior to human history? Who or what is a god or goddess or deity? What are we asking when we ask about God or Goddess? What about gods/goddesses in the plural? And must divinity be conceived in personal terms as a father or son or mother? Or are such conceptions human projections upon that which any conception fails to grasp? Can it then be understood in non-personal terms? And what are the implications of such ways of conceiving God/Goddess for society or civilization? In this course we shall look at different ways in which the issue of the divine have been raised throughout history, in different cultures and religions, and by different thinkers. By doing so the course shall raise questions about traditional Western conceptions of God, e.g., monotheistic and patriarchal – and even about the theistic (God-centered) view to reality itself. How did these beliefs come about? What are the contexts in which they came about? What are their effects on society? And are they still feasible today? By questioning the core ideas about reality belonging to our traditions and seeing the historical and cultural contexts in which they emerged, the course proposes to open our horizons and imaginative vision in regard to central questions about reality, the cosmos and the human world. (Krummel, offered every two or three years) **P3**

REL 255 Peace and Violence in the Qur'an This course explores Qur'anic views on peace and violence. It will discuss Qur'anic views regarding the meaning of Islam and its treatment of various forms of peace including liberation, justice, equality, freedom, and tolerance, as well as those of violence including war, self-defense, killing, suicide, sacrifice, and punishment. To appreciate the meaning of Qur'anic verses on these issues, the course will pay attention to the horizon of the questions focusing on their specific circumstances. Throughout the semester, the class will discuss questions on Qur'anic support for peace and violence. The following list constitutes some of those questions: Does the Qur'an support peace or violence? How is peace to be achieved in a Qur'anic worldview? What kinds of violence does the Qur'an allow or disallow to take place? Since Qur'anic verses seem to suggest both peace and violence, to what extent does the Qur'an promote peace and to what extent does it allow violence? Does the Qur'an promote peace/violence as an end or as a means? What are the historical circumstances that students of the Qur'an should know in order to better understand the meaning of Qur'anic verses regarding peace and violence? (Kafrawi, offered Fall alternate years) **P3, P4**

REL 257 What's Love Got to Do with It? What does it mean to love in Judaism? This course follows that question wherever it leads. We will explore how ancient and contemporary Jewish authors understand love in its many forms: romantic, erotic, ethical, familial, communal, divine. What if love stands in conflict with religious norms? Can it coexist with abuse, violence, and oppression? And how have Jewish ideas about love changed across millennia, in dialogue with the surrounding religions and cultures? Drawing on sources from the Hebrew Bible, Talmud, and Jewish mysticism to contemporary literature, film, music, and visual art, and on approaches from theology, philosophy and history, we will grapple with questions of desire, friendship, marriage and family, gender and sexuality, including LGBTQ+ perspectives and experiences. By the end of the course, students will come away with a deeper understanding of Jewish tradition and with new tools for thinking about love itself. **P4**

REL 260 Religion and 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? Is it possible to examine philosophically the origins of the religious consciousness or way of being? And what do we mean by "religion" anyway? How can we make sense out of the plurality of, and disagreements amongst, religions? The course engages in a cross-cultural exploration of the meaning of religion. It does so by looking at texts of philosophy, religious thought, and theory, expressing both religious and non-religious perspectives and a variety of traditions. (Krummel, offered every two or three years) **P3, P4**

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) **P3**

REL 270 Mod. Jewish History This course examines Jewish intellectual, political, and socio-economic 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) **P3, P4**

REL 271 The Holocaust This course analyzes the background and history of the Holocaust; its impact on the Jewish community in Europe and worldwide; theological reactions as reflected in the works of Buber, Fackenheim, and Rubenstein; the question of resistance; the problem of survival; the Elie Wiesel syndrome; and collective guilt leading to the creation of the State of Israel. It also examines the nature of the human, society, religion, and politics post-Auschwitz. (Dobkowski, offered annually) **P4**

REL 272 Sociology of the American Jew This course examines the sociological, religious, and historical complexion of the American Jewish community. It attempts to deal with such issues as immigration, religious trends, anti-Semitism, assimilation, adjustment, identity, and survival, and it attempts to understand the nature of the American Jewish community. It analyzes this experience by utilizing sociological and historical insights, as well as by looking at immigrant literature in its cultural and historical context. (Dobkowski, offered alternate years) **P3**

REL 273 Jewish Thought This course traces the foundations of Jewish religious and philosophical thought from the Bible, Rabbinic literature, Talmudic Judaism, the Kabbalah, medieval philosophy, and mysticism, to contemporary Jewish thought. It is an attempt to understand the "essence" of Judaism and to trace how it has developed over time and been influenced by other traditions. It also examines the impact of Judaism on Islamic and Western European thought. (Dobkowski, offered alternate years) **P3, P4**

REL 274 Zionism, Israel, Mideast Conflict An examination of the roots of Zionism – a complicated religious, ideological, and political movement. Such external factors as the Holocaust and the acute problems of the surviving refugees; the conflict between Jews and Arabs in Palestine; the breakdown of the British Mandate and the mutual rivalries of the Western powers in the Middle East; and the East-West conflict in the global scene are some of the historical forces which accelerated the creation of the Jewish state that are examined. But attention is also given to the internal intellectual and spiritual forces in Jewish life, which were at least as important and which constitute the ultimately decisive factor. (Dobkowski, offered occasionally) **P3**

REL 276 History of East European Jewry 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 Modern Judaism 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) **P3**

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) **P3**

REL 285 Medieval Philosophy This course is a survey on common themes in Medieval philosophy. It explores issues elaborated on in the works of major Christian, Muslim, and Jewish philosophers. Among these issues are Being and its modalities, Perfect Being and the world, free and pre-determination, universals and particulars, and causality. It especially discusses the interplay between Platonic, Aristotelian and Neoplatonic views on the one hand and religious teachings on the other, as expressed in the works of medieval philosophers such as Augustine, Sa'adia, Ibn Sina, Maimonides, Averroes, Aquinas, and Ibn Tufayl. **P3, P4**

REL 286 Islam and Environment The course offers an overview of key concepts in Islamic environmental ethics, Muslim responses to environmental catastrophes, and the link between local and global forces in Islamic societies and their impacts on environment. The course will begin with a comparative ethical approach on the relationship between humans and their environment by introducing the concept of the sacred. The foundations of Islamic ethics will follow. The course will also evaluate Muslims' treatment of their environment, as well as their responses to climate change and natural disasters using theological, ethical, textural, political, cultural, and civic approaches. Such discussions will be contextualized in the interplay between local factors that shape Muslims' attitudes and behaviors toward their environment and global forces, such as colonialism and capitalism, that exacerbate the use and abuse of nature. Social justice, sustainability, Islamic socialism and anti-capitalism, and disaster relief efforts in the aftermath of tsunamis are also key topics in the course. **P3, P4**

REL 288 Religious Extremism Religious extremism takes shape and flourishes equally in both secular and religious communities. The rising phenomena of exclusionary religious sentiments and intolerance in the United States and across the globe puts into question the notion that a particular religion is immune from extremism while others are more prone to it. They challenge humanity's most cherished values of peace, compassion, and justice that have been viewed as positive contributions of religions to peace. This course will study some basic concepts, examines some key theories, and scrutinize some illustrative cases of religious extremism across traditions including Judaism, Christianity, Islam, Buddhism, and Hinduism. It will also investigate the roots of religious extremism from historical, social, political, and theological vantage points. Of special interest is the connection between religious extremism and religious violence. Among the questions addressed in this course include: What is religious extremism? What social conditions give birth to religious extremism? How does religious extremism interconnect with religious violence? **P3, P4**

REL 289 Material Culture and Islam Did you know that the Biscione (viper) of Milan is historically linked to the Crusades? Western and Islamic borrowings of things and ideas for good and bad reasons shape how Islam is culturally embodied. This course traces the embodiment of Islam in visual cultures. It will pay special attention to how Islam manifests in its geographical spaces, its cultural shapes, and its artistic forms. Islam's encounters with various locations and cultures influence how the architectural designs are carved, dresses are shaped, poems are creatively crafted, and arts of calligraphy are expressed. While Islam's encounters with new cultural practices invoke the question of what is Islamic and not Islamic, they merit an interdisciplinary examination ranging from anthropological, social, historical, artistic, and religious (studies) approaches. The course investigates various embodiments of Islam ranging from the architectural or landscaping environment (mosques and gardens), poem, fashion, and calligraphy. It also approaches the materiality of Islam by examining the contexts of things as cultural, historical, artistic, and religious artifacts, showing the relationship between Muslims and objects, and situating Muslims' relationship with objects within its theological importance, colonial and post-colonial pursuits of capitalist accumulation, emerging customer cultures, and museum displays. The course will enhance students' understanding of what embodies Islam and what constitutes Muslim material cultures. (offered alternate years) **P3, P4**

REL 290 Human Rights and Religion Does Religion provide helpful ideas and/or values to support the justification of human rights? Or have religions and religious reasoning done more harm than good in the history of human rights violations? How should we balance rights to religious freedoms of expression, assembly, and conscience, with other rights to human flourishing? When the Universal Declaration of Human Rights was first passed, one of the committee members observed that "We agree on these rights, provided we are not asked why. With the `why' the dispute begins." In this class, we will confront the `why question' directly and explicitly, beginning with an examination of how various religious traditions think about and advocate for human dignity and rights. We will also, however, situate these perspectives within their relevant historical contexts, and address the concrete events in which members of that tradition either perpetrated and/or suffered human rights abuses. In the second half of the course, we will dig into thematic tensions that are particularly relevant to the dialogue between religion and human rights. Significant topics include: the tensions between human rights and human freedom, as well as how religious practices and beliefs have shaped the rights of vulnerable groups like women, children, minorities, LGBTQ communities, and the environment. **P3, P4**

REL 291 The Ethics of Identity: Being, Knowing, and Doing Identity and identity politics has become an inescapable hot button issue in our current public discourse in the last decade. Too often, however, such discussions are so focused on picking a side in the political aspects of the debate, that they do not stop to articulate what identity is and how it shapes our individual and collective lives. This course will take a philosophical deep dive into the questions and challenges of identity along three vectors; Being, Knowing, and Doing. In the first section on "Being", we will explore the ontology of identity by asking such questions as What does it mean to have an identity or be a person with an identity? (Why) Is identity important? What are different types of identity (ethno-cultural, national, sexual, gender, race, religious, socio-economic, philosophical, political) and how do they intersect and interact? How are group identities related to and distinct from individual ones? In the second section, "Knowing," we will explore how identity shapes perception and knowledge creation. Here we will pursue such questions as; how do the different types of identity discussed in the first part of the course influence how we are able to perceive the world and be perceived by it? How does identity shape how we come to know things individually and the extent to which we contribute to public or group knowledge? And what is the relationship between objectivity and subjectivity in ideal epistemic practice? In the final section we will explore the role which identity plays in the moral sphere by asking such questions as; how does identity shape our processes of moral reasoning and our ability to act "virtuously"? What is the relationship between identity and human rights or identity and moral duties? Should all rights and obligations be universal, or should forms of identity inflect either or both? Finally, how should we prioritize between individualism and group identities when they come into conflict? There are no prerequisites for this course, however, it may be of particular interest to students interested in politics, philosophy, ethics, critical sexuality, and social epistemology. (Gervais, offered biannually) **P4**

REL 292 Deviance and (De)Medicalization Is a school shooter an evil sinner, an ordinary criminal, or just mentally ill? Is homosexuality a natural mode of loving and living, an expression of moral weakness, a punishable criminal offense, or a sign of biological or psychological :inversion"? Is "hearing voices" a sign of madness to be shunned and locked away from society, or to be revered as proof of being chosen by the gods? The way in which a society or individual answers these kinds of questions can help us to understand the ways in which that society medicalizes (or demedicalizes) different forms of deviance. In this course we will explore various arenas in which forms of deviance have shifted around on the spectrum from sin to crime to sickness (and back again) through processes of medicalization and demedicalization. We will explore medicalization in connection with sexual, mental, and moral forms of deviance as well as the medicalization of identity in terms of race, gender, class, disability, and age in order to ask questions such as: How is medical knowledge and authority constituted? How and why do certain behaviors come to be framed as medical problems, rather than moral or legal ones? Who decides? What people, forces, or systems shape the way we view deviant behavior? What is at stake in such processes of (de)medicalization, and how do such processes impact the lives of those involved? Finally, we will conclude the course with an analysis of medicalization in the Covid era. This course has no prerequisites however it will be of particular interest to students in the pre-health, pre-law, and sociology tracks, as well as students interested in critical gender and sexuality studies, religious studies, ethics, and political science. **P4**

REL 293 Racial Utopias: Economizing Soul With the continued hunt of black lives and the rising social unrest that the hunt has engendered, this course asks: what would an ideal racial world look like? What would equality or equity be like in such a world? How do visions of the sacred have to compromise with the realities of the profane in such utopias? Utopian visions often include a message of oneness/sameness. How do questions of oneness and sameness apply to questions of race? Do they separate people? Do they homogenize people? How have they changed over time? What is the role of the religious leader in fashioning these ideal visions? For the economist interested not only in behavior but motivations, racial utopias present the opportunity to study how conflicts between worldview (religion) and habit/behavior (racism) are or are not resolved. For the scholar of religion, racial utopias are unique products of a religious imagination that seeks the Kingdom of God on earth. Interrogating racial utopias will allow all students to examine aspects of their own lives including their image of God, what they hope for, and what they can do to help create their ideal world. We will investigate a number of utopian projects that included racial components, including The People's Temple (Jim Jones), Father Divine, the Black Hebrew Israelites, and Star Trek. **P4**

REL 294 Religion and Sports This course explores the many relationships of religion and sports. Can sports be considered a religion? In what sense(s)? For example, are sports a vehicle for transcendence, fostering the ability of humans to rise above what they may think are their limits? Does pain in sport blur the boundaries of the self and allow us to unify with something larger than ourselves? Do sports like surfing, mountain climbing, or fly-fishing, foster a connection to nature that might lift us into harmony with the cosmos? Or are sports a religion because of how they function socially? Are sports a ritual that bonds us as a community? Are sports a vehicle for inscribing the values and norms that make us who we are as a collective? Can sports be said to be a 'civil religion' that helps to define the American sacred? And what of the educational and psychological functions of sports? Are sports part of our social training? Do they always reinforce our social norms, or can they also be part of the transformation of our communities? **P4** [Prerequisite: Not open to students that have taken REL 237 in terms previous to and including Fall 2022.]

REL 295 Sustainability, Fashion, and Justice The clothing industry's "fast fashion" paradigm has continued to perpetuate ethical and environmental dilemmas. This industry model condones the use of cheap labors and materials and often outsources production to underdeveloped Muslim countries, exposing underrepresented groups such as women to unsafe, violent working environments where their human rights are curtailed. This phenomenon compels customers, governments, and companies to address "fast fashion" and its environmental and socioeconomic impacts by pivoting towards more sustainable industry models. In elaborating sustainable fashion, this course examines questions, such as: In what ways does fashion impact the environment? Why does sustainable fashion matter? How are fashion companies regulated with respect to environmental degradation? How can customers accelerate change for sustainable clothing? The problem of fashion ethics will be approached from a multidisciplinary perspective, including approaches from religious studies, gender studies, and environmental studies. Students will be exposed to fashion ethics from both Western and Islamic perspectives. **P3, P4**

REL 296 Evil What does it mean to be human in a tragic world filled with seemingly endless suffering? Is evil inevitable? Where does it come from? What distinguishes evils from ordinary wrongs? How is it that we do evil? Is hatred necessarily evil? Are some evils unforgivable? Are there evils we should tolerate or that are necessary? What can make evil hard to recognize? How can we best respond to, and live with evils? To look into the darkest depths of human existence is a frightening venture, but in this class we confront the problem of evil head on from multiple disciplinary perspectives. From the battles between order and chaos in creation myths from around the world, to the horrors of genocide in our modern era and everything in between, this course explores all the many faces of evil including the enduring allure of super villains and the horror genre, concrete "evil" individuals and atrocity in history, Greek tragedy, philosophical accounts of how to defend the existence of God in the face of evil, and how we as human beings ought best to carry on (with hope and optimism) in the face of all this evil and suffering. This course will be of relevance to students interested in ethics, philosophy, religious studies, international relations, or global studies. It substantially satisfies the goals of ethical judgment and cultural difference. There are no prerequisites for this course. **P3, P4**

REL 297 Religion, Ethics, and Culture How do humans create meaning and orient their individual and collective lives? What role has "religious" thinking played in these central human projects historically, and what do religious feeling, cults, rituals, prayer, high priests, and prophets look like in our supposedly post-religion age? In this course we will explore the inextricability of the religious and cultural; how they inform one another, and how they work together in tension to help us make sense of life's persistent questions concerning: What can we know? What should we do? And what can we hope for? We will focus particular attention on contemporary manifestations of this relationship, with case studies ranging from Soul Cycle, to inceldom, to video games, to Hijab solidarity, to the neopagan witch renaissance. This course will be of interest to students studying philosophy, history, sociology, anthropology, psychology, religion, and media and society. (Gervais, offered alternate years). **P3, P4**

REL 298 Human Rights as a Philosophical Problem What are rights? What does it mean to claim a right? How do they bear on fundamental questions of human flourishing, dignity, and solidarity? Are any rights (truly) universal? How are they different from other moral values we may hold? How might we try to ground or defend the legitimacy of human rights outside of a legal context, philosophically, religiously, or otherwise? What is the relationship between rights and duties? Might certain rights be the product of ethnocentric bias, is the idea of rights itself a "problematically Western" one? What is the difference between positive rights and negative rights, and how should we adjudicate between and among rights when they come into conflict with one another? Contemporary public discourse will often frame a policy initiative in the language of human rightsas a way to convey urgency and/or a moral high ground, so we also must ask how this "human rights creep" might enable or undermine other human rights initiatives. Furthermore, what are the underlying motivations for such rights creep; i.e. why might we be tempted to reach for human rights language when advocating for our moral values, principles or ideals? Who or what can be a rights holder? We tend to think of humans and animals as the primary candidates, but are unique parcels of land, or revered cultural artifacts such as art or architecture worthy of consideration as well? How ought we think about the ethics of resistance vis a vis human rights, meaning are there acceptable and unacceptable ways to defend or fight for human rights? In this course we begin with an exploration of the intellectual traditions that laid the conceptual groundwork for the "invention" of human rights with the drafting of the UDHR. From this foundation we are able to move to the question of how to validate or legitimize human rights outside of the legal or political context, before turning to a number of other philosophical problems which human rights raise. The course will conclude with a series of discussions concerning the ethical problems which arise in the contexts of defending or fighting for human rights. This course will be of relevance to students interested in ethics, philosophy, political science, international relations, law and society, social justice, and/or global studies. It substantially satisfies the goals of ethical judgment and a critical understanding of social inequalities. There are no prerequisites for this course, however it serves as a complement to REL 290 Human Rights and Religion. **P3, P4**

REL 299 Religion and Psychedelics: The History and Use of Entheogens in Religion Can chemistry unlock the sacred? Can transcendence be chemically triggered, i.e., with psychedelics? Is a psychedelic trip revelatory or delusional? What has been the connection throughout history between the religions and psychedelics? The course will inquire into the connections, both actual and possible, between psychedelics (entheogens, i.e., psilocybin, ergot, ayahuasca, peyote, etc.) and religion, both in history and in contemporary practices. We will begin with a look into the ancient religious practices of the Mediterranean and Middle East, then inquire into South Asia ("India"), look at old and new practices in the Americas (South, Central, and North), and end with a view to the literature of contemporary psychonauts who associate their practices and experiences with religious ideas or practices, or give them a religious significance. We will also look into the phenomenology and possible meanings of such experiences. **P3, P4**

REL 300 Ethics of Memory We are often warned that those who fail to remember the past are doomed to repeat it, but there are also grave concerns around remembering too much; for example, commemorating past injustices that are not worthy of immortality or holding on to painful memories when we would be better off forgetting. What other moral challenges arise in relation to memory, commemoration and witness? When and what do we have a moral responsibility to remember? When do we have a duty to forget? What do we have a duty to forgive? In this course we explore various ethical questions and conceptual tensions as they relate to memory including the relationship between memory, identity, and agency; between popular as opposed to institutional forms of memory; between remembering and bearing witness, and between spending resources on remembering the past versus forging a better future. This course will be of interest to students interested in philosophy, international relations, public policy, ethics, religious studies, and history. This course is particularly recommended for students traveling on "The March: Bearing Witness to Hope" study abroad program. [Prerequisite: One REL or PHIL course, or permission of instructor.]

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 Yogacaral the great Chinese schools of T'ien-tai (Tiantai), Hua-yen (Hwayan), and Chan (Zen); the Japanese thinkers, Kukai of Shingon Buddhism, Shinran of True Pure Land Buddhism, and Dogen of Soto Zen; and the modern Buddhist-inspired philosophers, Nishida Kitaro, Nishitani Keiji, and Abe Masao. Through the process of looking at their ideas, we shall be asking the perennial philosophical questions of What is real?, What is knowledge?, Who or what am I?, What is the point or purpose of life?, and How do I realize it? While exploring these questions, students will thus be introduced to a variety of approaches that have appeared within the history of Buddhist traditions spanning South, Central, and East Asia. Prerequisite: one course either in philosophy and/or Asian religions, preferably with Buddhism included (if a 300-level course). (Krummel, offered every two or three years)

REL 325 Japanese Philosophy and Religious Thought The course examines the various strains of Japanese philosophy and intellectual thought that emerge within and from out of the traditions of Shinto, Daoism, Confucianism, Buddhism, Neo-Confucianism, politics, the aesthetic and the military arts, and Western philosophy, from the ancient to the modern periods. We will read the primary texts of a variety of authors and will discuss their implications for understanding reality, knowledge, the self, society, ethics, and religion. Prerequisites: an Asian studies course, a religious studies course, or a philosophy course. (Krummel, offered every three years)

REL 335 Jihad This course discusses exegetical, theological, historical, and contemporary roots of jihad in Islamic and Western scholarship. It particularly explores the meaning and significance of jihad as exemplified in the history of Islamic civilization extending from the time of Muhammad to our contemporary contexts. In addition to exploring various forms of jihad, it examines the view that jihad is waging war against "the other" including non-believers, polytheists, apostates, followers of other religions, and the West. This course also traces Western encounters with jihad and its impact on the clashes and dialogues between the West and the Muslim world. Among the questions discussed are: What is jihad? Does jihad mean the same thing to all Muslims? Does the Qur'an support jihad? Did Muhammad demand Muslims to do jihad? How do Muslims of various schools interpret the notion of jihad? Is jihad the same thing as waging war against the West? Does jihad connote wars against unbelievers, apostates, and followers of other religions? If so, what justifies Muslims to engage in jihad as physical struggle against the other? Does jihad pose danger to humanity? Does Al-Qaeda's terrorism count as jihad? Does Osama bin Laden's fatwa to retaliate against the West substantiate jihad? If so, how do we respond to jihad? (Kafrawi, offered Fall, alternate years) **P3, P4**

REL 345 Tradition Transformers This course focuses on key Christian theologians/figures who have shaped Christian thought. The work of these thinkers has been fundamental to the development of and changes in Western thought and society. The emphasis of the course is on close readings of selections from the primary texts (in translation) and biographical/historical readings which contextualize each author. (Salter, offered alternate years) **P4**

REL 347 Gender and Identity 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 a blight? What has been the impact of globalization in the Muslim world? Does it affect men and women differently? Does globalization reinforce the inequality of men and women in the Muslim societies? To what extent does globalization affect the gendered divisions of private and public, resources, sexual division of labor, male-female power and authority, and the production of identity in the context of globalization? How do feminists, womanists, and Islamists restructure gender awareness, power relations and opportunities in the public space? What kind of religious is indigenous resistance challenging the impact of globalizations on gender issues in the Muslim world? (Anwar, offered alternate years)

REL 350 Seminar: Nationalism Is nationalism a form of religion? How do you evaluate it? Is it a form of idolatry? This course will explore ideas of American nationalism through the lens of theory in Religious Studies. It will explore central myths of American exceptionalism, the notion of civil religion, and rituals of nationalism. The course will use both descriptive and evaluative methods to explore nationalism. (Salter, offered occasionally) **P3, P4**

REL 370 Jewish Mysticism 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 460 Senior Colloquium The Colloquium is a capstone course for majors in religious studies organized like an independent study. Each major works closely with an individual faculty member on a research project of the student's interest and design. Students taking the Colloquium will be required to consult common readings, meet together as a group to discuss their projects, assist one another with research design, discuss their research findings, and do workshop on their papers. They will present their results to the department at the end of the semester. (Offered every Fall and Spring semester)

REL 461 Seminar: Theory in Religious Studies Religious studies is an endeavor to understand phenomena referred to in the general categories "religion" and "religious." What does it mean to be religious in U.S. culture? In other cultures? What is religion? What are some major religious questions? What are ways people have responded to these questions? What is theory? What is experience? How are theory and experience related? In this course students discuss diverse theoretical perspectives on religion, differentiate among kinds of theories, evaluate them, and apply them to particular examples. The course offers a context for recognizing the contribution of prior work in religious studies and provides a capstone for the major. (Fall, offered annually) [Prerequisite: Open to senior REL majors and minors only, or permission of instructor.]

REL 495 Honors

RUSSIAN AREA STUDIES

Program Faculty

James Capreedy, Chair, Greek and Roman Studies
David Galloway, Russian
Charity Lofthouse, Music
Kristen Welsh, Russian

The Russian Area Studies program curriculum allows students to combine courses in the humanities and the social sciences. Students learn not only about the culture, history and society of Russia, but also about the geopolitically related regions in Central Asia and Eastern Europe. This contextualization of Russia allows students to understand better the current events involving the Russian Federation. Such knowledge is especially valuable given the critical role this region plays in the world and its importance to U.S. foreign policy. Russian Area Studies students go on to careers in a wide variety of fields. Recent graduates are working in such areas as international development, finance, public health and law, at both U.S. and international organizations.

Russia's past includes incredible struggles for social justice, economic equity and civil liberties, sometimes against unbelievable odds. In Russian culture, the country's writers and artists are considered political and ethical spokespersons just as much as are politicians or philosophers. Because of this, Russian Area Studies lends itself naturally to a wide range of interdisciplinary approaches.

Mission Statement

The Russian Area Studies Program's mission is provide students a comprehensive understanding of the cultural history of Russia, as well as of the impact of its colonialism in Eastern Europe and Eurasia, and to help them develop the analytical and logical reasoning skills necessary to assess cultural artifacts and movements in their historical context, thus preparing them for employment in a variety of areas, both within the field of Russian Area Studies and beyond it.

Offerings

The Russian Area Studies program offers one minor. The minor in Russian Area Studies is interdisciplinary, drawing on courses from history and politics.

Only courses for which the student has received a grade of C- or better will be counted toward the minor.

RUSSIAN AREA STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

- RUSE 101 Blood and Ice: Russian Empires or GLS 101 Introduction to Global Studies
- GLS 203 Eat Like a Slav
- Four courses from the Russian Area Studies or Global Studies electives selected in consultation with an advisor. GLS courses must be dominantly on Eurasia, Russian, or East European topics.

CROSS-LISTED COURSES

Humanities Electives

GLS 201 Global Cultural Literacies
HIST 276 The Age of Dictators

Social Sciences Electives

ECON 233 Comparative Economics
ECON 236 Introduction to Radical Political Economy
ECON 344 Economic Development
GLS 101 Introduction to Global Studies
INRL 140 Introduction to Comparative Politics
SOC 300 Classical Sociological Theory

COURSES TAUGHT IN ENGLISH (RUSE)

For courses with a RUSE designation, all readings and discussion are conducted in English. There are no prerequisites for courses at the 100 or 200 level.

RUSE 101 Blood and Ice: Russian Empires The largest country in both Europe and Asia, Russia has dominated Eastern Europe and north Asia for over a thousand years. Through an examination of its long, varied, and frequently bloody history, we will investigate the nature of "empire" as defined and interpreted by the various political entities, which have ruled the Russian land. **P3**

RUSE 203 Surviving Russian Prisons 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. There are no prerequisites. **P3**

RUSE 204 Russian Film 1917–2001 This course is an introduction to the most important trends, directors, and films in Russian cinema from the beginning of the 20th century to the present. Students are exposed to a wide range of movies, including early silent films, experimental films of the 1920s and early 1930s, socialist realist films, films on World War II and Soviet life, and films from contemporary Russia. All readings are in English and all films shown with English subtitles. Because of the rich heritage of Russian cinema, this course does not claim to be an exhaustive treatment of all the great Russian films, but rather aims to acquaint students with the overall contours of Russian filmmaking and with the fundamentals of reading film. Required film screenings TBD. **P3**

RUSE 206 America through Russian Eyes How do you define America? Does your definition mesh with what the rest of the world might think? This course explores American culture and identify through readings and films by American and Russian poets, novelists, and directors. From Red scares through the Cold War and Evil Empire all the way to the New Russians, twentieth-and twenty-first-century Americans and Russians have shared a deep mutual fascination, and have often defined themselves via contrast with the forbidding, alluring Other. We will study travelogues, memoirs, novels, stories, and films by artists as diverse as John Steinbeck, Langston Hughes, Gary Shteyngart, Ellen Litman, and Aleksei Balabanov, using these works to refine our own understanding of American culture. All readings and discussions will be in English. **P3** [Prerequisite: RUSE 112, HIST 263, AMST 100, or AMST 101, or permission of the instructor.]

RUSE 251 Sexuality, Power and Creativity in Russian Literature In the 20th century, Russia's "other voices" continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost, perestroika, and the post-Soviet transition. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist realist propaganda dictated by the Soviet government. Topics include Russian perceptions of male/female, masculinity/femininity; the female voice; the tension between poet and muse; gender bending; understandings of sexuality in the early Soviet period; the breaking of sexual mores during Glasnost; and how current Russian debates on gender and sexuality cite and relate to this cultural heritage. Open to students of all levels. There are no prerequisites. **P3**

RUSE 351 Sexuality, Power and Creativity in Russian Literature In the 20th century, Russia's "other voices" continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost, perestroika, and the post-Soviet transition. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist realist propaganda dictated by the Soviet government. Topics include Russian perceptions of male/female, masculinity/femininity; the female voice; the tension between poet and muse; gender bending; understandings of sexuality in the early Soviet period; the breaking of sexual mores during Glasnost; and how current Russian debates on gender and sexuality cite and relate to this cultural heritage. [Prerequisite: Open to RAS majors and minors, or permission of instructor.]

RUSE 495 Honors

SOCIOLOGY

Department Faculty

Kendralin Freeman, Chair, Associate Professor
Ervin Kosta, Associate Professor
Renee Monson, Professor
Kylie Smith, Affiliated Faculty
James Sutton, Professor

Affiliated Faculty

Whitney Mauer, Associate Professor, Environmental Studies

As a discipline, sociology is the study of social structure and social interaction and the factors for making change in both. This includes the study of people, groups, organizations, spaces and institutions. Sociology stands as an essential social science, applying a multitude of methodologies to complex questions in an ever-evolving human environment. Sociology at Hobart and William Smith is activist and change-oriented. Sociology brings methodological rigor to core humanist concerns. The sociology program at HWS has a strong commitment to diversity, equity and inclusion; not only do our faculty seek to convey an understanding of society, but its members have a keen interest in social problems, social theory and social change. All faculty are involved in research and teaching that involves social issues, such as race, class and gender inequality, community development, prison life, welfare policy, organizational dysfunction, urban life, educational reforms and marriage and the family. Much of what we teach revolves around issues of personal and social development, the distribution of social rewards, and the liberatory power of sociological consciousness. Without exception, our faculty can be described as having a strong emphasis on the applied and as sharing a commitment to the community, broadly construed.

We aim to share this sociological understanding with our students so that they not only learn about the social world, but also criticize and work actively to change it. Our majors often put their course work into action while they are still at HWS through independent research, participation in community service and service learning, honors projects, academic conference participation and internships. Graduates use their sociological education in countless ways, including graduate school, working for non-profit organizations, teaching, doing social work, working in government, and working in the business, finance and corporate sectors.

Mission Statement

The mission of the Sociology Department at HWS is to educate and engage students in the consideration of social problems, forces, and processes that shape their lives. This process equips students with marketable skills to successfully navigate the labor force, critical thinking skills to successfully navigate local and global citizenship and competencies in interpersonal and institutional dynamics to purposefully engage in social life.

Offerings

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

We expect that our majors and minors will address the following goals while earning a degree in Sociology:

- Define and use foundational concepts of sociology, such as: the self, culture, status, crime, roles, norms, globalization, organization, stratification, deviance, social class, gender, race, sexuality, community, space, power, ethnicity, social change, urban, family, labor, and place.
- Examine and understand the reciprocal relationship between individuals, small groups, social processes, and social structures.
- Interrogate how dimensions of difference (e.g., race, ethnicity, class, gender, sexuality, ability) intersect to produce disparate experiences of power, belonging, and inequality in the social world.
- Interpret, clarify, and assess major theoretical platforms in sociological thought.

- Read, write, communicate, and apply sociological ideas verbally, graphically, and statistically explaining social patterns and social issues.
- Understand, analyze, evaluate, and produce sociological research using appropriate quantitative and qualitative methodologies and, when applicable, testable hypotheses.

SOCIOLOGY MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Define and use foundational concepts of sociology, such as: the self, culture, status, crime, roles, norms, globalization, organization, stratification, deviance, social class, gender, race, sexuality, community, space, power, ethnicity, social change, urban, family, labor, and place
- Examine and understand the reciprocal relationship between individuals, small groups, social processes, and social structures.
- Interrogate how dimensions of difference (e.g., race, ethnicity, class, gender, sexuality, ability) intersect to produce disparate experiences of power, belonging, and inequality in the social world.
- Interpret, clarify, and assess major theoretical platforms in sociological thought.
- Read, write, communicate, and apply sociological ideas verbally, graphically, and statistically explaining social patterns and social issues
- Understand, analyze, evaluate, and produce sociological research using appropriate quantitative and qualitative methodologies and, when applicable, testable hypotheses.

Requirements:

SOC 100; SOC 211; SOC 212; SOC 300; SOC 465; and six additional sociology courses at the 200-level or higher, at least one of which must be a 300-level seminar. One 200-level or higher anthropology course can substitute for a 200-level sociology elective course. SOC 450, SOC 495/496, or SOC 499 arrangements can be counted for a maximum of two courses toward 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.

SOCIOLOGY MINOR

disciplinary, 6 courses

Requirements:

SOC 100; either SOC 211, SOC 212 or 300; and four additional sociology courses. SOC 450 or SOC 499 arrangements can be counted for a maximum of one course toward 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 toward the minor.

ANTHROPOLOGY/SOCIOLOGY MAJOR (B.A.)

11 courses

Learning Objectives:

- Examine and understand the reciprocal relationship between individuals, small groups, social processes, and social structures.
- Conduct anthropological and sociological research using appropriate methodology, including but not limited to ethnographic fieldwork and quantitative analyses, and integrate this research into anthropological and/or sociological analysis.
- Interrogate how dimensions of difference (e.g., race, ethnicity, class, gender, sexuality, ability) intersect to

produce disparate experiences of power, belonging, and inequality in the social world.

- Recognize how human cultural knowledge relates to human social behavior, including perceptions of race, class, and ethnicity.
- Read, write, communicate, and apply sociological and anthropological ideas verbally and visually, explaining social patterns and societal issues.
- Interpret, clarify, and assess major theoretical platforms in anthropological and sociological thought.

Requirements:

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

Sociology Policy on Courses Transferred into the Major/Minor

- Students can take SOC 100 elsewhere.
- 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.
- Sociology majors must take SOC 464/5 (senior seminar) and the 300-level seminar at HWS.
- Students may count a maximum of two 200-level sociology courses taken abroad toward the major. These courses must be approved by department faculty. Students may count a maximum of one 200-level sociology course taken abroad for the minor.

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, Kosta, Monson, Sutton, offered every semester) Note: All upper level sociology courses require SOC 100 as a prerequisite. **P4** [Open to First Year and Sophomores students only, or permission of instructor.]

SOC 201 Public Policy Making, Implementation, and Evaluation This course is an overview of the public policy process: policy making, policy implementation, and policy evaluation. It draws on core concepts and frameworks from three related disciplines – sociology, economics, and political science – to examine how legislation is proposed and passed, how policies are implemented on the ground, and what tools are used to analyze and evaluate the justice and efficacy of public policies. The primary focus is on U.S. policy, with case studies from other nation-states serving as comparative context. Substantive policy areas addressed in the course may include poverty and welfare, education, crime, and labor policies. (Monson, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better and ECON 160 , POL 110 or PPOL 101 with a grade of C- or better. May not receive credit for both PPOL 201 and PPOL 202.]

SOC 204 Sociology of Digital Life Now more than ever, the digital world shapes our lives. We use the internet to get news, build new relationships and keep in touch with old friends, find and sustain careers, shop for nearly everything, receive health care, control our finances, and much more. This class uses sociological concepts and methods to examine how the internet is shaping us as individuals and, in turn, how it is being shaped by us. In this class, we will briefly explore the history of the internet before delving into various facets of the internet including social media, video games, and news sites. We will also examine how our experiences online are shaped by gender, race, and class, among other dimensions of social stratification. Other topics we will explore include surveillance, privacy, social movements, and labor. (Smith) [Prerequisite: SOC 100 or permission of instructor]

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. (Freeman, offered alternate years.) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 210 Gentrification A term coined in 1964, gentrification refers to the return of the creative/professional middle classes to central city locations, where their quest for homes of interesting architectural provenance, cheap real estate and low rents, and proximity to cultural amenities often results in increasing rents and neighborhood upscaling that displaces existing working class residents. Despite its inability to challenge ongoing suburbanization in absolute terms, gentrification has nonetheless occupied a disproportionate amount of attention form sociologists, urban studies scholars, policymakers, as well as increasingly the mass media and the public interested in issues in urban decay and regeneration. This course will introduce students to the already voluminous literature on gentrification, focusing on earlier debates of the 'classical' era, such as production vs consumption explanations, to more recent theoretical developments that include planetary gentrification, commercial/retail gentrification, advanced or super gentrification, rural gentrification, etc. The course will make constant references to urban changes visible in downtown Geneva as well as more regional cities such as Rochester, Buffalo, and Syracuse. (Kosta, offered occasionally) [Prerequisite: SOC 100, ANTH 110, POL 110, ECON 160, or FSEM 021 with a grade of C- or better, or permission of instructor.]

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. (Monson, offered annually) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

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. (Freeman, offered annually) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 213 Poverty and Place in Rural America This course centers on the study of place-based poverty in the United States with a focus on rural areas. The course examines the ways in which social and economic rewards are geographically and racially stratified, asking "Who gets what, where and why?" This course takes an interdisciplinary approach to studying poverty by including geographic and humanistic dimensions. Course content will address theoretical and conceptual approaches to poverty, poverty and population measures, and explanations of geographically concentrated poverty. Through novels and non-fictions texts students will discover lived experiences of the rural poor with particular attention to Black, Latinx, and American Indian peoples. Students will also critically examine popular representations of rurality and poverty in the U.S. Lastly, students will take a case study approach to evaluate or predict a poverty program's structural and cultural impacts, including impacts on the poverty statuses of selected minority groups. This course counts as a Social Science core for the Environmental Studies major/minor. (Mauer, offered occasionally) [Prerequisite: ENV 110, AMST 101 or SOC 100.]

SOC 214 Urban Ethnography Rapid urbanization in the 19th century provided a crucial impetus to the development of sociology, as scholars wondered how 'the city' transformed traditional forms of identity and community. Urban ethnography – the systematic observation of social life in the city – became one of the most important methods that defined the Chicago School of Sociology. This course will introduce students to the body of knowledge amassed over a century of urban ethnography, focusing on urban ethnographies both theoretically and methodologically. We will cover topics of sustained importance to ethnographers, such as poverty, crime and violence, race, social class, public space, work, immigration, consumption, housing and homelessness, and the informal economy. We will cover important debates within ethnography, including issues of ethics, representation, and the politics of doing an ethnography. Throughout the semester, we will ask what is specifically urban about any given ethnography, as well as what is specifically ethnographic about what's being studied in the readings we consider. Students might be expected to conduct their own ethnographies. The course will make references to urban changes visible in Geneva, as well as more regional cities such as Rochester, Syracuse, and Buffalo. (Kosta, offered occasionally) [Prerequisite: SOC 100, ANTH 110, BIDS 207, SOC 210 or URST 210 with a grade of C- or better, or permission of instructor.]

SOC 218 Sociology of Law This course explores the sociological study of law and legal institutions. From this vantage point, this course will help students to understand how the law both influences and is influenced by social change, social reproduction, and social categories like gender, race, class, sexuality, and disability. The class will address questions such as: Why do we have laws? Does law reflect a general consensus about social order and social coordination, or do more powerful, elite groups use law to repress other groups in society? Why do people obey the law? Why do they sometimes break the law? What roles do we assume that lawyers, judges, and juries play and how accurate are those assumptions? Can legal rights bring about social change? To examine these topics and questions, we will utilize empirical sociological data to help understand the law and legal institutions. (Smith, offered occasionally) **P4** [Prerequisite: SOC 100 or permission of instructor]

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. Dual-listed as AMST 208. (Freeman, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better. Students can't have taken AMST 208.]

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, NY 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. Dual-listed as AMST 223. (Freeman, offered alternate years) [Prerequisite: AMST 101, SOC 100, or FSEM 021, or permission of instructor.]

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. (Sutton, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 225 Working Families What is a 'working family?' What work is done by families? When do families work well, and who or what makes these judgments? The family is analyzed as a social institution embedded in particular historical contexts and shaped by broad economic change, cultural shifts, and political movements. Particular attention is paid to how various axis of social inequality (gender, class, race, and sexuality) shape our individual experience of family life as well as state-level evaluation of various family forms. The questions we consider include: How are families affected by the institution of paid work, and how do workplaces respond (or not) to shifting family configurations? Are two-parent, single-parent, or extended families more common historically and cross-culturally? What social forces contribute to changes in divorce rates and single parenthood? What are the causes and consequences of male-breadwinner and dual-earner families? How have cultural norms concerning motherhood and fatherhood changed over time? (Monson, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 226 Sex and Gender What is the connection between biological sex and our identities as men and women? How is the variation over time and across cultures in gendered behavior explained? What are the sources and consequences of differences between women and men? How are these differences linked to inequalities of race and class as well as gender? What social forces will alter gender relations in the future? This course provides an introduction to sociological perspectives on gender relations as a social structure. Several theoretical frameworks for understanding the sources and persistence of gender differences and inequality are considered. Students examine a range of social institutions and ideological constructs shaping the social structure of gender, such as the state, family, employment, sexuality, and reproduction. (Monson, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 238 Immigrant America Ethnicity and race are constantly evolving social constructions, yet they remain among the most persistent forms of structured social inequality. Focusing on the United States, but with reference to other multi-ethnic societies, this course will consider the immigration histories to examine why and how the salience of ethnic identity increases and decreases at particular historical moments, how the categories of race and ethnicity inform each other, and how they are inexorably related to the continuous remaking of the American mainstream. This course will pay particular attention to the immigration patterns of the turn-of the-twentieth-century (Ellis Island) groups, and the Chicago-school tradition of urban ethnographies that documented the lives of those groups during the 20th and 21st centuries. (Kosta, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 248 Medical Sociology This course provides an overview of the current state of medical sociology, drawing from a diverse range of theoretical and methodological resources. One commonality among scholars in this rapidly growing sub-specialty is the widespread recognition that health and illness cannot be solely explained in terms of biology. While some attempt to reveal structure in social life (and its consequences for health), others attempt to uncover the meaning social life has for people and the consequences of that meaning for health. We examine theories, concepts and findings from both camps. In addition, this course seeks to illuminate how medicine and medical practice have a profound influence on¿and are influenced by¿social, cultural, political and economic forces. The complicated reciprocal relationship between biomedical science and society is exposed and debated. Finally, we use a sociological perspective to explore the shifting organization of medicine, for physicians and non-physician providers. (Staff, offered occasionally) [Prerequisite: SOC 100]

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. (Kosta, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

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. (Freeman, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

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 alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 265 Penology This course focuses on penal and correctional responses to criminal offending. It provides an overview of the key historical developments that have led up to the trends, patterns, challenges, and practices that characterize contemporary corrections, with special emphasis on the United States. Foundational philosophies of punishment, including retribution, deterrence, rehabilitation, and incapacitation, are explored, and newer correctional paradigms such as evidence-based practices and restorative justice are introduced. This course examines jails and prisons extensively, while also devoting considerable attention to the death penalty, probation, parole, and community-based programming. A number of current substantive topics pertaining to corrections and punishment are additionally focused on in this course, including solitary confinement, prisoner reentry, violence in correctional facilities, prison gangs, mental health challenges, staff experiences and perspectives, and disparities pertaining to race, class, gender, and other dimensions of social stratification. (Sutton, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 266 Sociology of Police and Policing This course focuses on police and policing from a sociological perspective. It provides an overview of the key historical developments that have led up to the practices, trends, challenges, and controversies that characterize contemporary policing. The primary focus is on urban municipal police and policing in the United States, though attention will also be devoted to federal law enforcement, private police, and policing in rural areas. Foundational themes that will be examined include the idea of police, routine policing, police socialization, police misconduct, and police organizations. We will additionally focus on a number of substantive topics, including but not limited to policing paradigms, women and policing, police accountability and reform, police ethics, police subcultures, the lives and perceptions of police officers, police (mis)use of force, and contemporary social movements that protest (e.g. Black Lives Matter) and support (e.g. Back the Blue) modern police and policing. A recurring theme that we will see is that discretion is inevitable when policing. Accordingly, we will explore systematic forms of police discretion that reflect and reinforce disparities pertaining to race, class, gender, and other dimensions of social stratification. (Sutton, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 271 Sociology of Environment 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. (Mauer, offered occasionally) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better. Not open to students that have taken ENV 201]

SOC 282 Gender, Crime, and Justice In this course we will be examining crime, the criminal justice system, and the law from a gendered perspective. In doing so, the class is organized around four basic themes: the role of gender in criminological theory, gender and perpetration, gender and the law, and gender and victimization. First, we will be considering the ways in which traditional criminological theories and feminist criminological theories have dealt with the "woman question." We will also examine gender differences in the nature and extent of crime, as well as the role of gender and power in the construction and interpretation of laws. We will also consider gender differences in the prison experience and explore changes in women's patterns of incarceration. In addition, we will explore gender and victimization, with a focus on sexual and intimate partner violence, as well as human trafficking. Here we will study how constructions of masculinity and femininity affect perceptions and perpetration of violence and also examine legal system responses to violence against women. (Smith, offered occasionally) [Prerequisite: SOC 100 or permission of instructor]

SOC 300 Classical Sociology 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. (Kosta, offered annually) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better.]

SOC 353 Global Cities Global Cities is a course that introduces students to the variety of the urban experiences across the globe, particularly in light of the continuing breakneck urbanization across Africa, Latin America, and Asia. However, the enduring concept of "the global city" that gives this subject of urban studies its name is a complicated concept that simultaneously critiques both the centralization of the Western European urbanization experience, moored as it was in a particular version of industrialization that's no longer the urban norm, as well as the set of "Chicago school" style theories that sought to theorize that Western European urban experience. (Kosta, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better and SOC 211, SOC 212, or SOC 300. Students can't have taken SOC 253.]

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. (Freeman, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better and SOC 211, SOC 212, or SOC 300 with a grade of C- or better.]

SOC 362 Criminology This course provides a comprehensive overview of criminological theory and its applications. The major theories of crime and criminal behavior are presented, crime trends and patterns are investigated, and the main sources of crime data are critically assessed. Substantive crime topics such as fear of crime, victimization, drug use, murder, burglary, white-collar deviance, and sexual assault are also examined. Although interdisciplinary approaches to understanding crime will be explored given that the field of criminology is inherently interdisciplinary, this course is ultimately grounded in broader sociological principles and concepts, including but not limited to race, gender, class, power, social inequality, socialization, and social interaction. Discussions of course topics will be theoretical and empirical, with special attention given to the roles that data and research play in the evaluation of theory and the development of evidence based practices for responding to crime. (Sutton, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better and SOC 211 or SOC 300 with a grade of C- or better.]

SOC 375 Social Policy This course focuses on U.S. income support policies designed to address poverty due to old age, unemployment, and single parenthood, using case studies of other Western welfare states for comparative purposes. The course traces the historical development and restructuring of the U.S. welfare state, from the "poor laws" in the colonial era, through the New Deal of the 1930s, the War on Poverty in the 1960s and 1970s, and the "end of welfare" at the turn of the 21st century. Central questions considered include how families, labor markets, and states intersect, and whether welfare states' policies ameliorate or reinforce inequalities of gender, race, and class. (Monson, offered alternate years) [Prerequisite: SOC 100 or FSEM 021 with a grade of C- or better and SOC 211, SOC 212, or SOC 300 with a grade of C- or better.]

SOC 465 Senior Seminar: Research Practicum (Sutton, offered annually) [Prerequisite: Open to senior SOC or ANTH/SOC majors who have passed two of SOC 211, SOC 212 and SOC 300 with grades of C- or better.]

SOC 495 Honors Permission of the instructor required.

SOC 499 Sociology Internship A minimum of 150 hours of work or practice under the supervision of a sociology faculty advisor. 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 advisor. Internship advisor 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.

SPANISH, LATIN AMERICAN, AND BILINGUAL STUDIES

Faculty

May Farnsworth, Professor, Spanish, Latin American and Bilingual Studies, Chair
Fernando Rodriguez-Mansilla, Professor, Spanish, Latin American and Bilingual Studies
Caroline Travalia, Professor, Spanish, Latin American and Bilingual Studies
Colby Ristow, Professor, History
Audrey Roberson, Associate Professor, Education
Richard Salter, Professor, Religious Studies
Angelique Syzmanek, Associate Professor, Art and Architecture
Alejandra Molina, Instructor, Spanish, Latin American, and Bilingual Studies

The Spanish, Latin American, and Bilingual Studies Department (SLA) offers courses in language, interdisciplinary area studies and bilingual education. The Spanish curriculum supports students on their path toward successful language mastery, cultural literacy and global citizenship. Our Spanish and bilingual courses focus on communication through immersive learning contexts, cultural understanding and creative expression. Latin American Studies emphasizes myriad regional, sub-regional and national identities, while also examining the common bonds that make Latin America unique as a whole. Latin American Studies seeks to expose students to the many facets of Latin America: its art, literature and history, culture, economics and politics. The program encourages 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.

Mission Statement

Spanish, Latin American, and Bilingual Studies at Hobart and William Smith prepares students to think critically and communicate meaningfully in diverse Hispanic/Latinx/Latin American contexts locally, nationally and internationally. We focus on critical thinking, cultural analysis, communication skills, intercultural awareness and community engagement.

Offerings

Students may declare a major in either Spanish or Latin American Studies. The department also offers three options for minors: Latin American Studies, Spanish for Bilingual Education, and Spanish. Only courses completed with a grade of C- or better may count toward the majors or minors. No more than two CR courses may count towards a major or minor.

Study Abroad. Students are strongly encouraged to study abroad for one semester. The department sponsors two off-campus immersion programs: one in Spain and one in Chile. In these programs students live with Spanish-speaking host families and take courses in the target language. Up to four courses taken in the Spain and Chile programs will count for the major, or up to three for the minor. Courses from other off-campus programs must be pre-approved by the department. For Spain and Chile, the language requirement is five semesters of Spanish or the equivalent (the completion of at least one course at level II).

Curriculum. Spanish language courses are organized into four sequential levels: I, II, III, and IV. Courses at level I focus on fundamental language skills and must be taken in sequence. Courses at level II focus on communication and culture. Courses at level III establish foundations of literature, culture and linguistics, and courses at level IV are advanced seminars on literature, culture, and linguistics. Two courses at level II are required to move to level III, and two at level III are required to move up to level IV.

A Note for Heritage Speakers. Our faculty takes care to place students who have extensive familiarity with the Spanish language at home or in their community in appropriate language courses. These include, but are not limited to, SLA 204 Bilingual Realities, SLA 225 Hispanic Media, SLA 231 Spanish for the Professions, and SLA 260 Spanish Writing Workshop. These classes support students in refining their use of Spanish for professional and academic purposes, given their focus on writing, grammar review, cross-cultural dialogue, and career development.

The department offers courses taught in English in the areas of Bilingual Education and Latin American/Latinx studies (SLAE). Advanced Spanish courses also cross-list with Latin American Studies. Additional cross-listed courses

include courses taken abroad (in Argentina, Chile, Brazil, the Dominican Republic, and Cuba, among others) and elsewhere may count for the majors and minors in Spanish and Latin American Studies.

SPANISH AND HISPANIC STUDIES MAJOR (B.A.)

disciplinary, 10 courses

Learning Objectives:

- Present ideas and arguments, read, and write in Spanish at the advanced proficiency level, with enough accuracy that Spanish speakers, including those unfamiliar with language teaching, will be able to understand.
- Exhibit comprehension of essential meaning when listening to native speakers from a variety of Spanish-speaking countries in authentic contexts.
- Describe cultural products and practices, analyze literary materials and explain fundamental features of the language.
- Demonstrate cultural competency related to the Spanish-speaking world.
- Apply language and cross-cultural skills to graduate study and/or other professional settings.

Requirements:

Ten SLA courses: Three courses from level II, three from level III, two from level IV, and two more courses. These may be SLA courses at level II or above, SLAE courses, or approved courses outside the department. Students may apply up to four courses in department-sponsored programs in Spain and Chile towards this major. Courses in non-departmental programs must be pre-approved by SLA. 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. Students must consult with their major advisor or the chair of the department for more information about the senior portfolio requirement.

SPANISH AND HISPANIC STUDIES MINOR – Disciplinary

6 courses

Requirements:

Six Spanish and Hispanic Studies courses, including three courses from level II, and three courses from level III or IV, only one of which may be replaced with an SLAE course. Students may apply up to three courses in department-sponsored programs in Spain and Chile towards this minor. Courses in non-departmental programs must be pre-approved by the SLA Department. With the department's approval a course at a higher level may replace a course at a lower level.

LATIN AMERICAN STUDIES MAJOR (B.A.)

interdisciplinary, 10 courses

Learning Objectives:

- Develop a basic understanding about society in Latin America that accounts for differences in geography, politics, economics, and culture, and examines the historical origins of social inequality.
- Build the ability to think critically about culture, history, politics, and language in Latin America.
- Develop language proficiency.

Requirements:

SLAE 110 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 and history, or c) environmental studies, and at least three courses outside the primary concentration; a senior year capstone project; 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 advanced Latin American studies courses (Levels III or IV).

LATIN AMERICAN STUDIES MINOR

Interdisciplinary, 5 courses

Requirements:

At least two courses in a primary concentration of a) humanities, language and arts, b) social sciences and history, 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.

SPANISH FOR BILINGUAL EDUCATION MINOR

interdisciplinary, 6 courses

Requirements:

SLAE 210 Topics in Bilingual Education, two advanced courses in Spanish, two courses in Education, and one interdisciplinary elective. Coursework for the minor prepares students for careers and/or graduate study in Spanish/English bilingual education and related fields that serve the Spanish/English bilingual community in the US. Students seeking teaching careers in public schools will require separate state teacher certification and additional coursework

COURSE LEVELS

LEVEL I: FUNDAMENTAL LANGUAGE SKILLS

SLA 101 Beginning Spanish I

SLA 102 Beginning Spanish II

Level II: Communication and Culture

SLA 201 Intermediate Spanish in Review

SLA 202 Culture and Commerce

SLA 203 Spanish for Conversation and Debate

SLA 204 Bilingual Realities

SLA 205 Flora y Fauna

SLA 225 Hispanic Media: Contemporary Issues

SLA 231 Spanish for the Professions

SLA 260 Spanish Writing Workshop

Level III: Foundations: Literature, Culture and Linguistics

SLA 304 Latinx-Latin American Literature

SLA 306 Spanish Linguistics

SLA 316 Voces de Mujeres

SLA 318 Golden Age

SLA 319 Animals in the Hispanic World

SLA 321 Cuentos De America Latina

SLA 332 Literatura infantil

SLA 344 Rutas literarias de España

Level IV: Seminars: Literature, Culture and Linguistics

SLA 401 Contemporary Theatre, Media, and Print Culture
SLA 421 Special Topics: Hispanic Studies
SLA 450 Independent Study
SLA 490 Cervantes: Don Quixote
SLA 495/496 Honors

Courses in Latin American and Bilingual Studies

BIDS 286 Gender, Nation, Literature
CMST 200: Indigenous Arts of the Americas in the Museum
EDUC 310 Second Language Acquisition
GSIJ 250 Chicana feminism and visual culture
HIST 205 Modern Mexican History
HIST 210 The Latin American Terror State
HIST 226 Colonial Latin America
HIST 230 Race in Rio
HIST 231 Modern Latin America
HIST 327 Central America and the US
HIST 330 The Mexican Revolution
HIST 362 The Mexican Drug Trade
INRL 248 Politics of Development
REL 205 Tongues of Fire
REL 240 What is Christianity
REL 241 Rastaman and Christ
REL 250 Race and Religion
SLAE 110 Latin American Perspectives
SLAE 210 Topics in Bilingual Education
SLAE 230 Latina Writing in the United States
SLAE 232 The Latina Experience
SLAE 325 Special Topics: Hispanic Studies
SLAE 450 Independent Study

Methods (for the Latin American Studies Major only)

ANTH 273 Ethnographic Research and Methods
ECON 202 Statistics
EDUC 230 Teaching English Language Learners
INRL 371 Research Design and Ethics
PSY 201 Statistics in the Psychological Sciences
PSY 202 Introduction to Research Methods in Psychology
SOC 211 Research Methods
SOC 212 Data Analysis
SLA 306 Spanish Linguistics

COURSE DESCRIPTIONS

SLA 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 SLA 101 in the Fall are highly advised to take SLA 102 in the Spring of the same academic year. (Formerly SPN 101) (Offered Fall semesters) **P3** [Antirequisite: Not open to students that have taken SLA 101, SLA 102, SLA 201, or SLA 202 (formerly SPN 101, 102, 201, 202).]

SLA 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. (Formerly SPN 102) (Offered Spring semesters) [Prerequisite: SLA 101 or equivalent.] **P3** [Prerequisite: SLA 101 or SPN 101 or equivalent]

SLA 110 Elementary Spanish in Review This course reviews the basics of beginning Spanish. It is designed as a language refresher, increasing student proficiency in the areas of comprehension, speaking, reading, and writing. SLA 110 also considers multiple cultural aspects of the Spanish-speaking world and helps prepare students for community service and study abroad. (Formerly SPN 110) (offered occasionally)

SLA 201 Intermediate Spanish in Review This course is designed for students who have been placed in SLA 201, or students who have completed either SLA 102 or SLA 110. The course further develops the basic language skills acquired in the beginning sequence including grammar review, conversation, writing, and reading. Cultural awareness is emphasized through an exposure to authentic materials from the diverse cultures of the Spanish-speaking world. Students who complete the intermediate course will meet the language criteria to apply for the department's off-campus programs in Spain and Chile. (Formerly SPN 201) (offered annually) [Prerequisite: SLA 102, SLA 110 or placement in SLA 201.] **P3** [Prerequisite: SLA 102, SPN 102, SLA 110, SPN 110 or placement]

SLA 202 Culture and Commerce SLA 202 engages students in conversations about popular culture and commerce in the Spanish Speaking world. The course strengthens students¿ command of grammar, vocabulary, and cultural literacy through authentic materials, situational dialogues, role play, conversation prompts and writing assignments. Students will engage in wide ranging discussions of popular culture, economics, entrepreneurship, consumerism, and lifestyles in the Spanish-speaking world. (Formerly SPN 202) (offered annually) **P3** [Prerequisite: SLA 201 or higher, or placement in SLA 201]

SLA 203 Spanish for Conversation and Debate This course focuses on the Spanish grammar acquisition process with particular emphasis on speaking and listening comprehension. Short films are used each week to introduce a grammatical topic, cultural aspects, and vocabulary. Examples of classroom activities include debates, skits, and other creative and interactive uses of the language. Idiomatic usage, fluency, correct grammar, and appropriate vocabulary in everyday situations will be emphasized. (Formerly SPN 203) (Travalia, offered annually) [Prerequisite: Completion of SLA 201, or higher.] **P3** [Prerequisite: Completion of SLA 201 or higher]

SLA 204 Bilingual Realities This course will appeal to students who use Spanish in every-day life and bilingual contexts. We will study dynamic bilingual communication practices in academics, popular culture, creative writing, and public speaking. Through memoirs, manifestos, novels, music, film, and podcasts, we will explore diverse bilingual/bi-cultural life experiences and forms of expression. Topics of discussion include, but are not limited to, migration, education, social media, art, and activism. We will practice conversational fluency, grammatical precision, persuasive writing, and vocabulary building. (Formerly PSN 204) (Farnsworth, offered annually) [Prerequisite: Completion of SLA 201, or higher.] [Prerequisite: Completion of SLA 201 or higher]

SLA 205 Flora y Fauna: Spanish in the Context of Nature This is designed an advanced language course focused on conversations about nature in Latin America and the Hispanic world. We will work on proficiency, grammatical precision, writing skills, and vocabulary building while considering the flora and fauna of diverse habitats, such as the Amazon Rainforest, the Andes, Patagonia, and the Caribbean. [Prerequisite: Completion of SLA 201 or higher]

SLA 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. (Formerly SPN 225) (Rodriguez-Mansilla, offered annually) **P3** [Prerequisite: Completion of SLA 201 or higher]

SLA 231 Spanish for the Professions This course focuses on the use of Spanish in a variety of professional careers. Students explore the vocabulary and cultural implications of using Spanish in fields such as business, health care, the legal system, social services, and education. Class activities include role-playing, skits, translations, a video newscast project and a mock trial. Emphasis is placed on acquiring vocabulary, increasing cultural competence, and improving oral fluency. This course is recommended for students who intend to use Spanish in a professional field, students who intend to teach Spanish to English-speakers or English to Spanish-speakers, as well as bilingual students. (Formerly SPN 231) (Travalia, offered annually) **P3** [Prerequisite: Completion of SLA 201 or higher]

SLA 260 Spanish Writing Workshop This course focuses on grammar review through diverse activities, such as writing, reading and speaking about films, campus events, and authentic cultural materials from the Spanish speaking world. Class activities will examine challenging aspects of Spanish, while emphasizing the importance of context and grammar structures. Students will refine their language skills by composing different types of texts. (Formerly SPN 260) (Rodriguez-Mansilla, offered annually) **P3** [Prerequisite: Completion of SLA 201 or higher]

SLA 304 Latinx-Latin American Literature This course studies representations of identity in Latin-American and Latinx arts and literature. We will consider the ways in which writers/artists in different parts of the Hispanic world (and on different sides of the US national border) confirm, question, and/or transgress social norms. Through plays, documentaries, narrative fiction, podcasts, and essays, we will study the role that literature, language, and culture play in reflecting and reshaping social identities and attitudes in Latin American and Latinx communities. (Formerly SPN 304) (Farnsworth, offered occasionally) **P3** [Prerequisite: Two SLA courses at level 200 or higher]

SLA 306 Spanish Linguistics 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. (Formerly SPN 306) (Travalia, offered occasionally) [Prerequisite: Two SLA courses at level 200 or higher]

SLA 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." (Formerly SPN 316) (Farnsworth, offered occasionally) [Prerequisite: Two SLA courses at level 200 or higher]

SLA 319 Animals in the Hispanic World This course studies representations of animals in Hispanic literature and other cultural productions. We study how writers and artists in different places and cultural periods of the Hispanic world explore the relationship between humans and animals in a myriad of ways: animals can be depicted as symbols, literary characters (as friends, enemies, leaders, etc.), human behavior metaphors, etc. Through fables, short stories, poems, and literary essays, we will reflect on animal ethics as well as how diverse animal representations unfold relevant Hispanic cultural issues (such as race, class, and gender) (Formerly SPN 319) (Rodríguez-Mansilla, offered occasionally) [Prerequisite: Two SLA courses at level 200 or higher]

SLA 321 Cuentos De America Latina Against a background of contemporary theory on the genre, the course examines this ancestral drive to tell a story in its multifaceted manifestation in Latin America. Moving from the forms of the oral tradition (anécdota, chiste, cuento popular) to the popularly rooted stories of Bosch, Rulfo and Allende, to the metaphysical games of Borges and Cortázar, and from the Amazon to the urban centers, from the Andes to the Caribbean, the course ends with an examination of the multi functionality of feminine voices in the present generation of women storytellers. Students sharpen their receptivity as listeners and readers as well as exercise their skills as inventors and narrators. Prerequisite: two courses from level II, or equivalent. (Paiewonsky-Conde, offered alternate years) [Prerequisite: Any two SPN 203–299 courses, or placement test.]

SLA 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 teach Spanish through literature to local elementary school children on a weekly basis. They will also write their own children's story in Spanish as a final project. This course is highly recommended for students interested in education, community outreach, and/or creative writing. (Formerly SPN 332) (Travalia, offered occasionally) [Prerequisite: Two SLA courses at level 200 or higher]

SLA 344 Rutas literarias de Espana This course focuses on key moments in the development of Spanish Peninsular Literature from the Middle Ages to the (post) modern period. Through the analysis of poems, short stories, essays and other historical and experimental genres, this class seeks to explain and exemplify essential themes of the Spanish literary tradition: race and ethnicity; nation, Empire, and foreign influence; cultural customs and the appraisal of modernity; gender issues and the reflection on literature, individuality and artistic language. (Formerly SPN 344) (Rodriguez-Mansilla, offered alternate years) [Prerequisite: Two SLA courses at level 200 or higher]

SLA 401 Contemporary Theater, Media, and Print Culture 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. (Formerly SPN 355) (Farnsworth, offered occasionally) [Prerequisite: Two SLA courses at level 300 or higher]

SLA 402 Dramaturgas This course examines plays written by women in Latin America and Spain. Feminist theory, cultural studies, and critical histories will inform our analyses. Class themes and discussions will cover feminist theatre practices, women's performative voices/bodies, and gender in dramatic space. Readings may include works by Alfonsina Storni, Griselda Gambaro, Paloma Pedrero, and Sabina Berman. (Formerly SPN 392) (Farnsworth, offered occasionally). [Prerequisite: Two SLA courses at level 300 or higher]

SLA 403 Sounds of Spanish This course takes students one step further in their mastery of the Spanish language with an introduction to the mechanics of native sound production. Students will study the basic concepts of Spanish phonology and phonetics. Likewise, they will learn how to represent and interpret speech using the International Phonetic Alphabet. 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 morphosyntactic, semantic and pragmatic aspects. (Formerly SPN 385) (Travalia, offered occasionally) [Prerequisite: Two SLA courses at level 300 or higher]

SLA 489 Capstone Experience Each student pursuing a major in Spanish must present a portfolio project prior to graduation. The portfolio includes a self-evaluation, writing samples, a reflection paper, and a formal presentation (in Spanish). This is not a course for credit, but rather an experience that is required of all majors in their final year; the creation and presentation of the portfolio project take place outside of class time. Students should ask their SLA advisors for specific details, including a timeline for submitting materials and an up-to-date project description. (Formerly SPN 489)

SLA 490 Cervantes: Don Quijote 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. (Formerly SPN 490) (Rodríguez-Mansilla, offered occasionally) [Prerequisite: Two courses at the 300-level, or equivalent.]

SLA 495 Honors

COURSES TAUGHT IN ENGLISH

SLAE 110 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. (Formerly LTAM 210) (Ristow, Spring) **P3, P4**

SLAE 210 Topics in Bilingual Education Bilingual education is a rapidly growing field in this country. Successful bilingual programs are intellectually stimulating, empowering, and culturally enriching and draw from diverse methodologies and practices. This course explores the philosophies, approaches, and practical applications of foreign language pedagogy in general and Spanish-English bilingual education in particular. Through study, service, and community engagement, students will consider what constitutes success in Spanish-English bilingual education, how bilingualism and biculturalism contribute to our national culture and local community, and how practices and policies in bilingual education are continually evolving. (Formerly SPNE 210) (Farnsworth, offered occasionally) **P3, P4** [Prerequisite: SLA 201 (SPN 201) or the equivalent]

SLAE 232 The Latina Experience Through the use of life stories (testimonies) and documentaries, students in this course will examine the experience Latinas in the context of the United States and the Geneva community. We will be exploring issues such as migration and immigration; biculturalism and bilingualism; labor and education, cultural production and social activism through the collection and analysis of testimonial texts, as well as the analysis and production of documentaries. (Formerly LTAM 232)

SLAE 330 Latina Writing in the United States This course delves into the works of Latina writers in the United States, emphasizing the complex interplay of gender, race, migration, and sexuality in shaping their identities. Through an exploration of literary texts, we will examine the evolving cultural and political landscapes of the U.S. as they relate to expanding Latinx populations. The course will also broaden its scope to include the representation of Latinas in film and social media, highlighting their pivotal role as filmmakers and media creators. Students will engage with Latina literary and media productions at the intersection of Latin American and U.S. literary traditions, while also acknowledging their unique cultural, historical, and sociopolitical positioning within both canons. (Formerly SPNE 330) **P3, P4**

SLAE 495 Honors

THEATRE

Core Faculty

H. May, Professor of Theatre, Department Chair
Chris Hatch, Professor of Theatre
Chris Woodworth, Professor of Theatre
Ed Hallborg, Professor of Practice (Resident Designer/Technical Director)

Affiliated and Adjunct Faculty

Kelly Walker, Sound and Projection Designer

Mission Statement

Theatre has the power to reimagine worlds. The mission of the Theatre Department at Hobart and William Smith is to give students opportunities to make and study theatre with a particular emphasis on how theatre transforms society through sharing spaces, raising voices and crafting stories.

Offerings

The Department offers a major and a minor and produces three main stage faculty-directed shows per year. The Theatre Department provides students the opportunity to make and study theatre in the classroom, on stage and in the community.

THEATRE MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- Make theatre through collaborative processes that bring together production elements including acting, directing, design and technical production.
- Connect theatre to the world through community engagement, inclusivity, embodiment and social justice.
- Analyze and interpret texts in preparation for theatrical production.
- Explore the interrelationship between theatre and society in respective cultural contexts and across time.
- Develop empathy, critical thinking, problem-solving and collaborative skills in and beyond theatre.

Requirements:

At least 12 courses including THTR 100, THTR 130, THTR 490, two courses from the Theatre History and Literature category (THTR 220, THTR 300, THTR 308, THTR 309, THTR 310, THTR 320), one course from the Design or Production Category (THTR 160, THTR 280, THTR 360, THTR 361, THTR 362), four electives in Theatre or from the list of cross-listed courses listed below, and two semesters of THTR 900 OR one semester of THTR 900 and an additional elective. Electives will be selected in consultation with the advisor. At least one Theatre History and Literature course must be from within the department. No more than three courses may be at the 100-level and at least six courses must be at the 300-level or above (one or two of which are the two THTR 900 half credits). The major may include no more than one independent study and no more than two courses from outside the department. All courses (except THTR 900) must be completed with a C- or better, and six courses must be unique to the major.

COURSES IN THEATRE

THTR 100 From Page to Stage: Introduction to Script Analysis
THTR 130 Acting One
THTR 160 Introduction to Stagecraft
THTR 220 Theatre History I (Antiquity to 1700)
THTR 280 Stage Management for Theatre and Beyond: Cultivating Collaborative Spaces
THTR 290 Theatre for Social Change

THTR 295 Performing Arts of Bali
THTR 300 American Drama
THTR 308 American Experimental Theatres
THTR 309 Feminist Theatres
THTR 310 Black Theatres
THTR 320 Theatre History II (1700 – Present)
THTR 330 Acting Two
THTR 335 Acting Shakespeare
THTR 340 Advanced Acting Styles
THTR 360 Lights Up: Dynamic Lighting for Stage Performance
THTR 361 Sound Design for Theatre
THTR 362 Designing for Theatre and Stage
THTR 370 Playwriting
THTR 424 Writing about Theatre
THTR 450 Independent Study
THTR 480 Approaches to Directing for the Stage
THTR 490 Theatre Senior Capstone
THTR 495/496 Honors
THTR 900 Theatre Production Practicum

THEATRE HISTORY AND LITERATURE CATEGORY

(at least one course must come from within THTR)
THTR 220 Theatre History I (Antiquity to 1700)
THTR 300 American Drama
THTR 308 American Experimental Theatres
THTR 309 Feminist Theatres
THTR 310 Black Theatres
THTR 320 Theatre History II (1700 – Present)
DESIGN AND PRODUCTION CATEGORY
THTR 160 Introduction to Stagecraft
THTR 280 Stage Management for Theatre and Beyond: Cultivating Collaborative Spaces
THTR 360 Lights Up: Dynamic Lighting for Stage Performance
THTR 361 Sound Design for Theatre
THTR 362 Designing for Theatre and Stage

CROSS LISTED COURSES
CLAS 108 Greek Tragedy
DAN 100 Introduction to Dance
DAN 101 Introduction to Dance: Body and Self
DAN 102 Introduction to Modern Dance
DAN 107 Introduction to Jamaican Dance
DAN 110 Introduction to Dances of the African Diaspora
DAN 210 Dance History I: Perspectives on Ballet

DAN 212 Dance History II: Perspectives on Modern Dance
DAN 214 20th Century Dance History
DAN 225 Anatomy and Kinesiology
DAN 230 Community Arts: Activism Embodied
DAN 314 Dance Criticism: Embodied Writing
DAN 250 Dance Improvisation
DAN 200 Dance Composition
DAN 300 Dance Composition II
DAN 325 Movement Analysis: Laban Studies
DAN 940, 942, 944, 946 Modern II
DAN 945 Jazz Dance: Tradition and Innovation
DAN 950 Jamaican Dance II
DAN 955 Dances of the African Diaspora II
DAN 980 Dance Ensemble
EDUC 306 Technology and Disability
EDUC 309 Inclusive Art and Humanities
ENG 110 Modern Isms
ENG 136 Shakespeare on Screen
ENG 233 Medieval Drama
ENG 236 Shakespeare
ENG 306 Queer Shakespeare
ENG 339 Shakespeare's Contemporaries
ENG 399 Hybrid Forms Workshop Shakespeare's Contemporaries
ENG 417 Shakespearean Adaptation
GERE 206 Madness and Mayhem in Modernity
GRE 263 Sophocles
GRE 264 Euripides
GSIJ 218 Queer Representation in Theatre and Film
GSIJ 219 Black Feminisms
GSIJ 310 Queer Theory and Methods
MDSC 100 Introduction to Media and Society
MDSC 304 Media and Theory
MDSC 329 Global Musicals
MUS 120 How Music Works
MUS 200 Introduction to Music Production and Recording
RUSE 207 Chekhov and His Legacy
SLA 401 Contemporary Theater
SLA 402 Dramaturgas

Cross-Listed Theatre History and Literature courses
CLAS 108 Greek Tragedy
DAN 210 Dance History I: Perspectives on Ballet
DAN 212 Dance History II: Perspectives on Modern Dance
DAN 214 20th Century Dance History

ENG 110 Modern Isms
ENG 136 Shakespeare on Screen
ENG 233 Medieval Drama
ENG 236 Shakespeare
ENG 306 Queer Shakespeare
ENG 339 Shakespeare's Contemporaries
ENG 417 Shakespearean Adaptation
GERE 206 Madness and Mayhem in Modernity
GRE 263 Sophocles
GRE 264 Euripides
GSIJ 218 Queer Representation in Theatre and Film
GSIJ 219 Black Feminisms
GSIJ 310 Queer Theory and Methods
RUSE 207 Chekhov and His Legacy
SLA 401 Contemporary Theater
SLA 402 Dramaturgas

THEATRE MINOR

6 courses, 5.5 or 6 credits

Requirements:

At least 6 courses including THTR 100, THTR 130, one course from the Theatre History and Literature category (THTR 220, THTR 300, THTR 308, THTR 309, THTR 310, THTR 320), one course from the Design or Production category (THTR 160, THTR 280, THTR 360, THTR 361, THTR 362), one elective course in Theatre, and either THTR 900 or an additional elective. 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.

COURSE DESCRIPTIONS

THTR 100 From Page to Stage: Introduction to Script Analysis Drama is unlike other forms of literature because the text itself is incomplete without embodiment and staging. From Page to Stage prepares students to transform words from the page of a script to the embodied and physicalized space of the stage. As a foundational course for all theatre artists, this course dives deeply into the process of using various analysis techniques to reveal the blueprint for performance embedded in dramatic literature. While students in From Page to Stage work primarily in the realm of the page, the skills they learn will prepare them for successful work on (and back) stage. (May, offered annually) **P2**

THTR 130 Acting One This course will introduce students to the craft of acting through the use of 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 on 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. This course is a prerequisite for all other courses in acting. (Hatch, Woodworth, offered each semester) **P2** [Prerequisite: Open to First Year and Sophomore students only, or THTR majors and minors, or permission of instructor.]

THTR 160 Introduction to Stagecraft This is a lecture/laboratory course which will provide students with a practical overview of the technical production aspects of live theater and performance. Students will work in the classroom, scene shop and off-stage developing an aptitude in set construction, props, introductory lighting and stage effects as determined by production need. The class focuses on the non-performative aspects of theatre from hands-on skill building to production budgeting. A wide breath of topics are presented through weekly readings, assignments, video and lecture/discussions. All students complete a weekly lab (and two weekend labs) in which they will work in the McDonald Theatre and scene shop working on the current faculty-directed productions (Hallborg, offered annually) **P2**

THTR 220 Theatre History I (Antiquity to 1700) Why do we study theatre history and how do we know what we know about it? These two questions guide our exploration of global theatre and performance from Antiquity through 1700. We will read plays, examine surviving artifacts, and challenge what we think we know about theatre in the past. The pivotal moments weinvestgate include Ancient Egypt, Greece, and Rome; Medieval and Renaissance Europe; Classical India; Yuan China; Neoclassical France; and Restora=on England. We uncover how theatre was an art, religious practice, business, and mechanism of government and monarchy that shaped culture and society. (Woodworth, offered alternate years) **P2, P3**

THTR 280 Stage Management for Theatre and Beyond: Cultivating Collaborative Spaces This class studies the skills, techniques, and approaches stage managers utilize in their work as leaders in the theatrical production process. While focused on theatrical processes and environments, THTR 280 provides valuable training in antiracist, consensual, equitable, and accessible approaches to managing interpersonal relationships. Students in THTR 280 gain this training while learning techniques for time and project management, organizational strategies, and Improved oral and written communication skills. (May, offered alternate years) **P2, , P4** [Prerequisite: One THTR course, or permission of instructor.]

THTR 290 Theatre for Social Change Due to the intimate and immediate relationship between theatre and its audiences, theatre has been employed as a means of encouraging social action since its foundation. Although contemporary theatre is typically associated with commercial prodution such as those on Broadway, the global tradition of using theatre to inspire social change continues. This theatre often takes place outside of mainstream theatres – in places as diverse as corporate boardrooms, refugee camps, and city street corners. This course studies avariety 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. Drawing upon the lessons learned from the social justice theatre we study, this class culminates in the collaborative creation of a short piece of theatre meant to provoke social change in the HWS community. No performance experience is necessary. (May, offered alternate years) **P2**

THTR 295 Performing Arts in Bali 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 serves 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 is 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 or summer, offered alternate years) [Confirmation approval for students in study abroad programs to enroll.]

THTR 296 The Performing Arts of Cyprus: Myths, Masks, Movements, Music In this immersive 12-week study-abroad course students will explore the rich tapestry of Cypriot culture through its performing arts traditions. We begin by delving into the myth of Aphrodite with a reading of Euripides' Hippolytus, and then move on to the myth of Pygmailion, paired with Neil LaBute's The Shape of Things. We'll immerse ourselves in Greek performance practices, study why Shakespeare set Othello in Cyprus, and then expand into the island's dance traditions, music, and shadow puppetry. In the final weeks, we'll explore how 20th and 21st-century Cypriot playwrights and performing artists have reacted to the Cypriot Civil War and peoples' search for identity in today's segregated Cyprus. Students will engage in lectures and workshops, attend live performances, collaborate with local artists, and visit important artistic sites. The course will culminate in short student-devised collaborative performances inspired by Cypriot themes and their own time on the island. **P2, P3** [Confirmation approval for students in study abroad programs to enroll.]

THTR 300 American Drama In "Possession," an essay on playwriting, Suzan-Lori Parks writes, "The history of Literature is in question. And the history of History is in question too. A play is a blueprint of an event: a way of creating and rewriting history through the medium of literature." Given the history of the United States, it is hardly surprising that the development of American drama is fraught. How have notions of American history and identity been created and rewritten on U.S. stages? In what ways has theatre contributed to the construction of narratives of nationhood? What are the tensions inherent in the study of American theatre history? Through investigations of nationalism, nostalgia, and contestation, students in this course will explore the formation and deconstruction of the canon(s) of American theatre, exploring the work of artists and practitioners from the 19th century through today. (Woodworth, offered occasionally)

THTR 309 Feminist Theatres In this course we will explore the ongoing and ever-shifting dialogues of feminist performance, historical movements, and contemporary echoes. 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, third, and fourth wave feminisms as well as performances and theories that explode those designations. We will examine the roles and resistance of women-identified artists in theatre historically and within contemporary contexts. Throughout, we will explore the ways in which feminist theatre practitioners work in coalition with other social justice movements such as suffrage, workers' rights, civil rights, and LGBTQ+ rights to create works that resist and/or redefine historically misogynistic modes of performance. (Woodworth, offered occasionally)

THTR 310 Black Theatres Legendary Black playwright August Wilson gave a speech called "The Ground on Which I Stand" that rocked the theatre world in 1996. He declared, "I have come here today to make a testimony, to talk about the ground on which I stand and all the many grounds on which I and my ancestors have toiled, and the ground of theater on which my fellow artists and I have labored to bring forth its fruits, its daring and its sometimes lacerating, and often healing, truths." This course explores 200 years of Black performance within the United States. Using plays, treatises, manifestos, memoirs, and histories, we will investigate iconic historical moments including the Harlem Renaissance, the New Deal, Civil Rights era, and the Black Arts Movement, to discover the ground on which Black theatre artists stand. Beginning with the entrepreneurial theatre of William Brown in the early 19th century, we will disrupt the notion of theatre history as a unified narrative. Through our exploration of present-day work by Black theatre makers, we uncover how the legacies of artists such as August Wilson and those who came before him shaped Black theatre today. (Woodworth, offered occasionally)

THTR 320 Theatre History II (1700 – Present) How do world events shape theatre and culture and how does theatre reinforce or transcend borders between nations and cultures? These two questions guide our exploration of global theatre and performance from 1700 through the present. We will read plays, examine surviving artifacts, and challenge what we think we know about theatre in the past. The pivotal moments we investigate include 18th century European Theatre; 19th and 20th century Chinese Opera; 19th century experiments in Melodrama and Modern Realism; the historical avant-garde (Dada, Futurism, Expressionism, Surrealism), Post-War Theatre; Modern and Contemporary Arab Theatre, Modern and Contemporary African Theatre; and Postmodern Theatre. We uncover how theatre was an art, religious practice, business, and mechanism of government and monarchy that shaped culture and society. (Woodworth, offered alternate years)

THTR 330 Acting Two A continuation of the skills discovered in Acting One, this course is designed to deepen the student's understanding of the craft of acting through a dual focus on an enhanced understanding of Stanislavski-based acting techniques and an exploration into the overall profession of acting. Students work on multiple scenes, hone their audition technique, explore various voice and movement exercises, and examine aspects of the profession of acting. The course culminates with a class showcase of scenes and monologues from throughout the semester. (Hatch, spring, offered alternate years) [Prerequisite: THTR 130]

THTR 335 Acting Shakespeare A performance-oriented approach to Shakespeare that builds off the skills learned in Acting One. Starting with short monologues, actors will learn a step-by-step process to bring Shakespeare's texts to life. Students will work on multiple monologues, a short scene, and a final performance, the latter of which will be open to guests. No previous experience with Shakespeare is required to be successful in this class. (Hatch, alternate years) [Prerequisite: THTR 130]

THTR 340 Advanced Acting Styles In Advanced Acting Styles, students engage in a focused exploration of a specific aspect of acting. Each time the course is offered, a different era, genre, or style of acting will be studied in-depth. Recent topics have included devised theatre, movement for the stage, comedic acting, theatrical sword fighting, and Commedia del'Arte. This course can be repeated for full credit three times. (Hatch, Woodworth, May, offered alternate years) [Prerequisite: THTR 130 and THTR major or minor or permission of instructor]

THTR 360 Lights Up: Dynamic Lighting for Stage Performance A practical, hands-on approach to lighting for the stage. Students will learn how to envision the design, select instruments, hang the plot, and cue a show. Students will design the lighting for faculty productions when possible. (Hallborg, offered occasionally) [Prerequisite: THTR 100 or THTR 160 or permission of instructor]

THTR 361 Sound Design for Theatre Sound Design for Theatre is lecture/laboratory course that will provide an introduction to fundamental concepts of acoustics, sound reproduction and reinforcement. Students will study essential elements of sound design as it applies to theatre including script analysis, creating sound plots, obtaining and creating sound elements, show control, and operating intercom systems. Students will apply what they have learned in the course to develop a final portfolio project to be presented in class. (Staff, offered occasionally) [Prerequisite: THTR 100 or THTR 160, or permission of instructor.]

THTR 370 Playwriting Playwright Steven Dietz argues, "All great and lasting plays have one fundamental thing in common: Until they existed, they were unimaginable." In Playwriting we will not merely imagine new plays but write them. By reading new plays, adending theatre productions, and engaging in short writing exercises, we will explore fundamental tools of playwriting including character, conflict, dialogue, and stage directions. Students will draft, workshop, and revise their own original short plays and monologues, culminating in a works-in-progress staged reading of their new scripts. (Woodworth, offered alternate years) [Prerequisite: THTR 100, THTR 130, or permission of instructor.]

THTR 480 Approaches to Directing for the Stage Charles Mee describes the director as the artist who can withstand "the anxiety of possibility and uncertainty the longest" en route to creating compelling live theatre in the midst of chaos. THTR 480 teaches skills to temper theatrical anxiety and lead collaborative processes in creative exploration. These skills include rehearsal techniques; warm-up and improvisational approaches; planning a production process; articulating feedback; co-creating with designers; crafting compelling stage pictures; and building brave, accessible, and equitable spaces. Assignments reflect the interests of each cohort but include both theoretical and practical approaches. (May, offered occasionally) [Prerequisite: THTR 100 and THTR 130 or permission of instructor]

THTR 490 Theatre Senior Capstone The Theatre Senior Capstone brings together senior theatre majors to synthesize what they have learned during their career at HWS while formulating an imagined future for themselves and the profession. Students lead research and discussion about contemporary issues faced by theatre artists and scholars to learn about the world they are entering. Imagined as a course for students in the liminal space between student and professional, students develop manifestos, application materials, and websites to prepare to transition to the next stage of their journey. Theatre Senior Capstone culminates in a collaborative theatrical project that embraces the processes and products they hope to create after graduation. (May, offered annually) [Prerequisite: Theatre Major or Minor with Senior Standing]

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 firsthand 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 repeated up to four times. This course must be taken credit/no credit. [Prerequisite: permission of instructor] (Hatch, May, Woodworth, offered each semester) **P2** [Prerequisite: permission of instructor]

WRITING AND RHETORIC

Faculty

Hannah Dickinson, Associate Professor
Geoffrey Babbitt, Chair, Associate Professor
Cheryl Forbes, Professor
Amy Green, Affiliated Faculty
Susan Hess, Affiliated Faculty
Jason Hoppe, Director of Writing Colleagues Program
Kelly Payne, Affiliated Faculty
Ben Ristow, Associate Professor
Maggie M. Werner, Professor

The primary purpose of the Writing and Rhetoric Program is to offer rigorous courses at all levels that integrate the study of writing and the study of rhetoric. The courses help students across HWS 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.

Mission Statement

The Writing and Rhetoric Department is dedicated to supporting students as they develop their thinking, writing and reading skills through a collaborative, process-based approach to the study and production of texts in a wide variety of genres. The department emphasizes the ways writing and rhetoric shape—and are shaped by—social worlds, providing students with analytical tools and theoretical frameworks to "read the world" and meaningfully intervene in it.

Offerings

For students interested in a concentrated study of writing and rhetoric, the program offers a self-designed 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.

WRITING AND RHETORIC MAJOR (B.A.)

11 courses

Learning Objectives:

- Initiate and execute projects of their own design through a process-based approach to writing.
- Construct arguments that matter in the world using multiple forms of analysis including grammatical, discourse, and rhetorical analysis.
- Produce texts through a process of inquiry involving multiple research methods and theorize and explain their research choices.
- Collaborate with others at all stages of a writing project, deepening their understanding of the relationship between collaboration and the writing process.
- Understand language and writing as forms of social action that are shaped by—but can also intervene in—the production of social inequalities and social change.

Requirements:

One introductory course from among WRRH 100, 105, 106, 175, 200, 335 or ENGL 190/290; three core courses 201, 250, and 360; a group of six courses (five in WRRH; the sixth may be taken outside of WRRH); and the capstone (WRRH 420).

Transfer Credit. Students may take two courses (including study abroad, transfer, and courses in other departments) outside the major. All transfer credits require approval by the advisor and chair. Core courses and the capstone may not be taken at other institutions.

WRITING AND RHETORIC MINOR

6 courses

Requirements:

WRRH 201; WRRH 250 or WRRH 360; and four electives.

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 (Writing Colleagues or CTL Writing Fellows) support through an emphasis on the process of invention, drafting, and revision. Course times and themes vary with instructor. (Repeatable, offered every semester) [Prerequisite: Open to First Year and Sophomore students only.]

WRRH 105 Multilingual Writer's Seminar This introductory English for Speakers of Other Languages course provides students with the opportunity to develop a foundational level of English literacy and communication skills. This course places an emphasis on writing in various genres including argumentation, narration, and summary, as well as various writing skills including cohesion, structure, grammatical fluency, and revision. Students will use their experiences at HWS to develop their English writing, reading, listening, and speaking skills, with priority being given to writing development. Students will improve their English skills through written responses to readings, essays written in multiple genres, and a presentation on an aspect in American culture or their home culture. The time and theme of the course may vary with the instructor. (Fall, offered annually)

WRRH 175 First Person Singular What's up? What's happening? What's new? How you been? How you doing? We say these things every time we meet a friend – and we really want to know. Readers of memoirs ask these or similar questions, and memoirists give us the answers – beautifully. We're lucky that curious people have so many memoirs to choose from. And for the last several years we've had memoirs from all over the world, not just the United States. This course studies the contemporary memoir in a multicultural setting. Through the books we read, we travel to such places as Somalia, the Sudan, Iran, and North Korea. Students write critical essays about the memoir in general and the books we read, paying particular attention to the cultures they encounter in them. They also write their own short memoirs – vignettes from their life. The course ends with students writing a final essay on what they have learned about cultural difference and the impact culture has on the people who live within a particular border. (Forbes) **P3**

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) [Prerequisite: Open to WRRH majors and minors only, or permission of instructor.]

WRRH 201 Grammar and Style Grammar and Style provides a foundational knowledge of traditional English grammar and investigates the relationship between grammar and style. Style, as a canon of rhetoric, depends on the conscious control of grammar through the choices every writer makes. Working together and individually, we study the rules of grammar, diagram sentences, complete exercises, take quizzes and exams, and write grammatical analyses – everything designed to make students grammatically savvy writers. (Forbes, Green, Werner, offered annually) [Prerequisite: Open to First Year and Sophomore students only, or WRRH majors and minors.]

WRRH 204 Fake News vs. Reality: Rhetorics and Ethics of Nonfiction Narrative In this class, students will explore the art, ethics, and influence of nonfiction storytelling, with particular attention to nonfiction texts – some more "true" than others – of significant influence on the 20th and 21st century US. Students should expect to use case study analysis, theory and other scholarly reading, archival and contextual research, and their own composing process to analyze and argue for answers to course questions: Why and how do stories achieve power and influence? When does effective storytelling shift into misinformation or disinformation? Whose stories get told? What are the affordances and risks of the digital storytelling multiverse? How does one become an effective yet ethical manipulator of nonfiction stories? Final projects will be composed via HWS archival research for a public audience. (Hess) **P4**

WRRH 207 Introduction to Sociolinguistics This course introduces students to the field of sociolinguistics: what sociolinguists study, the various methods they use to study language in use, and the questions sociolinguists use to determine their theories of language use. As such, the course looks at language use internationally and cross-culturally, as well as locally; theoretically and practically; and thematically, as in language planning and such issues as gender, age, race, ethnicity. Students keep daily journals, complete language exercises, write four short papers on an issue under consideration, and complete a final project analyzing a speech community of their choice (a sports team, a club, a class, a minority group), specifics to be determined in conversation between the student and the professor. (Forbes) **P3**

WRRH 209 Them's Fightin' Words: Civil Discourse from a Sociolinguistic Perspective A recent Saturday Night Live sketch featured three couples out to dinner who attempt to discuss the lifting of the mask-mandate and other issues related to COVID-19. Each individual is able to get out a few words before their partner or others at the table remind them to be careful about the exact words they use and what they say. We see each one inflicting (fake) self-harm or trying to hide or disappear altogether due to the uncomfortableness of the conversation. Who hasn't been in this position at some point in the last few years? In this course, we will talk about the theory of civility in today's contentious society and the sociolinguistic factors that influence that contention, including gender, ethnicity, social class, and age. Students will confront these issues in readings, case studies, documentaries and problem sets. They will complete a series of debates and video podcasts on such issues as Take a Knee and the Pledge of Allegiance, Renewable Energy, and COVID-19 and Mental Health, applying in both cases the theories of civility and sociolinguistics. Students will carry out field work by interviewing people representing different sociolinguistic categories in Geneva about their comfort in addressing controversial issues. (No prerequisites, offered Maymester, Forbes and Travalia). **P4**

WRRH 210 Introduction to Print Journalism This course introduces print journalism. It focuses on the basics of reporting and feature writing (business, sports, local government, and the law). Participants should expect to produce several pages of accurate, detailed, and well-written copy a week and be prepared for extensive and numerous revisions. Students also work on typography and layout. As the major project for the semester, students in teams write, edit, design, and typeset a newspaper. (Repeatable) (Forbes, Babbitt, offered annually) [Prerequisite: Open to WRRH majors and minors only, or permission of instructor.]

WRRH 211 Introduction to Public Relations Public Relations is an important part of creating a successful business and requires strong writing and an astute understanding of the market place. Using journals, discussion questions, and, most importantly, case studies, students learn the basics of public relations by practicing it. (Forbes, offered annually)

WRRH 212 Marketing Concepts Marketing Concepts focuses on three areas: investigating failed marketing programs, creating marketing programs for local businesses, and creating launch programs for students' own business ideas. Students work in groups for development and feedback. (Forbes, offered annually)

WRRH 215 Literate Lives: Rhetorics of Marginalized Education Hobart and William Smith occupies a unique and at times contested place in the history of marginalized literacy practices and education in America. This course will examine that history and its rhetorics through a contextual lens comprised of primary, secondary, and theoretical texts. In particular, students will explore women's and other marginalized groups' literacy and educational practices (in all of their forms: reading and writing, but also social, cultural, and political literacies) in 19th century America with an eye towards the establishment of William Smith College in 1908. In part by reflecting on their own literacy and educational experiences, students will then consider the social, cultural, and political implications of those practices from the 20th century through to today. The course will also make use of the substantial archives in the Warren Hunting Smith Library. (Green, offered alternate years) **P4** [Prerequisite: Open to WRRH and EDUC majors and minors only, or permission of instructor.]

WRRH 218 Getting Dressed: Discourses of Fashion Discourses of fashion are a more and more a central, yet unexamined, fact of life for HWS students and Americans in general. This course takes a critical look at that discourse, using the sociolinguistic theories of James Paul Gee in his discussion of big D Discourses, Big C Conversations, and Figured Worlds. Added to this is the cultural analysis of Roland Barthes I essays and a book. We consider the social, economic, and political ramifications of style. (Forbes)

WRRH 219 Feature Sportswriting 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. (Forbes, Ristow) **P2** [Prerequisite: Open to First Year and Sophomore students only, or WRRH majors and minors.]

WRRH 221 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 be 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. (Forbes)

WRRH 240 Writing and Culture of Reading Academic, intellectual culture is a culture of the word, of reading and writing, of print. This course explores the dynamics of this culture through a close interrogation of the writing and reading practices of intellectuals, ourselves included. Through the course of the semester students keep a reading journal, write several critical essays, and complete a final project. (Forbes, Green, offered alternate years) [Prerequisite: Open to junior and senior WRRH majors and minors only, or open to First Year and Sophomore students.]

WRRH 250 Talk and Text: 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 interviews to courtroom testimony, from political speeches to radio and TV talk shows – leads into discussions of conversational style, gender, linguistic stereotypes, and intracultural communication. (Dickinson, Werner, offered annually)

WRRH 310 Digital Journalism: Reporting Online This course is designed as a stand-alone or a follow-up to WRRH 210, the introduction to print journalism. Students read two online newspapers daily, The New York Times and The Wall Street Journal, write and rewrite at least one story a week, learn the principles of writing for an internet audience, and design and publish their own blogs and online newspapers. There is a fee for this course. (Forbes, Babbitt, offered annually) [Prerequisite: Open to WRRH majors and minors and SCD minors, or permission of instructor.]

WRRH 311 Introduction to Publishing This course focuses on the principles and practices of magazine and book publishing. It explores the way rhetoric functions in publishing and how "gatekeeping" functions in this industry of ideas and cultural influence: who decides what and who gets heard. The issues of gender, race, and class are central. Students study general interest and special interest magazine publishing; general trade book, academic or special interest book publishing; and the history of American publishing from the colonial era. Participants keep a reading journal; write several critical essays about the major issues in magazine and book publishing today; and complete a major semester-long project, individually or in teams (for instance, editing a book-length manuscript or producing a magazine). (Forbes, offered annually)

WRRH 313 Sports Media Seminar The last century has seen a radical transformation in media representations of athletics and the figure of the athlete. Sports media has evolved over the same period from print journalism to a host of evolving new media, including podcasts, documentary film, and now, social and interactive media. Athletes are not passive spectators to the narratives that construct them, and they take political or social justice stances, argue for fair labor conditions, and advocate for themselves and others on multiple platforms. Sports media is a lucrative, global enterprise, and this seminar analyzes the way that sports are represented, distributed, and consumed in our contemporary moment in the U.S. Students read, write, view, and produce essays and scripts in written and video form, and they learn about careers in journalism, sports communication, television/film production, and podcasting. [Prerequisite: Open to WRRH majors and minors only, or permission of instructor.]

WRRH 320 Op-Ed: Writing Political and Cultural Commentary This course explores the roll of the columnist, the editorial writer whose columns appear opposite the editorial page in newspapers. Each week students write a column, making an argument about current issues related to politics, society, or the environment, to name a few. The course requires a great deal of independent research. The course is conducted as a workshop, in which each week three students volunteer to read their column aloud and have the whole class discuss it – raising questions, issues, looking at strong and weak points in the argument. Attendance is mandatory and students are expected to rewrite their columns as they prepare to turn in a mid-term and then a final portfolio. Course readings include a variety of editorial columns, especially those in The New York Times and The Wall Street Journal. (Forbes, Babbitt)

WRRH 325 The Science Beat This course is designed for students interested in writing about science, in science journalism, or in strengthening their research and writing skills. Students produce weekly articles, read and discuss articles by major science writers, and read and discuss each other's articles in a workshop. (Forbes)

WRRH 327 Literary Journalism: 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 Coates, Beard, Rankine, and Wallace). Students will both emulate and resist these writers in their own work. (Babbitt, offered alternate years) [Prerequisite: Open to WRRH and ENG majors and minors, or permission of instructor.]

WRRH 328 Small Press Book Publishing: Book Contest and Acquisitions Editing In this course, students will help publish a book. We will focus on small press acquisitions editing through the facilitation of Seneca Review's first biennial Deborah Tall Lyric Essay Book Contest. The editors of Seneca Review will have narrowed down manuscript submissions to approximately 15 semi-finalists. Over the course of the semester, students will have the opportunity both to learn about and to engage in the acquisitions editorial process by reading, discussing, and evaluating each of the semi-finalist manuscripts and by ultimately helping select five finalists. The TRIAS resident will meet with the class several times and serve as the contest judge. Students will work in small groups to pitch one of the finalist manuscripts to the judge. By engaging in the book publishing and acquisitions process, students will grapple with such questions as: How do lyric essays and hybrid texts work in conjunction with one another in a book-length manuscript? What makes a creative manuscript good and how do we weigh it against competing manuscripts with different strengths? And how can we distinguish between manuscripts that cross the threshold into the realm of literary excellence and those that do not? (Babbit, offered alternate years)

WRRH 330 New Media Writing: Theory and 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 and practice in literature, creative writing, and journalism. Throughout the semester, we will build a firm theoretical foundation in theories of new media and technology (through writers such as Heidegger, Baudrillard, and Haraway). To complement our theoretical inquiry, we will study new media works in genres such as journalism, literature, and art (including work by Strickland, 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, offered alternate years) [Prerequisite: Open to WRRH, ENG, and MDSC majors and minors only, or permission of instructor.]

WRRH 332 Food for Thought In this course, students study food writing from a number of perspectives: as a journalistic subject, a sociological subject, a cultural subject, a historical subject, a psychological subject, and a scientific subject. Readings and writing assignments reflect each of these approaches. Thus, the readings provide needed background information and serve as writing models. Students learn to write about food in various genres though intensive practice and imitation. Because food writers need to translate the varied sensory experiences of eating into words, this course will also include tasting events in order to develop sensory, observational, and descriptive writing skills. These tastings will be conducted in a lab style setting where we will prepare and taste meals and ingredients from a variety of cultures (Burma, Persian, Chile, Turkey, India, and Northern China. (Forbes)

WRRH 333 Digital Rhetoric and Writing with New Technologies Digital Rhetorics analyzes the rhetorical and cultural impacts of established and emerging new media artifacts from YouTube videos and Instagram posts to viral memes. Students produce content for digital platforms (blogs, digital portfolios, memes, etc.) while building an understanding of how rhetorical history and technological innovations impact the consumption of online content and the communities that are formed in digital space. Although the course discusses the importance of digital literacy and how to use some online programs and newer technologies, the class concentrates on how new media and virtual interfaces impact our global culture and the individual user. Students have the opportunity to develop analytical and creative skills through a diverse set of writing (and design layout) assignments. These new digital writing and design skills will be utilized and valued as students complete a service-learning component for the course with a local non-profit organization. (Ristow) [Prerequisite: Open to WRRH majors and minors only, or permission of instructor.]

WRRH 335 Writing Colleagues Seminar This rigorous and writing intensive course is designed for students who plan to work in the Writing Colleagues Program. The course contains unique, challenging writing assignments while examining current theories of composition and rhetoric. Students read and discuss scholarship pertaining to linguistic diversity, multilingual writers, and the emerging scholarship on curriculum-based peer tutors. Students investigate writing as a process and discuss the ways reading impacts and remains interdependent to writing. In addition, students have the opportunity to train and practice techniques and new skills as Writing Colleagues with their peers and within a five-week practicum component, usually with a students enrolled in an introductory level writing course. Prerequisites: First-year students and sophomores are accepted following nomination, application, and an interview process. (Dickinson, Ristow, offered each semester)

WRRH 360 Power and Persuasion: Rhetorical History, Theory, and Criticism Power and Persuasion focuses on rhetorical history, theory, and practice with an emphasis on analytical methodology. Rhetorical analysis includes a broad range of methods that are based on different theories of and approaches to rhetoric. Therefore, the learning of methods will be informed by rhetorical histories and theories, and students will be inquiring into the ways that theories can change as they are put into practice, and how practice can challenge and enrich theory. The process of analysis will improve both close reading and critical thinking skills, will improve understanding of what makes arguments effective and the ways that they are constructed according to purpose and audience, and will improve students writing by revealing the many ways that writers use language in purposeful ways. (Ristow, Werner, offered annually) [Prerequisite: Open to WRRH majors and minors only, or permission of instructor.]

WRRH 364 Suffrage and Citizenship in American Discourse This course examines how American citizenship is and has been constituted, in its official documents as well as in its cultural rhetorics, by exploring the history of suffrage and disenfranchisement in the United States. There was no Constitutional definition of citizenship until the ratification of the Fourteenth Amendment in 1868, almost a century after the Declaration of Independence. Through their interaction with a variety of discourses and practices, students will learn how citizenship was constituted in America's past and as well as investigate the ways in which citizenship is practiced today. In particular, students will interrogate the ways in which literacy practices, educational opportunities, and the criminal justice system have helped to define who has the right to full citizenship in America. This course will study that history and its rhetorics through a contextual lens comprised of primary, secondary, and theoretical texts that consider the social, cultural, and political implications of the practice of citizenship from the 18th century through to today. (Green, offered alternate years) [Prerequisite: Open to WRRH majors and minors only, or permission of instructor.]

WRRH 420 Writer's Guild As the senior seminar that acts as a capstone to a major or minor in WRRH, this course requires students to write extensively, to think critically about their own and others' work, to synthesize old writing and produce new arguments about it, and to pursue publication. WRRH 420 is structured around two major components. The first, the capstone portfolio, is designed to help students synthesize their learning as a WRRH major or minor. The second, a substantial publishable work, requires students to learn and follow the publishing process: choosing a text, selecting a venue, analyzing the venue, revising the text for that venue, and submitting the piece for publication. In addition, students will engage in many smaller steps along the way including proposing their ideas, workshopping in writing groups, and presenting their work in a public forum. Prerequisite: permission of the instructor based on a portfolio draft. (Staff, offered each spring) [Prerequisite: Open to WRRH majors and minors only, or permission of instructor.]

WRRH 490 Writing Colleagues Field Placement Writing Colleagues must enroll in WRRH 490 every semester they are in a course placement. In addition to attending their placements, helping professors develop writing assignments and activities, reading student essays, and working one-on-one with writers, Writing Colleagues enrolled in WRRH 490 must also attend monthly professional development meetings, meet bi-weekly with the WC Coordinator, submit a weekly WC journal, and contribute to the community's writing culture through other writing assignments and activities. These activities are designed to support Writing Colleagues as they continue to strengthen their own reading and writing skills and develop as Writing Colleagues. (Dickinson, Green, Ristow, offered each semester) [Prerequisite: WRRH 335.]

WRRH 495 Honors

WRRH 499 Writing & Rhetoric Internship

WRITING COLLEAGUES PROGRAM

Program Faculty

Jason Hoppe, Director
Hannah Dickinson, Program Faculty
Ben Ristow, Program Faculty
Cheryl Forbes, Founding Director

The Writing Colleagues Program combines two reciprocal experiences for non-majors as well as WRRH majors:

- Practical experience supporting peers as a trained writing tutor working in a specific course context. Writing Colleagues work across the curriculum and in a host of disciplinary contexts, including FSEMs, introductory-level courses and sometimes with more experience in upper-division courses.
- Intellectual and writerly experience as a student in the Writing Colleagues Seminar and as a member of the Writing Colleagues Program in course placements, in the social-academic community of the Writing Colleagues Program at HWS, and potentially if selected as a Writing Fellow in the Center for Teaching and Learning after two field placements.

A student is nominated by a faculty/staff member or by a current Writing Colleague to the Writing Colleagues Program, or they may self-nominate by contacting one of the Writing Colleagues Program Directors. After application, interview, and acceptance, the student enrolls in the Writing Colleagues Seminar course (WRRH 335), following which the student is qualified to work with a professor and students in a field placement in a course. During the placement, the Writing Colleague receives CR/NCR course credit for WRRH 490 (Writing Colleagues Field Placement), attends class meetings, completes readings (but not major assignments/exams) and conducts meetings with students outside of class time. Completion of the Writing Colleagues Program is a valuable way to highlight writing strengths in a student's coursework and in collaboration with faculty and students in the writing process.

Offerings

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.

WRITING COLLEAGUES MINOR – Disciplinary

6 courses

Requirements:

WRRH 335 Writing Colleagues Seminar**;** two WRRH 490 field placements, one of which may be in a first-year seminar; three courses from approved Writing and Rhetoric electives.

WRITING COLLEAGUES MINOR – Interdisciplinary

6 courses

Requirements:

WRRH 335 Writing Colleagues Seminar; two WRRH 490 field placements, one of which may be in a first-year seminar; one social or natural science elective; two courses from approved Writing and Rhetoric electives.

DIRECTORIES

BOARD OF TRUSTEES *2026–2027*

Joseph C. Stein III '86 (2027); ***Chair*** (2025), Partner & Managing Director, PJ Solomon, New York, NY; B.A., M.B.A

Cassandra Naylor Brooks '89, ***Vice Chair*** (2024); Teacher, Calvert School, Baltimore, MD; B.A., M.S. Ed.

Dr. Teresa Amott, L.H.D. '11 (2030); President Emerita, Knox College, Laporte, PA, B.A., Ph.D.

Linda D. Arrington '88 (2025); Assistant Professor of School Psychology, SUNY Oswego; Education Consultant, Global Wealth
Management (US), New York, NY; Sag Harbor, NY; B.S., M.B.A.

Katharine (Kate) Strouse Canada '98 (2028); Hiring Director for The Public Interest Network, Niskayuna NY

Calvin (Chip) R. Carver, Jr. '81 (2030); Retired Global Head of the Information Division, Markit Group, New York, NY; B.A., M.B.A.

Hon. Jeremy A. Cooney, '04 (2029); Senator 56th District, New York State Senate, Rochester, NY; B.A., J.D.

Edward R. Cooper '86, P'16 (2028); Vice President, Public Affairs and Community Relations, Total Wine & More, Potomac, MD; B.A., M.A.

Joseph DeSione Jr. '89 (2029); Owner, DeSimone Companies, DeSimone Gaming and First Federal Realty

Dr. Rebecca M. Fox L.H.D. '95 (2028); Retired Dean, Div. of Continuing & I'ntl Education, University of Miami FL; Ph.D. Bryn Mawr College

Ludwig P. Gaines, '88 (2030); Principal and Consultant for The Gaines Group Consulting; B.A., J.D.

Mark D. Gearan L.H.D.'17, P'21, President, Hobart and William Smith Colleges (2022); B.A., J.D.

Aileen Diviney Gleason '85 (2028); Managing Director, Bank of America Merrill Lynch, New York, NY; B.A.

Josephine A. Grayson, LA, P'19 (2029); Licensed Landscape Architect, Rumson, NJ; B.S., The College of New Rochelle, B.A., B.S.

Dr. Kirra B. Guard '08, MAT '09 (2030); Assistant Professor of School Psychology, SUNY Oswego; Education Consultant; B.A., MAT, Ph.D.

Sabrina Horn '83 (2029); CEO, Horn Strategy, LLC

The Rt. Rev. Kara Wagner Sherer (2028); The Episcopal Diocese of Rochester, Rochester, NY;

William A. Margiloff '92 (2030); CEO, Ignition One, New York, NY; B.A.

Andrew G. McMaster '74, P'09 (2030); Retired Vice Chairman, Deloitte LLP, Darien, CT; B.A., M.B.A.

Allison Morrow '76 (2028); New York, NY; B.A., M.B.A.

Jonathan Mothner '85 (2029); Executive Vice President, Chief Risk and Legal Officer; Synchrony

Dr. Margueritte S. Murphy (2028); Rochester, NY; B.A., M.A., Ph.D.

James (J.B.) B. Robinson '96 (2030), Senior Director, Global Tax Reporting and Tax Policy, Berwyn, PA; B.A.

Eric J. Stein '89 (2027); Head of Investment Banking, North America, J.P. Morgan Chase, New York, NY; B.A., M.B.A.

Dr. Kevin Stein '88 (2028), President, Chief, Executive Officer and Director of TransDigm Group Inc, Cleveland OH; Ph.D. Stanford University

Craig R. Stine '81, P'17 (2029), Vice Chairman, Global Financial Institutions Group, Barclays Investment Bank, Short Hills, NJ; B.A., M.B.A.

Samuel A. Stern '03 (2027); Stern LLC, Miami, FL; B.A.; J.D.

Gordon Sweely '86 (2029), Senior Managing Director, Global Head of Structured Products and Private Credit, Nomura Securities International

Mehrnaz (Naz) Vahid '85, P'17 (2029); Managing Director and Global Head of Citi Global Wealth at Work, NY, NY; B.A.

Paul Wasmund '07 (2028), Director of Opinion Dynamics, Waltham MA

Dr. Richard L. Wasserman '70 (2026); Medical Director of Pediatric Allergy and Immunology at Medical City Children's Hospital; Principal, Richard L. Wasserman Consulting, Dallas, TX; B.S., M.D., Ph.D.

William T. Whitaker Jr., L.H.D. '73, '97 (2027); Correspondent, 60 Minutes, New York, NY; B.A., M.A.

Stephen Wong '89 (2029); Chairman of Investment Banking and Co-Head Real Estate Group Asia Goldman Sachs, Hong Kong; B.A., J.D.

Warren K. Zola '89, P'18 (2027); Executive Director, Boston College's Chief Executive Club, Carroll School of Management, Chestnut Hill, MA; B.A., J.D., M.B.A.

Student Trustees-Elect

Kaleigh McPhail '28, Delainy Williams '28

Cori Bohan '27, Rupert Ramsay '27

Honorary Trustees

Thomas S. Bozzuto '68, L.H.D. '18; Trustee Chair Emeritus; The Bozzuto Group, Greenbelt, MD; B.A., M.P.A.

Langdon P. Cook P'99, P'05, L.H.D. '12, Founder, Langdon P. Cook Government Securities, Inc., New York, NY; B.A.

David H. Deming '75, Managing Partner, Tag Healthcare Advisors, New York, NY; B.A.

Worth Douglas '67; Brighton, MA; B.A.

Katherine D. Elliott '66, L.H.D. '08; Hedge Fund, Chief Operating Officer, retired, Bronxville, NY; B.A.

Cynthia Gelsthorpe Fish '82, L.H.D. '23; Boston, MA; B.A., M.A.T.

Herbert J. McCooey Jr. '76, P'04, P'09

Judith Hershey Melly L.H.D. '16

Douglas F. Myles '51, Fullerton, CA; B.A., M.B.A.

Jane F. Napier P'89; Rochester, NY; B.S.

Thomas B. Poole '61, P'91, L.H.D. '06 (2022); Chairman, The Hallen Construction Co., Inc., Plainview, NY; B.A.

Henry A. Rosenberg Jr. '52 L.H.D. '02; Chair, Rosemore, Inc., Baltimore, MD; B.A.

Herbert J. Stern '58, P'03, LL.D. '74; Attorney and Partner Stern & Kilcullen, LLC, Florham, NJ; B.A., J.D.

Beth Yingling '76; Partner, McCarter & English LLP, Newark, NJ; B.A., J.D., LL.M.

Maureen C. Zupan '72, P'09, L.H.D. '16; Cazenovia, NY; B.A.

FACULTY

Bryan Adams, Endowed Chair and Assistant Professor of Business Management and Entrepreneurship (2026); B.A., Nazareth University, 2004; M.A., Nazareth University, 2009; Ph.D., Southern New Hampshire University, 2026.

Theodore J. Allen, Professor of Physics (2000); B.S., University of Wisconsin at Madison; M.S., California Institute of Technology, 1984; Ph.D., California Institute of Technology, 1988

Jeffrey D. Anderson, Professor of Anthropology (2008); B.A., Knox College, 1980; M.A., University of Chicago, 1981; Ph.D., University of Chicago, 1994

Stephanie Anglin, Associate Professor of Psychological Science (2019); B.A., Hamilton College, 2010; M.S., Rutgers University, 2012; Ph.D., Rutgers University, 2016

Christopher Annear, Associate Professor of Anthropology (2011); B.A., Hampshire College, 1996; M.A., Boston University, 2004; Ph.D., Boston University, 2010

Etin Anwar, Professor of Religious Studies (2006); B.A., State Institute for Islamic Studies, Indonesia; M.A., McGill University; Ph.D., Binghamton University, 2003

Nan Crystal Arens, Professor of Geoscience (2001); B.S., Pennsylvania State University, 1987; M.S., Pennsylvania State University, 1988; Ph.D., Harvard University, 1993

Geoffrey Babbitt, Associate Professor of Writing and Rhetoric and English and Creative Writing (2012); B.A, Connecticut College, 2003; M.F.A., University of Utah, 2005; Ph.D., University of Utah, 2010

Diana Baker, Professor of Educational Studies (2014); B.A., Haverford College, 2001; M.S. Northeastern University, 2008; Ph.D., Boston College, 2014

R. Eric Barnes, Professor of Philosophy (2004); B.A., Hampshire College, 1990; M.A., University of North Carolina at Chapel Hill, 1992; Ph.D., University of North Carolina at Chapel Hill, 1998

Zach Barfield, Assistant Professor of Physics (2025); B.A., State University of New York at Geneseo; Ph.D. Candidate, University of Rochester

Biman Basu, Associate Professor of English and Creative Writing (1998); B.A., Jadavpur University, 1979; M.A., North Carolina State University, Raleigh, 1986; Ph.D., University of Minnesota, Minneapolis, 1992

Betty M. Bayer, Professor of Gender, Sexuality, and Intersectional Justice (1992); B.A., Carleton University, 1980; M.A., Carleton University, 1982; Ph.D., Carleton University, 1989

Dan Beachy-Quick, Trias Writer-in-Residence (2026); B.A., University of Denver, 1995; M.F.S., University of Iowa, 2000

Elizabeth Belanger, Professor of American Studies (2013); B.A., Kenyon College, 1997; M.A., Brown University, 2002; Ph.D., Brown University, 2007

Elizabeth Belcher, Assistant Professor of Psychological Science (2023); B.S., University of Pittsburgh, 2011; Ph.D., University of Rochester School of Medicine and Dentistry, 2019; M.S., University of Rochester School of Medicine and Dentistry, 2021

Jocelyn Bell, Associate Professor of Mathematics and Computer Science (2016); B.A., B.S., SUNY at Buffalo, 2002; M.A, SUNY at Buffalo, 2010; Ph.D., SUNY at Buffalo, 2011

Jonathan Berhanu, Assistant Professor of Educational Studies (2023); B.B.A., Adelphi University, 2001; M.S.Ed. University of Pennsylvania, 2010; Ph.D., University of Wisconsin, 2022

Alex Bezahler, Postdoctoral Fellow in International Relations (2026); B.A., Trinity College, 2013; M.S., University of Edinburgh, 2015; J.D., Temple University, 2018; M.A., University of Iowa, 2022; Ph.D. candidate, University of Iowa

Jennifer Biermann, Associate Professor of Mathematics and Computer Science (2016); B.A., Lawrence University, 2005; Ph.D., Cornell University, 2011

Alex Black, Associate Professor of English and Creative Writing (2015); B.A., Cornell University, 2005; M.A., Cornell University, 2010; Ph.D., Cornell University, 2013

Lara C. W. Blanchard, Professor of Art and Architecture (2001); B.A., The College of William & Mary, 1988; A.M., University of Michigan at Ann Arbor, 1992; Ph.D., University of Michigan at Ann Arbor, 2001

Jeffrey Blankenship, Associate Professor of Art and Architecture (2011); B.S., University of Kentucky, 1994; M.A., University of Massachusetts, Amherst, 1999; Ph.D., University of Massachusetts, Amherst, 2011

Jamie Bodenlos, Professor of Psychological Science (2009); B.S., University of Pittsburgh, 1998; M.A., Western Carolina University, 2000; Ph.D., Louisiana State University, 2006

Walter J. Bowyer, Professor of Chemistry (1988); B.S., Johnson State College, 1980; M.S., University of Virginia, 1985; Ph.D., University of Vermont, 1985

Stina S. Bridgeman, Associate Professor of Mathematics and Computer Science (2004); B.A., Williams College, 1995; M.S., Brown University, 1999; Ph.D., Brown University, 2002

Scott Brophy, Professor of Philosophy (1981); B.A., Hobart College, 1978; M.A., University of Rochester, 1986; Ph.D., University of Rochester, 1989

Meghan E. Brown, Professor of Biology (2006); B.S., University of Michigan, 1999; M.S., University of Minnesota, 2003; Ph.D., University of Minnesota, 2006

Kristen Brubaker, Professor of Environmental Studies (2012); B.S., Pennsylvania State University, 2003; M.S., Mississippi State University, 2006; Ph.D., Pennsylvania State University, 2011

Rebecca Burditt, Associate Professor of Media and Society (2014); B.A., Williams College, 2006; M.A., University of Rochester, 2011; Ph.D., University of Rochester, 2013

Sophia Buysse, Visiting Assistant Professor of Biology (2026); B.A., College of Saint Benedict, 2020; Ph.D., Michigan State University, 2026

James A. Capreedy, Associate Professor of Greek and Roman Studies (2009); B.A., Hamilton College, 1994; M.A., Tufts University, 1997; Ph.D., University of British Columbia, 2005

Sigrid Carle, Professor of Biology (1994); B.S., William Smith College, 1984; Ph.D., Florida State University, 1994

Rob B. Carson, Associate Professor of English and Creative Writing (2008); B.A., University of Toronto, 1998; M.A. Queen's University, 2001; Ph.D., University of Toronto, 2008

Christine M. Chin, Professor of Art and Architecture (2008), B.A., Princeton University, 1997; M.A., Purdue University, 2003; M.F.A., University of New Mexico, 2008

Brian Clark, Teaching Assistant Professor of Anthropology (2019); B.A, Pennsylvania State University, 2006; M.A., Rice University, 2010; Ph.D., Rice University, 2016

Melanie M. Conroy-Goldman, Professor of English and Creative Writing (2002); B.A., Columbia University, 1995; M.F.A., University of Oregon, 1999

Stephen Cope, Associate Professor of English (2011); B.A., University of California, Santa Cruz; M.A. University of California, San Diego, 1999; Ph.D., University of California, San Diego, 2005

Bradley Cosentino, Professor of Biology (2012); B.A., Augustana College, 2004; Ph.D., University of Illinois, 2011

Kathryn Cowles, Professor of English and Creative Writing (2011); B.A., University of Utah, 2001; M.A., University of Utah, 2003; Ph.D., University of Utah, 2009

Anna G. Creadick, Professor of English and Creative Writing (2001); B.S., Appalachian State University, 1992; M.A., Boston College, 1994; Ph.D., University of Massachusetts, Amherst, 2002

Matthew Crow, Professor of History (2012); B.A., Revelle College, 2004; M.A., University of California, Los Angeles, 2008; Ph.D., University of California, Los Angeles, 2011

Tara M. Curtin, Associate Professor of Geoscience (2001); B.A., Colgate University, 1994; M.S., University of Illinois at Urbana- Champaign, 1997; Ph.D., University of Arizona, 2001

Gabriella D'Angelo, Associate Professor of Art and Architecture (2010); B.S. Arch, University at Buffalo, 2006; M. Arch II, The Cooper Union, The Irwin S. Chanin School of Architecture, 2012; M. Arch, University at Buffalo, 2008

Kanate Dahouda, Professor of French, Francophone, and Italian Studies (2000); B.A., National University of Ivory Coast, 1990; M.A. and Post- M.A., National University of Ivory Coast, 1993; Ph.D., Laval University, 2000

H. Evren Damar, Associate Professor of Economics (2016); B.S., Carnegie Mellon University, 1998; M.A., University of Washington, 2001; Ph.D., University of Washington, 2004

Christine M. de Denus, Associate Professor of Chemistry (1999); B.S., University of Winnipeg, 1993; Ph.D., University of Manitoba, 1997

Jodi Dean, Professor of Politics (1993); B.A., Princeton University, 1984; M.A., Columbia University, 1987; Ph.D., Columbia University, 1992

Mark E. Deutschlander, Professor of Biology (2002); B.S., SUNY Geneseo, 1992; Ph.D., Indiana University, 1998

Hannah A. Dickinson, Associate Professor of Writing and Rhetoric (2011); B.A., Haverford College, 2003; M.A., The City College of New York, 2006; Ph.D. , University of Michigan, 2011

Thomas Drennen, Professor of Business Management and Entrepreneurship (1995); B.S., Massachusetts Institute of Technology, 1984; M.A., University of Minnesota, 1988; Ph.D., Cornell University, 1993

Ileana Dumitriu, Associate Professor of Physics (2012); B.S., Babes-Bolyai University, Romania, 1992; M.A., Western Michigan University, 2004; Ph.D., Western Michigan University, 2010

Melanie Dun Moodie, Assistant Professor of Practice of Business Management and Entrepreneurship (2024); B.S., Virginia Polytechnic Institute and State University; M.B.A., Wake Forest University, 2006

Kevin C. Dunn, Professor of International Relations (2001); B.A., Davidson College, 1989; M.A., Dalhousie University, 1991; Ph.D., Boston University, 2000

May S. Farnsworth, Professor of Spanish, Latin American, and Bilingual Studies (2007); B.A., Evergreen State College, 1996; M.A., University of North Carolina, Chapel Hill, 2002; Ph.D., University of North Carolina, Chapel Hill, 2006

Jessica Farrell, Assistant Professor of History (2026); B.A., Washington University in St. Louis, 2009; Ph.D., University of Minnesota, 2025

Chris Fietkiewicz, Associate Professor of Mathematics and Computer Science (2019); B.S., Joint Program with Messiah College and Temple University, 1991; Ph.D., Case Western Reserve University, 2010

David Finkelstein, Associate Professor of Geoscience (2013); B.S., University of Massachusetts, Amherst 1987; M.S., University of Massachusetts, Amherst, 1991; Ph.D., University of Illinois at Urbana-Champaign, 1997

Emily Fisher, Associate Professor of Psychological Science (2012); B.A., University of Wisconsin, 2003; Ph.D., University of Minnesota, 2011

Cheryl Forbes, Professor of Writing and Rhetoric (1993); B.A., University of Maryland, 1970; M.A., University of Maryland, 1974; Ph.D., Michigan State University, 1992

Jonathan E. Forde, Professor of Mathematics and Computer Science (2007); B.A., University of Texas, Austin, 2000; B.S., University of Texas, Austin, 2000; Ph.D., University of Michigan, 2005

Laura E. Free, Professor of History (2005); B.A., Grinnell College, 1993; M.A., Binghamton University, 1996; M.A., Cornell University, 1998; Ph.D., Cornell University, 2009

Kendralin Freeman, Associate Professor of Sociology (2011); B.A., Case Western Reserve University, 2002; M.A., Emory University, 2008; Ph.D., Emory University, 2010

Gregory Frost-Arnold, Professor of Philosophy (2009); B.A., University of Chicago, 1999; M.A., University of Pittsburgh, 2005; Ph.D., University of Pittsburgh, 2006

Karen Frost-Arnold, Professor of Philosophy (2009); B.A., Wellesley College, 1999; Ph.D., University of Pittsburgh, 2008

David J. Galloway, Associate Professor of Russian Area Studies (2000); B.A., University of Maryland, College Park University, 1994; M.A., Cornell University, 1997; Ph.D., Cornell University, 1999

Janette Gayle, Associate Professor of History (2016); B.A., Antioch University of Southern California, 2001; M.A., University of California at Los Angeles, 2004; Ph.D., University of Chicago, 2015

Blaize Gervais, Assistant Professor of Religious Studies and Heaton/Franks Endowed Professorship in Human Rights and Genocide (2023); B.A., University of Chicago, 2016; M.A., University of Chicago, 2016; Ph.D., University of Chicago, 2024

Shlomo Gleibman, Postdoctoral Fellow in Religious Studies (2026); B.A., Ivan Franko National University of Lviv, 1996; M.A., York University, 2009; Ph.D., York University, 2025

Daniel J. Graham, Professor of Psychological Science (2012); B.A., Middlebury College, 2001; M.S., Cornell University, 2004; Ph.D., Cornell University, 2008

Keoka Grayson, Associate Professor of Economics (2012); B.A., Xavier University, 2000; M.S., University of Arizona, 2007; Ph.D., University of Arizona, 2012

Joshua Greenstein, Associate Professor of Economics (2015); B.A., University of Michigan, 2001; M.A., The New School for Social Research, 2009; Ph.D., The New School for Social Research, 2015

Jiangtao (Harry) Gu, Assistant Professor of Media and Society (2020); B.A., Hobart College, 2013; M.A., University of Rochester, 2017; Ph.D. University of Rochester, 2020

Warren D. Hamilton, Teaching Associate Professor of Economics (2007); B.A., Eisenhower College, 1972; M.B.A., Bryant College, 1983; DM, University of Maryland, 2010

Yan Hao, Associate Professor of Mathematics and Computer Science (2012); B.S., Tsinghua University, 2006; M.S., The College of William and Mary, 2009; Ph.D., The College of William and Mary, 2011

Christopher Hatch, Professor of Theatre (2011); B.A., Pennsylvania State University, 1999; M.F. A., University of Missouri, 2003

Jessica Hayes-Conroy, Associate Professor of Gender, Sexuality, and Intersectional Justice (2012); B.A., Bryn Mawr College, 2003; M.A., University of Vermont, 2005; Ph.D., Pennsylvania State University, 2009

Leslie Hebb, Professor of Physics (2013); B.S., University of Denver, 1996; M.S., Johns Hopkins University, 2002; Ph.D., Johns Hopkins University, 2006

Bridger Herman, Visiting Assistant Professor of Mathematics and Computer Science (2025); B.S, University of Minnesota – Twin Cities, 2018; M.S., University of Minnesota – Twin Cities, 2020; Ph.D., University of Minnesota – Twin Cities, 2024

Leah R. Himmelhoch, Professor of Greek and Roman Studies (2003); B.A., Yale University, 1988; M.A., University of Texas at Austin, 1990; Ph.D., University of Texas at Austin, 1997

James-Henry Holland, Associate Professor of Asian Studies (1994); B.A., Western Kentucky University, 1978; M.A., Cornell University, 1989; Ph.D., Cornell University, 1997

Christina Houseworth, Associate Professor of Economics (2012); B.A., Southern Illinois University at Carbondale, 2001; M.S., University of Illinois, 2003; Ph.D., University of Illinois, 2007

Hanqing Hu, Assistant Professor of Mathematics and Computer Science (2020); B.S., Miami University, 2012; M.S., Miami University, 2012; Ph.D., University of Louisville, 2022

Michele Iklé, Professor of Dance and Movement Studies (1995); B.A., SUNY Buffalo, 1991; M.F. A., SUNY Brockport, 1995

Alla Ivanchikova, Professor of English and Creative Writing (2012); M.A., Central European University, Budapest, 2000; M.A., State University of New York at Buffalo, 2004; Ph.D., State University of New York at Buffalo, 2008

Joyce Jacobsen, Professor of Economics (2019); A.B., Harvard University, 1982; M.Sc., London School of Economics, 1983; Ph.D., Stanford University, 1991

Kelly A. Johnson, Associate Professor of Dance and Movement Studies (2010); B.A., State University of New York College at Brockport, 2003; M.F.A., State University of New York College at Brockport, 2011

Meghan Jordan, Visual Arts Curator (2023); B.F.A., Rochester Institute of Technology, 2013; M.A., University of Arizona, 2017

Shalahudin Kafrawi, Associate Professor of Religious Studies (2008); B.A., State Institute of Islamic Studies, 1991; M.A., McGill University, 1998; Ph.D., Binghamton University, 2004

Patrick Kana, Visiting Assistant Professor of Art and Architecture (2025); B.A., Hobart College, 2012; M.F.A., Rochester Institute of Technology, 2015

Coraline Kandassamy, Visiting Assistant Professor of Africana Studies (2026); B.A., Paris-Sorbonne University, 2015; M.A., Paris-Sorbonne University, 2017; Ph.D., Florida Atlantic University, 2024

Paul E. Kehle, Professor of Educational Studies (2005); B.S., Beloit College, 1983; Ph.D., Indiana University, 1999

Mary L. Kelly, Associate Professor of Educational Studies (2007); B.A., University of Illinois, 1989; M.P.H., University of Hawaii, 1997; Ph.D., Indiana University, 2008

David C. Kendrick, Associate Professor of Geoscience (2001); B.S., Yale University, 1986; Ph.D., Harvard University, 1997

Kristy L. Kenyon, Professor of Biology (2003); B.A., Colgate University, 1993; Ph.D., George Washington University, 2000

Feisal Khan, Professor of Economics (2000); B.A., Stanford University, 1986; M.A., Stanford University, 1988; Ph.D., University of Southern California, 1999

Do Hyoung Kim, Visiting Assistant Professor of Environmental Studies (2025); B.S. Korea University, 2006; M.S., Korea University, 2009; Ph.D., Duke University, 2016

Erika L. King, Associate Professor of Mathematics and Computer Science (2001); A.B., Smith College, 1995; M.S., Vanderbilt University, 1998; Ph.D., Vanderbilt University, 2001

Julie Kingery, Professor of Psychological Science (2007); B.A., University of Richmond, 1997; Ph.D., University of Maine, 2003

Beth Kinne, Associate Professor of Environmental Studies (2008); B.A., University of Virginia, 1996; M.S., University of British Columbia, 2001; J.D. and LL.M., University of Washington, 2004

Eric J. Klaus, Professor of German Area Studies (2001); B.A, Dickinson College, 1993; M.A., University of Maryland College Park, 1997; Ph.D., Brown University, 2001

Kyoko Klaus, Teaching Instructor and Tanaka Lecturer in Asian Studies (2002); B.F. A., University of Oklahoma, 1992; M.A., Texas Tech University, 2002

Ervin Kosta, Associate Professor of Sociology (2008); B.A., University of Istanbul, 2001; Ph.D., CUNY Graduate Center, 2012

John W. Krummel, Associate Professor of Religious Studies (2008); B.A., Earlham College, 1988; M.A., New School for Social Research, 1994; Ph.D., New School for Social Research, 1999; Ph.D., Temple University,2008

Neil F. Laird, Professor of Geoscience (2004); B.S., SUNY Oswego, 1990; M.S., Illinois at Urbana- Champaign, 1992; Ph.D., Illinois at Urbana-Champaign, 2001

Sooyoung Lee, Associate Professor of Economics (2019); B.A., Sogang University, 2006; M.S., Sogang University, 2008; Ph.D., University of Colorado Boulder, 2015

Lisa Leininger, Associate Professor of Philosophy (2015). B.A., University of Virginia, 2004; M.A., University of Colorado, 2007; Ph.D., University of Maryland, 2013

Liliana Leopardi, Associate 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

Charity Lofthouse, Associate Professor of Music (2011); B.M., Oberlin College, 1999; Ph.D., CUNY Graduate Center, 2013

DeWayne L. Lucas, Associate Professor of Politics (2000); B.A., North Carolina at Chapel-Hill, 1995; M.A., Binghamton, 1999; Ph.D., Binghamton, 2001

Brenda Maiale, Associate Professor of Anthropology (2006); A.B., Vassar College, 1998; M.A., Cornell University, 2002; Ph.D., Cornell University, 2008

Julia G. MaKinster, Professor of Educational Studies (2002); B.S., Indiana University of Pennsylvania, 1995; M.S., University of Louisiana, 1998; Ph.D., Indiana University, 2002

Kirin J. Makker, Professor of Architecture and Urbanism in American Studies (2008); B.A., University of Texas, Austin, 1994; M.A., University of Massachusetts, Amherst, 1997; M. Arch., University of Maryland, College Park, 2002; Ph.D., University of Massachusetts, Amherst, 2010

Michelle Martin-Baron, Associate Professor of Gender, Sexuality, and Intersectional Justice (2012); B.A., Brandeis University, 2005; M.A., University of California, Berkeley, 2007; Ph.D., University of California, Berkeley, 2011

K. Whitney Mauer, Associate Professor of Environmental Studies (2014); B.S., University of Puget Sound, 1996; M.S., Cornell University, 2007; Ph.D., Cornell University, 2014

H May, Professor of Theatre (2013); B.A., Grinnell College, 1992; M.A., Washington University, 1995; Ph.D., Indiana University, 2007

Michelle Meeks, Visiting Assistant Professor of Philosophy (2026); B.A., Emory University, 2020; M.A., Pennsylvania State University, 2023; Ph.D. candidate, Pennsylvania State University

Nicholas Metz, Professor of Geoscience (2011); B.S., Valparaiso University, 2004; M.S., University of Albany, 2008; Ph.D., University of Albany, 2011

Justin S. Miller, Professor of Chemistry (2004); A.B., Princeton University, 1995; Ph.D., Massachusetts Institute of Technology, 2001

Joe Mink, Teaching Associate Professor of Politics (2011); B.A. University of Denver, 1990; M.A., University of Pennsylvania, 2000; Ph.D., University of Pennsylvania, 2005

Nicola A. Minott-Ahl, Associate Professor of English and Creative Writing (2004); B.A., City College of New York, 1992; M.A., City University of New York, 1995; Ph.D., City University of New York, 2003

Renee Monson, Professor of Sociology (1998); B.A., Oberlin College, 1985; M.A., University of Minnesota, 1988; Ph.D., University of Wisconsin at Madison, 2001

Patricia A. Mowery, Professor of Biology (2007); B.A., University of Chicago, 1989; B.S., Indiana University, 1997; M.A., Yale University, 1991; Ph.D., University of Wisconsin- Madison, 2003

S. Ani Mukheri, Associate Professor of American Studies (2016); B.A., Cornell University, 1998; M.A., University of California Berkeley, 1999; M.A., Brown University, 2004; Ph.D., Brown University, 2010

Alaa Murad, Visting Assistant Professor of Asian Studies (2025); B.A., British University in Egypt, 2010; M.A., Brandeis University, 2015; Ph.D., Brandeis University, 2025

Robinson Murphy, Associate Professor of Environmental Studies (2018); B.A., Boston College, 2006; M.A., Boston College, 2008; Ph.D., University of Notre Dame, 2016

Laura Muscalu, Visiting Assistant Professor of Psychological Science (2020); B.A., University of Bucharest, 1996; M.A., Boston College, 2001; Ph.D., Claremont Graduate University of Pomona College, 2007

Jason "J-Sun" Noer, Visiting Assistant Professor of Dance and Movement Studies (2026); B.A., University of Minnesota, Twin Cities, 2012; M.A., University of Minnesota, Twin Cities, 2017; Ph.D., University of Minnesota, Twin Cities, 2023

Mark Olivieri (2010), Associate Professor of Music; B.M. Heidelberg College, 1995; Ithaca College Music Conservatory, 1998; Ph.D., The University at Buffalo, 2010

Paul A. Passavant, Professor of Politics (1997); B.A., University of Michigan, 1989; M.A., University of Wisconsin-Madison, 1991; Ph.D., University of Wisconsin- Madison, 1997

Lisa Patti, Associate Professor of Media and Society (2014); B.A., Cornell University, 2000; M.A., Cornell University, 2005; Ph.D., Cornell University, 2008

Erin T. Pelkey, Professor of Chemistry (2001); B.A., Carleton College, 1994; Ph.D., Dartmouth College, 1998

Steve D. Penn, Associate Professor of Physics (2002); B.S., Massachusetts Institute of Technology, 1985; Ph.D., Massachusetts Institute of Technology, 1993

Stacey Philbrick Yadav, Professor of International Relations (2007); B.A., Smith College, 1999; M.A., University of Chicago, 1993; Ph.D., University of Chicago, 2007

Max Piersol, Assistant Professor of Art and Architecture (2023); B.A., Hobart College, 2016; M.Arch., Cornell University, 2020

Ed Quish, Assistant Professor of Politics (2019); B.A., Wesleyan University, 2009; M.A., Cornell University, 2016; Ph.D., Cornell University, 2019

Sarabeth Rambold, Visiting Instructor of History (2026); B.A., University of Rochester, 2018; M.A., Southern Methodist University, 2020; M.A., University of Rochester, 2021; Ph.D. candidate, University of Rochester

Benjamin Ristow, Associate Professor of Writing and Rhetoric (2014); B.A., University of Wisconsin-La Crosse, 1999; M.A., Loyola Marymount University, 2002; Ph.D., University of Arizona, 2012

Colby Ristow, Professor of History (2007); B.A., Michigan State University, 1996; M.A., Michigan State University, 1998; Ph.D., University of Chicago, 2008

Michelle Rizzella, Professor of Psychological Science (1996); B.A., SUNY Stony Brook, 1989; M.A., University of New Hampshire, 1992; Ph.D., University of New Hampshire, 1996

Audrey Roberson, Associate Professor of Educational Studies (2015); B.A., Emory University, 2003; M.A., Georgia State University, 2009; Ph.D., Georgia State University, 2014

Fernando M. Rodriguez-Mansilla, Professor of Spanish, Latin American, and Bilingual Studies (2010); B.A., Pontificia Universidad Catolica del Peru, 2001; Ph.D., Universidad de Navarra Spain, 2008

Joseph Rusinko, Professor of Mathematics and Computer Science (2015); B.S., Davidson College; Ph.D., University of Georgia, 2007

Nick H. Ruth, Professor of Art and Architecture (1995); B.A., Pomona College, 1986; M.F. A., Southern Methodist University, 1988

Erinn Ryen, Associate Professor of Practice of Business Management and Entrepreneurship (2024); B.S., Cornell University, 1991; M.P.A., Syracuse University, 1993; M.S., SUNY College of Environmental Science and Forestry, 1995; Ph.D., Rochester Institute of Technology, 2014

Richard C. Salter, Professor of Religious Studies (1998); B.A., Hobart College, 1986; M.A., University of Chicago, 1989; Ph.D., University of Chicago, 1998

Leah Shafer, Associate Professor of Media and Society (2011); A.B., Cornell University, 1994; M.A., Cornell University, 1999; Ph.D., Cornell University, 2008

David Slade, Teaching Associate Professor of Chemistry (2011); B.S., Harvey Mudd College, 2000; Ph.D., Ph.D., University of North Carolina, Chapel Hill, 2005

Kristen Slade, Professor of Chemistry (2011); B.S., University of Richmond, 2004; Ph.D., University of North Carolina, Chapel Hill, 2005

Virgil Slade, Associate Professor of Africana Studies (2018); B.A., University of the Western Cape, 2004; B.A. Honours, University of the Western Cape, 2006; M.A., University of the Western Cape, 2010; Ph.D., University of Minnesota, 2021

Kylie Smith, Visiting Instructor of Sociology (2025); B.A., Indiana University of Pennsylvania, 2018; M.A., Indiana University of Pennsylvania; Ph.D. Candidate, University of Georgia

Donald A. Spector, Professor of Physics (1989); A.B., Harvard University, 1981; A.M., Harvard University, 1983; Ph.D., Harvard University, 1986

Kellin Stanfield, Visiting Assistant Professor of Economics (2017); B.S., Colorado State University, 2001; B.A., Colorado State University, 2001; Ph.D., University of North Carolina, Chapel Hill, 2008

Shannon Straub, Professor of Biology (2014); B.A., University of Colorado, 2001; Ph.D., Cornell University, 2010

Rachel Stubler, Visiting Assistant Professor of Biology (2026); B.S., Gannon University, 2021; Ph.D., Medical University of South Carolina, 2025

James E. Sutton, Professor of Sociology (2012); B.A., California State University, 1998; M.A., Ohio State University, 2002; Ph.D., Ohio State University, 2008

Angelique Szymanek, Associate Professor of Art and Architecture (2018); B.A., University at Buffalo, 2005; M.A., University at Buffalo, 2009; Ph.D., Binghamton University, 2015

Craig Talmage, Associate Professor of Business Management and Entrepreneurship (2018); B.S., University of Arizona, 2008; M.A., Minnesota State University, Mankato, 2010; Ph.D., Arizona State University, 2014

Jennifer E. Tessendorf, Teaching Instructor of Economics (2001); B.A., Indiana University, 1987; M.A., University of Kentucky, 1988; A.B.D., University of Southern California

Seth Thomas, Visiting Assistant Professor of German Area Studies (2026); B.A., Idaho State University, 2014; M.A., University of Colorado, Boulder, 2019; Ph.D., Cornell University, 2026

Michael C. Tinkler, Associate Professor of Art and Architecture (1999); B.A., Rice University, 1984; Ph.D., Emory University, 1997

Caroline M. Travalia, Professor of Spanish, Latin American, and Bilingual 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

Katherine Walker, Professor of Music (2013); B.A., St. Mary's College of Maryland, 1999; B.A., Stony Brook University, 2004; M.A., Cornell University, 2010; Ph.D., Cornell University, 2014

William T. Waller, Jr., Professor of Economics (1982); B.S., Western Michigan University, 1978; M.A., Western Michigan University, 1979; Ph.D., University of New Mexico, 1984

Kelsey Ward, Assistant Professor of Philosophy (2018); B.A., Nazareth College of Rochester, 2009; M.A., Duquesne University, 2011; Ph.D., Duquesne University, 2018

Courtney J. Wells, Professor of French, Francophone, and Italian Studies (2012); B.A., University of Dallas, 2003; M.A., Boston University, 2005; Ph.D., Boston University, 2010

Elizabeth Wells, Visiting Assistant Professor of English and Creative Writing (2026); B.A., University of Dallas, 2003; M.A., University of Louisiana, 2005; Ph.D., University of Louisiana, 2018

Kristen E. Welsh, Dean for Global Education and Professor of Russian Area Studies (2002); A.B., Brown University, 1990; M.Phil., M.A., Yale University, 1996; Ph.D. Yale University, 2005

Maggie Werner, Professor of Writing and Rhetoric (2011); B.A., Illinois State University, 1996; M.A., Illinois State University, 1999; Ph.D., University of Arizona, 2011

Sarah Whitten, Associate Professor of History (2018); B.A., Roosevelt College, University of California, San Diego, 2005; M.A., University of California, Los Angeles, 2007; Ph.D., University of California, Los Angeles, 2010

Cynthia J. Williams, Professor of Dance and Movement Studies (1986); B.S., University of Utah, 1978; B.F. A., University of Utah, 1978; M.F. A., Connecticut College, 1982

Anastasia Wilson, Associate Professor of Economics (2020); B.A., University of Massachusetts Amherst, 2011; M.A., University of Massachusetts Amherst, 2018; Ph.D., University of Massachusetts Amherst, 2020

Chris Woodworth, Professor of Theatre (2013); B.A., St. Lawrence University, 1999; M.A., Indiana University, 2001; Ph.D., Bowling Green State University, 2005

Yi-Tung Wu, Teaching Instructor of Asian Studies (2016); B.A., Wenzao Ursuline College of Languages, 2002; M.A., University of Kansas, 2004

Vikash Yadav, Professor of International Relations (2007); B.A., DePaul University, 1991; M.A., University of Chicago, 1993; Ph.D., University of Pennsylvania, 2003

Shanziang Yang, Endowed Chair and Instructor of Business Management and Entrepreneurship (2026); B.A., Sichuan International Studies University, 2014; M.Sc., University of Macau, 2017; Ph.D. candidate, West Virginia University

Phillia C. Yi, Professor of Art and Architecture (1986); B.F. A., SUNY New Paltz, 1983; M.F. A., Temple University, 1985

Lisa Yoshikawa, Professor of History (2006); B.A., Wellesley College, 1996; M.A., Yale University, 1999; M.Phil., Yale University, 2002; Ph.D., Yale University, 2007

John Zappia, Visiting Instructor of Business Management and Entrepreneurship (2023); B.S., SUNY Oswego; M.S., Nazareth College of Rochester, 1982; C.A.S., SUNY Brockport, 1989

Jinghao Zhou, Associate Professor of Asian Studies (2000); B.Phil, Nanjing University, 1982; M.A., Wuhan University, 1986; M.Div., Union Theological Seminary in Virginia; Ph.D., Baylor University, 2000

William Zuk, Visiting Assistant Professor of Chemistry (2005); B.S., Utica College, 1979; Ph.D., Syracuse University, 1986

Iskandar Zulkarnain, Assistant Professor of Media and Society (2023); B.A., Universitas Padjadjaran, 2001; M.A., Florida State University; Ph.D., University of Rochester, 2015

EMERITI FACULTY

Michael S. Armstrong, Associate Professor Emeritus of Greek and Roman Studies (1993); B.A., Pacific Lutheran University, 1976; M.A., University of Illinois, 1987; Ph.D., University of Illinois, 1992

Ted E. Aub, Professor Emeritus of Art and Architecture (1981); B.F. A., Washington University, 1977; M.F. A., Brooklyn College, 1981

Eugen Baer, Professor Emeritus of Philosophy (1971); Lic. Theol., Freiburg; B. Bibl., Biblical Institute, Rome, 1966; Ph.D., Yale University, 1971

David F. Belding, Associate Professor Emeritus of Mathematics and Computer Science (1980); A.B., Amherst College, 1971; M.A., University of Vermont, 1974; Ph.D., Dartmouth College, 1980

Sheila K. Bennett, Professor Emerita of Sociology (1990); B.A., Wellesley College, 1972; Ph.D., University of North Carolina at Chapel Hill, 1978

Michael J. Bogin, Professor Emeritus of Art and Architecture (1975); B.F. A., Antioch College, 1968; M.F. A., Indiana University, 1975

Elena Ciletti, Professor Emerita of Art and Architecture (1973); B.A. Pennsylvania State University, 1970; M.A., University of Chicago, 1973; Ph.D., University of Chicago, 1981

Patrick M. Collins, Professor Emeritus of Educational Studies (1985); B.S., St. Joseph's College, 1974; M.S., Indiana University, 1978; Ed.D., Harvard University, 1981

Robert L. Cowles, Professor Emeritus of Music, (1992); B.A., Macalester College, 1982; M.M., New England Conservatory of Music, 1985; D.Mus., Indiana University, 1990

David W. Craig, Professor Emeritus of Chemistry (1979); B.A., California State University, Chico, 1972; Ph.D., University of California, Riverside, 1977

Carol M. Critchlow, Associate Professor Emerita of Mathematics and Computer Science (1991); B.A., Amherst College, 1985; M.S., Cornell University, 1990; Ph.D., Cornell University, 1991

Donna Davenport, Professor of Dance and Movement Studies (1990); B.A., University of Massachusetts, Amherst, 1984; B.F. A., University of Massachusetts, Amherst, 1984; M.Ed., Temple University, 1986; Ed.D, Temple University, 1992

Michael N. Dobkowski, Professor Emeritus of Religious Studies (1976); B.A., New York University, 1969; M.A., New York University, 1971; Ph.D., New York University, 1976

David C. Droney, Professor Emeritus of Biology (1988); B.A., SUNY College at Buffalo, 1978; M.A., SUNY College at Buffalo, 1980; Ph.D., Syracuse University, 1990

David J. Eck, Professor Emeritus of Mathematics and Computer Science (1986); B.S., Allentown College, 1975; M.A., Brandeis University, 1977; Ph.D., Brandeis University, 1980

Laurence J. Erussard, Associate Professor Emerita of English and Creative Writing (2003); B.A., SUNY, New Paltz, 1988; M.A., University of Murcia, 1998; Ph.D., University of Murcia, 2001

Marie-France Etienne, Professor Emerita of French, Francophone and Italian Studies (1979); B.A., University of Aix-en-Provence, 1962; M.A., University of Rochester, 1973; Ph.D., University of Rochester, 1979

Lester D. Friedman, Professor Emeritus of Media and Society (2005); B.A., Alfred University, 1967; M.A., Syracuse University, 1969; Ph.D., Syracuse University, 1975

Alan I. Frishman, Professor Emeritus of Economics (1976); B.S., City College of New York, 1966; M.A., Northwestern University, 1971; Ph.D., Northwestern University, 1976

Catherine Gallouët, Professor Emerita of French, Francophone, and Italian Studies (1986); B.A., Academie de Grenoble, 1969; M.A., Rutgers University, 1974; Ph.D., Rutgers University, 1982

Geoffrey N. Gilbert, Professor Emeritus of Economics (1977); A.B., Dartmouth College, 1970; Ph.D., Johns Hopkins University, 1975

Thomas Glover, Professor Emeritus of Biology (1972); B.S., Ohio State University, 1967; M.S., Ohio State University, 1970; Ph.D., Ohio State University, 1971

Robert Gross, Professor Emeritus of English and Creative Writing and Director of Theatre (1987); B.A., University of Wisconsin-Madison, 1973; M.A., Ohio State University, 1975; Ph.D., University of North Carolina at Chapel Hill, 1979

Christopher E. Gunn, Professor Emeritus of Economics (1978); B.S., Cornell University, 1966; Lic., Louvain, 1972; M.B.A., Cornell University, 1973; Ph.D., Cornell University, 1980

John Halfman, Professor Emeritus of Environmental Studies (1994); B.S., University of Miami, 1978; M.S., University of Minnesota, 1982; Ph.D., Duke University, 1987

Jack Harris, Professor Emeritus of Sociology (1974); B.A. Tulane University, 1970; M.A., Ph.D., University of Pennsylvania 1979

Susan E. Henking, Professor Emerita of Religious Studies (1988); B.A., Duke University, 1977; M.A., Chicago Divinity School, 1979; Ph.D., Chicago Divinity School, 1988

Clifton Hood, Professor Emeritus of History (1992); B.A., Washington University, 1976; M.A., Columbia University, 1979; Ph.D., Columbia University, 1986

Chi-Chiang Huang, Professor Emeritus of Asian Studies (1987); B.A., National Taiwan University, 1971; M.A., National Taiwan University, 1976; Ph.D., University of Arizona, 1986

Marilyn Jiménez, Associate Professor Emerita of Media and Society (1984); B.A., Barnard College, 1969; M.A., Columbia University, 1971; M.Phil., Columbia University, 1974; Ph.D., Columbia University, 1981

Mark E. Jones, Associate Professor Emeritus of Art and Architecture* (1985); B.A., Hobart College, 1972; M.F. A., Brooklyn College, 1984

George Joseph, Professor Emeritus of French, Francophone and Italian Studies (1986); B.A., Oberlin College, 1966; M.A., Indiana University, 1968; Ph.D., Indiana University, 1973

Paul E. Kehle, Professor Emeritus of Educational Studies (2005); B.S., Beloit College, 1983; Ph.D., Indiana University, 1999

Steven P. Lee, Professor Emeritus of Philosophy (1981); B.A., University of Delaware, 1970; M.A., University of Delaware, 1973; Ph.D., York University, Toronto, 1978

Juan J. Liébana, Associate Professor Emeritus of Spanish, Latin American, and Bilingual Studies (1987); Cert., U.C. Madrid, 1976, Ph.D., Pennsylvania State University, 1989

Elisabeth H. Lyon, Associate Professor Emerita of English and Creative Writing (1988); B.A., University of California at Berkeley, 1972; M.A., New York University, 1973; Ph.D., University of California at Berkeley, 1992

J. Stanley Mathews, Associate Professor Emeritus of Art and Architecture (2000); B.A., Beloit College, 1975; M.F. A., University of North Carolina at Chapel Hill, 1978; M.A., Virginia Polytechnic Institute, 1987; Ph.D., Columbia University, 2002

Patrick McGuire, Professor Emeritus of Economics (1968); B.S., St. Peter College, 1965; M.A., Fordham University, 1967; Ph.D., Fordham University, 1973

D. Brooks McKinney, Professor Emeritus of Geoscience (1984); B.S., Beloit College, 1975; Ph.D., Johns Hopkins University, 1985

Judith A. McKinney, Associate Professor Emerita of Economics (1979); B.A., Middlebury College, 1972; M.A., Indiana University, 1981; Ph.D., Indiana University, 1983

Scott G. McKinney, Professor Emeritus of Economics (1979); B.A., Middlebury College, 1972; Ph.D., Indiana University, 1978

Susanne E. McNally, Professor Emerita of History (1972); B.A., Douglass College, 1967; M.A., Claremont Graduate School, 1969; Ph.D., SUNY Binghamton, 1976

Jo Beth Mertens, Associate Professor Emerita of Economics (2000); B.A., University of Arkansas, 1981; M.A., Duke University, 1985; Ph.D., Emory University, 1992

Kevin Mitchell, Professor Emeritus of Mathematics and Computer Science (1980); A.B., Bowdoin College, 1975; Ph.D., Brown University, 1980

Dunbar D. Moodie, Professor Emeritus of Sociology (1976); B.Soc.Sc., Rhodes University, 1961; B.A., Oxford University, 1964; Ph.D., Harvard University, 1971

Elizabeth A. Newell, Professor Emerita of Biology (1988); B.S., Bates College, 1980; Ph.D., Stanford University, 1987

Ilene M. Nicholas, Associate Professor Emerita of Anthropology (1982); B.A., University of Arizona, 1971; Ph.D., University of Pennsylvania, 1980

David Ost, Professor Emeritus of Politics (1986); B.A., SUNY Stony Brook, 1976; Ph.D., University of Wisconsin-Madison, 1986

Edgar Paiewonsky-Conde, Professor Emeritus of Spanish, Latin American, and Bilingual Studies (1987); B.A., New York University, 1965; M.S., New York University, 1970; Ph.D., New York University, 1982

Eric H. Patterson, Professor Emeritus of English and Creative Writing and American Studies (1976); A.B., Amherst College, 1970; M.A., Yale University, 1973; M.Phil., Yale University, 1974; Ph.D., Yale University, 1977

H. Wesley Perkins, Professor Emeritus of Sociology (1978); B.A., Purdue University, 1972; M.Div., Yale Divinity School, 1975; M.A., M.Phil., Yale University, 1976; Ph.D., Yale University, 1979

Craig A. Rimmerman, Professor Emeritus of Public Policy (1986); B.A., Miami University, 1979; M.A., Ohio State University, 1982; Ph.D., Ohio State University, 1984

Linda R. Robertson, Professor Emerita of Media and Society (1986); B.A., University of Oregon, 1968; M.A., University of Oregon, 1970; Ph.D., University of Oregon, 1976

James M. Ryan, Professor Emeritus of Biology (1987); B.A., SUNY Oswego, 1980; M.S., University of Michigan, 1982; Ph.D., University of Massachusetts Amherst, 1987

Daniel J. Singal, Professor Emeritus of History (1980); B.A., Harvard College, 1966; M.A., Columbia University, 1967; Ph.D., Columbia University, 1976

James L. Spates, Professor Emeritus of Sociology, (1971); B.A., Colby College, 1965; M.A., Boston University, 1967; Ph.D., Boston University, 1971

Charles A. Temple, Professor Emeritus of Educational Studies (1982); B.A., University of North Carolina, 1969; M.Ed., University of Virginia, 1976; Ph.D., University of Virginia, 1978

John B. Vaughn, Associate Professor Emeritus of Mathematics and Computer Science (1985); B.S., University of Houston, 1975; M.S., St. Louis University, 1981; Ph.D., University of Illinois at Chicago, 1985

David Weiss, Professor Emeritus of English (1985); B.A., University of California, Berkeley, 1980; M.A., Johns Hopkins University, 1981

SENIOR STAFF

The Rev. Nita C. Johnson Byrd, Dean of Spiritual Engagement and Chaplain (2019); B.S. EE, North Carolina State University, 1986; M.S. ECE, North Carolina State University, 1989; Duke Divinity School, 2012.

Fred Damiano, Vice President for Strategic Initiatives and Chief Information Officer (2004); B.S., Bentley University, 1983; M.B.A., University of Central Florida, 1990.

Chevanne Devaney '95, Vice President for Diversity, Equity and Inclusion (1998); B.A., William Smith College, 1995; M.Ed., University at Buffalo, 2010

Louis Guard '07, Vice President and General Counsel (2014); B.A., Hobart College, 2007; J.D., Cornell Law School, 2012.

Dr. Sarah R. Kirk, Provost and Dean of Faculty (2021); B.A., Whitman College, 1995; M.S. University of California, San Diego, 1997; Ph.D., University of California, 2000.

Dr. Becca B. Morris, Vice President for Campus Life and Dean of Students (2010); B.A., Keuka College, 2004; M.A., Binghamton University, 2008; Ed.D, Northeastern University, 2016.

Robert O'Connor, Vice President and Senior Philanthropic Advisor (1999); B.A., Gettysburg College, 1991; M.S., Michigan State University, 1997.

Kathy Killius Regan, Vice President and Director of Board Relations (1984); B.A., William Smith College, 1982; M.A., Syracuse University, 1986

Claudette Stern, Interim Vice President for Finance and Administration (2019); B.S., SUNY Maritime College, 2014; M.B.A., Southern New Hampshire University, 2018

Jared Weeden, Vice President for Advancement (2001); B.A., Hobart College, 1991

Cathy Williams, Vice President for External Relations (2011); B. A., Syracuse University, 1992; M.A., Syracuse University, 1994.