



HOBART AND WILLIAM SMITH
COLLEGES

2018-2020

CATALOGUE

HOBART AND WILLIAM SMITH COLLEGES

2018-2020 Catalogue

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

- The *Handbook of Community Standards*: a full listing of institutional policies—academic, social, and residential. Available online and from the Deans Offices. Published annually.
- The Hobart and William Smith Colleges website, www.hws.edu: the Colleges' presence on the World Wide Web, with a variety of information about the Colleges and their programs, particularly upcoming activities and events, and links to departments, programs, students and faculty. Updated regularly.
- Crime statistics: The HWS Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. To access this information, visit <http://www.hws.edu/studentlife/pdf/clerystats.pdf> or, contact Martin Corbett, Director of Campus Safety at 315-781-3000. Additionally, the United States Department of Education's website for campus crime statistics is located here: <http://ope.ed.gov/campussafety/#/>

The information in this Catalogue is accurate as of the date of publication (*September 2018*) but this information is constantly being updated. For the most up-to-date information available, view the catalogue online at <http://www.hws.edu/catalogue>. The Colleges reserve the right to make additional changes at any time, with or without prior notice, including, but not limited to, changes in rates and fees, deadlines, program offerings, course offerings, and course and program descriptions and requirements.

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

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ACADEMIC CALENDARS

2018-2019 CALENDAR

FALL SEMESTER

August 23-26, 2018	New Student Orientation
August 26	Campus residences open
August 27	First day of classes
August 31	Last day to drop/add courses
September 28-30	Homecoming and Family Weekend
October 5	Last day of classes before recess
October 6-9	Fall recess
October 10	First day of classes after recess
October 22-26	Spring Sem. '19 Advising Week
Oct. 29 - Nov. 9	Spring Sem. '19 Registration
November 16	Last day of classes before recess
November 19-23	Thanksgiving recess
November 26	First day of classes after recess
December 11	Last day of classes
December 12-14	Reading Days
December 15-18	Final examinations
December 18	Semester ends after last exam
December 19	Residences close at noon
Dec. 20-Jan. 21, 2019	Winter Break

SPRING SEMESTER

January 20, 2019	Campus residences open
January 22	First day of classes
January 28	Last day to drop/add courses
March 15	Last day of classes before break
March 16-24	Spring break
March 25	First day of classes after break
April 1-5	Fall Sem. '19 Advising Week
April 8-17	Fall Sem. '19 Registration
April 12	Charter Day
April 26	Moving Up Day
May 6	Last day of classes
May 7-9	Reading Days
May 10-13	Final examinations
May 14	Last day for senior grades
May 14	Residences close at noon
May 19	Commencement
May 20	Senior residences close
June 7-9	Reunion

2019-2020 CALENDAR

FALL SEMESTER

August 22-25, 2019	New Student Orientation
August 25	Campus residences open
August 26	First day of classes
August 30	Last day to drop/add courses
September 27-29	Homecoming and Family Weekend
October 11	Last day of classes before recess
October 12-15	Fall recess
October 16	First day of classes following recess
Oct. 28 – Nov. 1	Spring Sem. '20 Advising Week
November 4-15	Spring Sem. '20 Registration
November 25-29	Thanksgiving recess
December 10	Last day of classes
December 11-13	Reading Days
December 14-17	Final examinations
December 17	Semester ends after last exam
December 18	Residences close at noon Dec.
19-Jan. 20, 2020	Winter Break

SPRING SEMESTER

January 19, 2020	Campus residences open
January 21	First day of classes
January 27	Last day to drop/add courses
March 13	Last day of classes before break
March 14-22	Spring break
March 23	First day of classes after break
Mar. 30 – Apr. 3	Fall Sem. '20 Advising Week
April 6-15	Fall Sem. '20 Registration
April 10	Charter Day
April 24	Moving Up Day
May 4	Last day of classes
May 5-7	Reading Days
May 8-11	Final examinations
May 12	Last day for senior grades
May 12	Residences close at noon
May 17	Commencement
May 18	Senior residences close
June 5-7	Reunion

HOBART AND WILLIAM SMITH COLLEGES

Overview

Since Hobart's founding in 1822 and William Smith's founding in 1908, Hobart and William Smith Colleges have stayed true to their mission of providing a student-centered, residential learning environment, globally focused, and grounded in the values of equity and service. Located on 320 acres on the shore of Seneca Lake in a setting of incomparable beauty, Hobart and William Smith Colleges enjoy a rich heritage based on a two-college system now unique in higher education.

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

The Colleges offer three degrees – Bachelor of Arts, Bachelor of Science and Master of Arts in Teaching. The Master of Arts is designed exclusively for HWS graduates enrolled in the Teacher Education Program. The student body includes 2,230 undergraduate students and seven graduate students. HWS has 221 full-time faculty members and a student-faculty ratio of 10:1. The average class size is 16 students.

Sixty percent of HWS students study abroad on six continents and the abroad program ranked No. 1 in the nation by Princeton Review in 2017 and 2018 for the percentage of students participating in off-campus programs. With 100% of students taking part in community service, the Colleges have been consistently named to the President's Higher Education Community Service Honor Roll. Hobart and William Smith Colleges are nationally recognized for their sustainability efforts. HWS recently achieved LEED Gold certification for the Gearan Center for the Performing Arts and installed two solar farms that together will produce 50% of the institution's energy. The Colleges have more than 22,500 alumni and alumnae with distinguished careers around the globe.

In the past decade, HWS students have been awarded a Marshall Scholarship, Charles B. Rangel International Affairs Fellowship, six Ernest F. Hollings Scholarships, four Morris K. Udall Scholarships, four Barry M. Goldwater Scholarships and 35 Fulbright's. Students have received FBI internships, Pfizer Fellowship, EPA internships, American Chemical Society Scholarships and Merck Fellowships. Recent graduates are teaching English in Taiwan, working for NGOs, and have accepted assignments in the Peace Corps and Teach for America. Others are working on Wall Street, Capitol Hill, or attending prestigious graduate and professional schools. The Colleges boast over a 90% placement rate within 7-9 months after graduation.

History

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

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

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

Amid the many distinguished male graduates of the 19th century was one woman. In an era when the prevailing wisdom was that no woman could withstand the intellectual and emotional rigors of a medical education, Elizabeth

Blackwell applied to and was rejected - or simply ignored - by 17 medical schools before being admitted to Geneva College in 1847.

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

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

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

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

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

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

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

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

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

Today, there remains an entrepreneurial spirit at HWS that has gained momentum in the past two decades. Through a series of five-year strategic plans and the recent completion of a successful campaign, Hobart and William Smith have made thoughtful and deliberate advances across key objectives improving academic excellence, intensifying student engagement, improving and enlarging facilities, advancing financial stability and expanding access.

Mission

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

The Colleges' commitment to these principles was solidified in 1999 when they appointed the then-director of the Peace Corps as president of Hobart and William Smith. President Emeritus Mark D. Gearan L.H.D. '16, P'21 reinforced the Colleges' commitment to global understanding and study abroad opportunities, community service and service learning, with the goal of providing these elements through contemporary facilities and state-of-the-art technology.

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

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

Accreditation

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

Registered Programs

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

Africana Studies, B.A., 0305
American Studies, B.A., 0313
Anthropology, B.A., 2202
Anthropology and Sociology, B.A., 2208
Architectural Studies, B.A., 4902
Art History, B.A., 1003
Asian Studies, B.A., 0301
Biology, B.A., B.S., 0401
Biochemistry, B.S., 0499
Chemistry, B.A., B.S., 1905
Classics, B.A., 1101
Comparative Literature, B.A., 1503
Computer Science, B.A., B.S., 0701
Critical Social Studies, B.A., 2299
Dance, B.A., 1008
Economics, B.A., 2204
Educational Studies, B.A., 0801
English, B.A., 1501
Environmental Studies, B.A., B.S., 0420
European Studies, B.A., 0310
French and Francophone Studies, B.A., 1102
Geoscience, B.A., B.S., 1999
Greek, B.A., 1110
History, B.A., 2205
Individual Studies, B.A., B.S., 4901
International Relations, B.A., 2207
Latin, B.A., 1109
Latin American Studies, B.A., 0308
Lesbian, Gay and Bisexual Studies, B.A., 2299

Mathematics, B.A., B.S., 1701
Media and Society, B.A., 0699
Music, B.A., 1005
Philosophy, B.A., 1509
Physics, B.A., B.S., 1902
Political Science, B.A., 2207
Psychology, B.A., B.S., 2001
Religious Studies, B.A., 1510
Russian Area Studies, B.A., 0307
Sociology, B.A., 2208
Spanish and Hispanic Studies, B.A., 1105
Studio Art, B.A., 1002
Theatre, B.A.; 1007
Women's Studies, B.A., 4903
Writing and Rhetoric, B.A., 1599

Teacher Certification

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

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

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

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

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

- Biology, B.A., B.S., 0401
- Chemistry, B.A., B.S., 1905
- Earth Science, B.A., B.S., 1999 (with a major in Geosciences)
- English, B.A., 1501
- French, B.A., 1102
- Greek, B.A., 1110
- Latin, B.A., 1109
- Mathematics, B.A., B.S., 1701
- Physics, B.A., B.S., 1902
- Spanish, B.A., 1105
- Social Studies (with a major in History, Political Science, or Economics; and additional coursework)

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

- Art (P-12), B.A., 1002 (with a major in Studio Art)
- Music (P-12), B.A., 1005 (with a major in Music)
- TESOL (P-12) (with a major in: Anthropology, English, French And Francophone Studies, History, Individual Studies (BA), International Relations, Psychology (BA), Sociology, Spanish And Hispanic Studies, Theatre, or Writing and Rhetoric)

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

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

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

HWS students can also earn a Master of Arts degree through a fifth-year program at HWS, in the following areas:

- Adolescent Education, M.A.T., 0803
- Childhood Education, M.A.T., 0802
- Special Education Childhood, M.A.T., 0808*

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

Graduation Rate

The graduation rate for Hobart students entering in the fall of 2012 and graduated by 2018 (six years later) was 73 percent. The graduation rate for William Smith students entering in the fall of 2012 and graduated by 2018 (six years later) was 79 percent. The overall graduation rate for both Colleges was 76 percent. Additional information on graduation rates and student retention is available from the Office of the Registrar.

THE CAMPUS

Hobart and William Smith's 320-acre campus is located on the western shore of Seneca Lake in the heart of the Finger Lakes Region. The campus and surrounding community provide an ideal setting for exploring ideas and establishing close and lasting partnerships with students, faculty and staff.

Campus facilities include more than 85 student residences, 48 classroom and administrative buildings, a library, dining hall, three cafés, pub, two gymnasias, sport and recreation center, performing arts center, numerous athletics fields, an observatory, a farm, leadership center, water research facility, an art gallery, several computer labs, studio arts center, intercultural center, chapel, career center, infirmary, student activities center, post office, bookstore, radio station, and boathouse with docking facilities.

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

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

The 83,000-square-foot Caird Center for Sport and Recreation, designed to meet the recreational needs of the entire campus community, coordinates intramural teams, houses an indoor track, several tennis and basketball courts, a weight room, squash courts, a classroom, and a multi-purpose exercise room, as well as offices for the Intramurals and Fitness programs. The 1,500-seat state-of-the-art H. J. McCooey Memorial Field artificial turf stadium, completed during the fall of 2000, includes lights and a press box. An indoor turf field will be constructed in 2018-2019. Varsity field sports (men's and women's lacrosse, men's and women's soccer, football and field hockey) will be given priority access to the new indoor field for in-season practices and scrimmages as well as off-season training. The climate controlled environment will eliminate the difficulties created by inclement weather and enhance the competitiveness of HWS varsity teams.

The third floor of Houghton House hosts the Architectural Studies program, renovated in 2009 by a generous gift from Ridgway H. White '02. The expansive facilities include two architectural design studios; a computer lab outfitted with graphic and digital drafting software, a large scale plotter, scanners and color printers; a library for sustainable materials

samples, design and urban planning periodicals, and reference books; a working gallery for the display of current student work; and a critique room for student presentations, space and equipment for professional studio photography sessions, and special events such as film screenings and architecture student society (American Institute of Architecture Students) meetings.

The Warren Hunting Smith Library was renovated in 2008 to include the addition of the Rosensweig Learning Commons, which combines services as well as staff from the library, the Information Technology department and the Center for Teaching and Learning to create a cohesive environment that enables complex learning, deep exploration, and rigorous intellectual pursuit. In addition to the availability of a large number of Mac and Windows computers, Smart Boards, LCD screens and study areas, nearly every piece of furniture on the first floor is wired for power and connectivity so that students can flexibly move from space to space with laptops and tablets.

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

The Melly Center is named for Chair Emeritus of the Board of Trustees L. Thomas Melly '52, L.H.D.'02, who completed 10 years of board chairmanship as the building was being dedicated in 1998.

The Centennial Center serves as an umbrella for existing leadership initiatives across campus, guiding students in understanding the concept and cultivation of leadership, entrepreneurship and innovation. The Center creates opportunities for students to study with experienced and successful leaders and entrepreneurs, and provides empirical leadership-building opportunities. The Centennial Center is located at 603 South Main St. in a lake view building renovated in 2008.

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

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

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

In 2006, renovation of the Goldstein Family Carriage House was financed in part by a \$1.25 million gift from the Sheldon and Ruth Goldstein Foundation, in honor of the couple's granddaughters, Sara Nargiso '07 and Rachel Nargiso '04. Originally constructed in 1913, the historic building's repointed brick façade and new roof preserve the charm of the Houghton House Estate. The renovated Carriage House includes a digital imaging lab and a photo studio with a dark room for black and white photography. The building fosters the artistic community of HWS art and architecture students with a studio to display and critique images.

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

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

As noted in the campus master plan as part of Campaign for the Colleges and the HWS 2005 and HWS 2010 strategic plans, a number of facilities have been created and renovated during the past several years, including Stern Hall, a new classroom and office building for the social sciences, named in honor of lead donor Hon. Herbert J. Stern '58, LL.D. '74, P'03, which was completed in 2003. Also in 2003, the Bozzuto Boathouse and Dock, named in honor of the father of Chair of the HWS Board of Trustees Thomas Bozzuto '68, L.H.D. '18, was completed, providing a home to the nationally-ranked HWS sailing team and the Colleges' Outdoor Recreation Adventure Program.

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

Technology Support

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

Complementary to the high-speed access to network resources in the residential halls, the Colleges maintain computer laboratories that provide students access to basic productivity software as well as high-end and specialized software.

William A. Barron Jr. '51 Multimedia Lab

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

Windows Lab in Rosenberg Hall

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

Apple Lab in Gulick Hall

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

The Center for Teaching and Learning

At the Center for Teaching and Learning (CTL), we believe that in order to create, innovate, inspire, and lead lives of consequence, our journeys begin with four cornerstones: we engage in our own learning processes in order to accomplish the goals we set so that we can empower ourselves and others and enrich our lives as learners and teachers.

CTL programs promote critical engagement and reflection on teaching and learning in pursuit of the Colleges' commitment to excellence, equity, and innovation and engaged citizenship. We view both teaching and learning as collaborative processes that value diversity of learning, teaching and disciplinary styles. Our student enrichment programs are collaborative, peer-to-peer opportunities that are designed to help students become independent and engaged critical thinkers who are ready to succeed in college and beyond.

The Teaching Fellows Program provides peer-to-peer, content-based support for students in 12 academic departments: Anthropology, Art History, Biology, Chemistry, Computer Science, Economics, Environmental Studies, Music, Philosophy, Physics, Sociology, and Spanish and Hispanic Studies. Teaching Fellows are nominated by faculty in their department and work closely with faculty to support students.

For writing support, students can make one-on-one appointments with CTL Writing Fellows. Writing Fellows are trained peer facilitators who work with all students at any stage of their writing process (from brainstorming to drafting to revising) for any academic paper, study abroad essay, or internship or graduate school application. Writing Fellows are not editors or proofreaders; instead, they work with students on development and structure in ways that help students become more confident, conscientious and effective writers.

The Center for Teaching and Learning's Q Fellows Program is designed to enhance student learning around the quantitative reasoning requirement at HWS. The Q Fellows work with students individually and in small groups to solve problems involving quantitative reasoning, algebraic processing, logic skills and with Excel. Q Fellows work across disciplines and are able to work with students on material through Calculus II.

The CTL also offers a Study Mentor Program to help students with organization, time management and general study skills.

Study Mentors are peer facilitators who help first-year students make the transition from high school to college and help all students adjust to increased course workloads throughout students' college careers.

For students in courses that are not supported by the Teaching Fellows, Study Tables provide content-based support to students who wish to improve their understanding in a particular course. Study Tables are group sessions led by faculty-nominated student facilitators through which students can access small-group learning support.

In addition, the CTL offers a variety of resources for students preparing for class presentations or academic fellowship interviews.

The CTL is open Monday through Friday and our student support services are available by appointment/drop-in Sunday through Friday.

For more information about the Center for Teaching and Learning, please visit us on the second floor of the library, or at www.hws.edu/academics/ctl, or contact the CTL at (315) 781-3351 or ctl@hws.edu.

Disability Services

Hobart and William Smith cultivate an inclusive and supporting learning community that values the diverse learning styles of our students. The Office of Disability Services, housed in the Center for Teaching and Learning (CTL), is committed to providing students with disabilities access to HWS programs and activities. We strive to provide the appropriate individualized accommodations necessary for students with disabilities to succeed. We seek to promote academic achievement and extracurricular involvement, and to help students take full advantage of the opportunities available at HWS.

To become eligible for disability-related accommodations, students must self-identify and submit appropriate documentation of disability to the Disability Services Office in the CTL. Following the documentation and registration process, students with disabilities meet at the beginning of each semester with the Coordinator of Disability Services to develop an academic accommodation plan for that semester. As a result of these meetings, students are supplied with an individualized letter for each of their instructors, outlining the disability-related accommodations appropriate in that course for that semester.

The office of Disability Services also considers disability related housing and meal plan accommodations. The application process includes providing documentation that meets guidelines outlined on our website http://www.hws.edu/academics/ctl/pdf/dis_housing.pdf. It is important to take note of application deadlines for such requests. Additional information about housing and meal plan accommodations can be found at: http://www.hws.edu/academics/ctl/disability_services.aspx.

In addition, the student club Eye to Eye, a chapter of the national Eye to Eye organization, matches interested HWS students and Geneva Middle School students with learning disabilities in an arts-based mentorship program. The chapter at HWS has been lauded for being one of the most vibrant and successful across the country and for our participation in Disability Awareness Month. Having an Eye to Eye chapter on campus has created a connected and empowered community of students with LD/ADHD, which benefits the entire community with a visible diversity.

To learn more about accommodations for students with disabilities at HWS, please visit the Disability Services website at http://www.hws.edu/academics/ctl/disability_services.aspx or contact us at (315) 781-3351 or ctl@hws.edu. To learn more about Eye to Eye at HWS, please visit: http://www.hws.edu/academics/ctl/eye_to_eye.aspx.

Honors Support

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

Senior Symposium

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

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

Henry W. Hanley Preserve

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

Fribolin Farm

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

The Bozzuto Center for Entrepreneurship

Hobart and William Smith Colleges offers classrooms, discussion spaces, workspaces and meeting spaces for entrepreneurial studies at a downtown Geneva facility which occupies three floors and more than 7,000 square feet. The goal of the program's downtown presence is to provide vibrant space for students to develop entrepreneurial ideas in a setting where there can be increased community partnerships.

The William Scandling

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

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

Warren Hunting Smith Library and Melly Academic Center

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

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

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

This is the fourth building to house the Colleges' library, and it fulfills the dual role of housing the collections and providing essential study space. The Library can seat about a quarter of the student population and is a regular destination for students on campus with more than 1,000 visitors each day. There are a variety of study spaces available from quiet individual study on the third floor to lively group space in the Learning Commons. Groups are also able to reserve rooms for group study, to screen media or practice presentations. Students in the Honors program can petition to be assigned an individual carrel while they are working on their Honor's project. Outside of library hours, the Atrium Lounge and the Barron Lab remain open 24/7.

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

The College Store

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

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

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

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

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

The Fisher Center for the Study of Gender and Justice

The Fisher Center for the Study of Gender and Justice, located in Demarest Hall, supports curricular, programmatic and scholarly projects focused on gender equity and social justice. The Center was endowed with a gift from Emily Fisher P'93, L.H.D. '04 and the late Richard Fisher P'93, to further the Colleges' commitment to equality, collectivity and mutual respect.

Each year, the Center's activities are focused around a central theme. The Center sponsors four to six Faculty Research Fellows engaging that theme in their scholarly work. It also funds a lecture series that brings to campus scholars, artists and activists relevant to the year's themes. Invited lecturers typically meet with the Research Fellows and visit classrooms. Recent themes have included Gender, Collectivity, and the Common; Campus War Machine: Sex and Debt; Gender, Climate, and the Anthropocene; No Place Like Home; and, Futures of Revolution.

The Fisher Center houses a library of work by Fisher Center speakers and fellows as well. On occasion, the Center offers interdisciplinary courses coordinated with its yearly theme. (See Courses of Instruction.) The Center is led by a director, as well as an interdisciplinary Steering Committee composed of students and faculty.

Student Services

Vice President of Campus Life

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

Deans

Each college has its own dean's office, which is responsible for the academic and personal development of its students and for creating an educational environment that helps prepare students for the challenges of living in the 21st century.

The deans have committed themselves to providing individual attention in the context of a larger living and learning community and are there to guide students through their Hobart and William Smith experience. The deans also maintain academic and personal files on all enrolled students. Student access to these files is governed by the Family Educational Rights and Privacy Act of 1975. Students who wish to challenge the contents of their files may appeal to the dean of their college and the Committee on Standards.

Faculty Advisers

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

Multicultural and Diversity Support Programs

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

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

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

Through the Office of Intercultural Affairs, we promote an environment where students from all backgrounds find support, challenges, grounding for their personal growth and encouragement for academic success and the development of leadership skills and civic engagement. Programs are available that promote cross-cultural

opportunities, understanding of social justice issues and outreach to the larger community, as well as those that support students and other campus community members.

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

HEOP admission requires the participation our five-week summer intensive academic precollege program, the “Summer Institute,” to provide comprehensive academic course work and non-academic preparation for college study. Special academic and supportive services—such as counseling, tutoring and study-skills workshops—are supervised by the director of academic opportunity programs. The staff is assisted by student peer tutor/counselors, including persons who can converse with non-English-speaking parents.

The LGBTQ+ Resource Center, located on the first floor of de Cordova Hall and under the direction of the division of Campus Life, strives to provide opportunities for development of lesbian, gay, bisexual, transgender, queer/questioning and allied students across campus. By providing educational programs, social initiatives and trainings, the LGBTQ+ Resource Center hopes to educate on, advocate for, and fully celebrate the lived experience of LGBTQ+ individuals on and off the HWS campus. Programs include SafeZone Trainings, ongoing intersectional discussion groups, and collaborations with campus partners such as the Title IX Office, The Counseling Center and Career Services.

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

The Salisbury Center for Career, Professional and Experiential Education

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

Guaranteed Internship Program

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

Resources

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

Assess

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

Explore

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

Students also have access to HWS community members as part of the on-campus Professionals in Residence (PIR) series. Staying in the guest suite in Carr McGuire House, alumni, alumnae and parents take up residence on campus, speaking with students about careers in a variety of fields, including health professions, banking, finance, human relations, advertising, fashion, the environment, government and social services.

In addition to a public lecture, each PIR offers a series of one-on-one appointments with interested students. Students are encouraged to participate in externships as part of the exploration process. Through these opportunities students have the ability to shadow professionals in their fields of interest. These are available to students in the Geneva community as well as nationwide during winter, spring and summer breaks.

The Salisbury Center for Career, Professional and Experiential Education houses a comprehensive career resource library that offers current information about career exploration, occupations, internships, volunteer opportunities, position listings, graduate school information and job search methods.

Experience

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

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

Connect

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

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

The Salisbury Center for Career, Professional and Experiential Education coordinates programs and services with other colleges as well as with HWS alumni, alumnae and parents. Some events have included the Day on the Hill, where students were able to meet with alums and specialists in a variety of careers in Washington, D.C.; the NYC Finance Experience and a media and film program in Los Angeles, as well as one-day programs in Washington focusing on careers in politics, fashion, non-profits, media, law, the sciences and the arts.

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

Internship Funding

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

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

Health Professions

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

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

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

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

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

Law

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

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

Interdisciplinary majors and minors in Public Policy and Law and Society offer courses of study that provide the relevant breadth in a coherent manner. A wide range of other internships and career counseling for pre-law students are also available in conjunction with the Salisbury Center for Career, Professional and Experiential Education.

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

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

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

Health Services

Medical Services

Hubbs Health Center provides wellness counseling, health maintenance, acute care and health education services to all students. The Health Center is open Monday–Friday, during the academic year.

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

Students are seen by appointment and can arrange such by calling the appointment line (315) 781-4530. The health center has a formulary of commonly prescribed medications, for which the student incurs a nominal fee. Prescriptions are written for other medications as deemed necessary and appropriate. A health fee is required of all students, to enable the health center to provide these services for the students as needed. For a fee, the Colleges offer insurance to those who do not have insurance or need supplemental insurance, to insure the student for any services that may be needed outside of Hubbs Health Center.

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

Counseling Services

The Counseling Center provides high quality, confidential, ethical and culturally-sensitive mental health services to Hobart and William Smith students. The Counseling Center is comprised of a group of well-trained mental health professionals, including doctoral level psychologists, social workers and licensed mental health counselors who specialize in college mental health and young adult development. Psychological services for HWS students include group counseling, crisis intervention, and brief, solution-focused individual therapy, as well as after-hours emergency responding. The staff at the Counseling Center also offers mental health prevention programming and consultation for all members of the HWS community.

Staff members work as a team to offer clinical services that assist students in managing their mental health, emotional, and interpersonal concerns and support them through age-appropriate transitions and development so that they may get the most from their HWS education. After hours, the counselor on-call can be reached for psychological emergencies by calling Campus Safety at 315-781-3333 during the academic year.

The staff at the Counseling Center specialized in college mental health and traditional college-age developmental issues. The most common issues that bring students to the Counseling Center include stress, anxiety, depression, adjusting to college, concerns about relationships, sexual-identity issues, family problems, eating-related concerns and problems with sleep. Students concerned about the well-being of a friend are also welcome to consult with the staff. In addition, the counseling staff can assist students with referrals to psychiatric and long-term therapy services in the community.

All counseling services are free to enrolled students and counseling services are protected under federal and state confidentiality guidelines. Students may secure services by calling or visiting the Counseling Center, or scheduling online from the HWS website for the center.

Dean for Spiritual Engagement and Chaplain

The Office for Spiritual Engagement is located in St. John’s Chapel on South Main Street, attached to Demarest Hall. The Chaplain, an Episcopal priest who lives on campus, is available to all members of the Hobart and William Smith

community regardless of religious affiliation, spiritual practice or lack thereof. The Director of the Abbe Center for Jewish Life works alongside the Chaplain and conducts Jewish and multi-faith programming. For more information on programming and worship, see “Spiritual Life” in Student Life.

THE CURRICULUM

General Description

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

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

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

Degree Requirements

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

- Passed 32 academic courses or their equivalent with a minimum cumulative grade point average (GPA) of 2.0 (C). At least 28 of these courses must be passed with a grade of C- or higher. At least 30 of these courses must be full-credit courses;
- 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);
- 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);
- Completed a course of study, designed in consultation with a faculty adviser, which addresses each of the following skills, areas of knowledge, and qualities of mind and character. These are referred to as the eight educational goals of our general curriculum; two of the goals are integrated across the four-year curriculum, and six are aspirational goals satisfied through the completion of specific coursework that addresses each goal.

The Integrated Goals of Critical Thinking and Communication

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

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

- The First-Year Experience (FYE) introduces students to critical thinking and communication skills through introductory courses in disciplines across the curriculum. At the center of the FYE is the writing-intensive First-Year Seminar, which introduces students to the intellectual community of the Colleges and provides academic mentorship. The First-Year Seminar introduces and integrates within the seminar many of the Colleges' academic resources.
- The writing-enriched curriculum¹ (WEC) builds on the FYE by further developing the key writing and thinking abilities characteristic of a student's major, as well as the ability to recognize key features of the major's discourse. WEC is built upon several premises: that writing can be flexibly defined as an articulation of thinking in a variety of forms; that writing is continually developed in new contexts and genres, rather than a skill to be mastered; and that writing instruction is the shared responsibility of faculty in all departments and programs.
- The senior capstone experience is both a continuation and culmination of the student's development in critical thinking and communication. Specific to each major, the capstone experience demands substantial understanding of the discipline's central questions and literacy in its modes of reasoning and communication.

Aspirational Goals of the Curriculum

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

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

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

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

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

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

An intellectual foundation for ethical judgment as a basis for socially responsible action. An intellectual foundation for ethical judgment as a basis for socially responsible action requires the ability to think and argue rigorously about

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

Addressing the six aspirational goals

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

Writing Requirement

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

Major

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

The typical departmental major at the Colleges requires eight to 12 courses in the major department and additional courses from related departments. The total number and sequence of courses needed to complete the major are determined by the department or program. All departments and programs require a capstone course or experience, typically completed in a student's senior (or junior) year, to complete a major. While most majors have established capstone courses or experiences, a few majors will be adding their capstones in the future. These capstones will be added to the online catalog as they get approved. Regardless, all incoming first-years are expected to complete a capstone at the time of graduation. Students should consult departmental or program offerings in this catalogue or discuss requirements with the department chair or program coordinator. In the case of individual majors (see below), the student should consult with his or her adviser and the Individual Majors Committee.

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

Individual Majors

The Individual Majors program provides students the opportunity to design an individually tailored major when the focus of study lies outside an established department or program-based major, and/or combines multiple disciplines. To create an Individual Majors proposal, the student works closely with a faculty adviser and designs a specific curriculum of study (including a capstone course or experience), articulating the focus and goals of the major. The student's proposal and adviser's recommendation is submitted to the Individual Majors Committee, which reviews the proposal. Once an Individual Major is approved, any subsequent changes to the student's curriculum or major must be approved by the Individual Majors Committee and the student's adviser. While most Individual Majors earn a B.A., it is possible to create an Individual Major with a B.S.; this requires a minimum of 16 courses, all from within the natural sciences division.

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

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

Minor

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

Degree Audit Plan

Late in their third year, all students must complete a degree audit plan with their faculty adviser. This plan records a student's progress in addressing the Colleges' educational goals and objectives, 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 permission of the department chair, register for independent study. Each department sets its own qualifications for such advanced work.

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

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

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

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

Credit Bearing Internships

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

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

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

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

Course Equivalents

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

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

Degree Programs

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

Bachelor Degrees

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

Teacher Education Program

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

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

Master of Arts in Teaching

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

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

Those who are admitted take a research/thesis preparation seminar in the spring of their senior year. In the fall of their postgraduate year, they take a semester of teaching along with two education seminars: one to guide their reflection on

student teaching and the other to guide their thesis. In the spring semester they take four graduate courses. Three are courses in a department or departments of the students' choice, and one is a research seminar in the Department of Education that is thematically related to the other courses. Also in the spring the candidates complete a master's thesis in their area of concentration. For more information see the Department of Education section.

Joint Degree Programs

Engineering

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

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

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

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

Business

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

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

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

Nursing

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

For more details, contact the Health Professions Adviser, Salisbury Center for Career, Professional and Experiential Education.

Financial Aid for 3-2 Joint Degree Programs

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

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

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

ACADEMIC POLICIES

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

Starting with adherence to the principle of academic integrity, the individual student bears responsibility for his or her own education and must undertake all academic work with complete honesty and integrity. As well, each student must do his or her best to assure that this principle extends to all others in the community. Categories of academic work covered by the principle of academic integrity include, but are not limited to, the following:

- *Examinations:* Giving or receiving assistance during an in-class or take-home examination, quiz, or any other academic exercise, except as specifically authorized by an individual course instructor, violates this principle.
- *Papers:* The presentation or reproduction of ideas, words, or statements of another person as one's own, without due acknowledgment, is considered plagiarism and violates this principle.
- *Library Use:* Failure to sign for materials taken from the library, destruction or theft of any library materials, and similar abuses of library privileges infringe upon the rights of other students to fair and equal access and violate this principle.
- *Reports and Laboratory Exercises:* Giving or receiving unauthorized assistance and the fabrication of data or research results violate this principle.
- *Computer Use:* Any deliberate attempt to prevent other users' access to computer services, deprive them of resources, or degrade system performance violates this principle. The use of programs or files of another computer user or the use of another person's account number or password without permission also violates this principle. Failure to attribute the source for any information or writing derived from any computer source (database, website, internet, etc.) and incorporated in any academic work submitted is also a violation.
- *Advising and Registration Forms:* Forging an adviser's signature or altering any signed document will result in the student's de-registration. The student will not be allowed to re-register until the adviser has approved any changes. Any student suspected of forgery of any faculty or administrator signature may face disciplinary action by the student's dean or the Committee on Standards.

Academic dishonesty is determined in every case by the evidence presented and not by intent. Questions of intent and circumstances under which an infraction occurred may be considered in determining a sanction. For more information on plagiarism, please see "Plagiarism Defined" at the end of this chapter.

Course Credit for Non-HWS Learning Experiences

Advanced Placement

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

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

College Level Examination Program (CLEP)

The Colleges participate in the College Level Examination Program (CLEP) of The College Board. CLEP is a credit-by-examination program which provides students with the opportunity to earn course credits by taking CLEP exams in a variety of fields corresponding to the Colleges' curriculum. The Colleges' credit-granting score is 50, or higher, on a CLEP exam, as recommended by the American Council on Education (ACE). Approval of CLEP course credits as equivalents for the purposes of prerequisites for any courses or of substitutes for major or minor requirements, and establishing the total number of CLEP credits allowed toward a major or minor (not to exceed four, in any event) is at the discretion

of the appropriate department or program chair. CLEP course credits may not be used to satisfy any of the eight goals. Students are allowed a maximum **four CLEP** course credits. Students are allowed a maximum of 16 non-HWS credits to count toward the 32 required for graduation. Only 7 credits of the 16 credits may come from credit by examination (AP,IB, CLEP, RCE- see below).

International Baccalaureate (IB)

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

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

The Regents College Examination Program (RCE)

The Colleges participate in the Regents College Examination Program (RCE) which is administered by the State University of New York, State Education Department. RCE is a credit-by-examination program which provides students with the opportunity to earn course credits by taking CLEP exams in a variety of fields corresponding to the Colleges' curriculum. The Colleges' credit-granting scores/grades on RCE exams are as follows: for a numerical standard score, 53 or higher; for a letter grade, A or B. The Colleges' do not award course credit for RCE exams taken for a Pass/Fail grade. Approval of RCE course credits as equivalents for the purposes of prerequisites for any courses or of substitutes for major or minor requirements, and establishing the total number of RCE credits allowed toward a major or minor (not to exceed four, in any event) is at the discretion of the appropriate department or program chair. RCE course credits may not be used to satisfy any of the eight goals. Students are allowed a maximum **four RCE** course credits. Students are allowed a maximum of 16 non-HWS credits to count toward the 32 required for graduation. Only 7 credits of the 16 credits may come from credit by examination (AP,IB, CLEP, RCE- see below).

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

Course Load Policy

The normal course load for Hobart and William Smith students is eight full-credit courses in an academic year, evenly distributed across the two semesters. Students in good academic standing may take three, four or five courses in any particular semester. Enrollment for a fifth course must occur during the drop-add period (first week of classes) and processed in person using the registration/drop/add form, not through PeopleSoft Student Self Service. Students should be aware that 32 total credits are required for graduation, and therefore an average course load of less than four courses in any semester may lengthen the time required to complete the degree requirements and to graduate. Students who have fallen behind in credits must submit to their dean an academic recovery plan that they have created in consultation with, and approval by, their academic adviser.

Good academic standing will be defined as maintenance of a minimum GPA of 2.0 (C), while accruing 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 Supplementary Work

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

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

Full-Credit Requirement

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

Incompletes

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

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

An extension in time to complete the work may be granted if a petition is submitted to the appropriate dean's office on or before the deadline. An accepted petition is an agreement between the student and faculty member that the work will be completed and graded by a specific time, and allows the grade to be changed from "I" to the grade earned. Any student who takes more than two incompletes over three consecutive semesters is reviewed by the Committee on Standards.

Course Withdrawals

There are two kinds of course withdrawals. The voluntary course withdrawal (see "a" below) and the authorized course withdrawal (see "b" below). 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.

a.) 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. Students will be allowed to take four (full credit) voluntary course withdrawals provided that the action would not reduce the student's net course count below -2. 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

that there are no unanticipated financial aid consequences. A course withdrawal from the Maymester or Summer Session will not count as a voluntary withdrawal or toward the total number of voluntary withdrawals. If the voluntary course withdrawal is in order, it is communicated immediately to the student's adviser 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.

b.) Authorized Course Withdrawal. With the exception of the four 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 adviser and instructor.

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

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

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

Grades

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

For the purpose of calculating grade point averages, the following designates the numerical values of various grades: A+= 4.3; A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C=2.0; C- 1.7; D+ = 1.3; D = 1.0; D- = .7; F=0.

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

Change of Grading Option

Students entering HWS Fall 2018 or later:

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/NC/DCR grading option after the course is completed and the instructor has submitted a final letter grade to the Registrar. Students retain the option to change a course to CR/DCR/NC following the same deadlines as those that exist for incomplete grade submission. For courses taken in the Fall semester, students would have until the sixth week of the Spring semester to make a change. For courses taken in the Spring semester, students would have until the end of the second 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 semester.

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 adviser, 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.

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.

Students entering HWS prior to Fall 2018:

Students may choose between a letter-grade and a "CR/DCR/NC" grading option in many of the courses taken. This choice is indicated at the time of registration for the course but may be changed with the signed approval of the adviser at any point prior to the end of the 11th week of the semester. The appropriate Change of Grading Option Form must be filed by the student at the registrar's office by the end of the 11th week of the semester.

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 adviser, 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.

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.

Grade Appeals

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

- A student considering such an action must first consult with his or her dean. The dean will consult with the instructor and attempt to assist in resolving the student's concern. Normally, this involves a review/reconstruction of how the student's final grade for the course was determined by the course instructor. If the dean is unable to resolve the difficulty directly with the instructor, the dean will consult the department chair or program coordinator, who will enter into dialogue with the instructor.
- In the event that the dean is unsuccessful in resolving the student's concern, that student may submit his or her request to the chair of the Committee on Standards. The chair will determine if there are grounds for a referral to the Committee for a grade appeal hearing. In the event of a grade appeal hearing, the Committee may, at its discretion and after consultation with the student's dean, instructor, and adviser, ask the instructor formally to reconsider his or her computation of the grade if it feels that adequate grounds for reconsideration may exist. If the instructor agrees to reconsideration or the Committee is convinced that the instructor has adequately met the student's concerns, the matter ends there. If the instructor declines such reconsideration, the Committee may, at its discretion, forward a formal report of the case to the dean of faculty for the dean's information.

Grade Changes

No student is permitted to submit any academic work, examination, or revision of previously submitted work with the intent of affecting a grade change after a final grade has been entered by the instructor with the Registrar's Office. An instructor may change a grade only when a computational error exists. Such changes must be submitted to the Dean's Office for approval. Subsequent to the submission of a final grade, a grade may be changed in only two ways, both of which require appropriate documentation: (1) to an alternative grade, by an instructor and with the approval of the student's dean, when a computational error has been made; or (2) to a retroactive authorized withdrawal, in very extraordinary circumstances, by the Committee on Standards, acting in consultation with the student's instructor, adviser, and dean. Approved retroactive authorized withdrawals will be communicated immediately to the student's adviser and instructor. (Forms for the retroactive authorized withdrawals are available in the Deans offices.) All requests for retroactively withdrawing from a course, petitions for retroactive grade changes, or petitions for a retroactive change of grade status must be made within a calendar year from the last day of the semester of the course in question.

How to Calculate GPA

- Quality Points = Points that are awarded based upon grade received times the credit that each course is worth.
- Graded Course Credit = Graded course credit counted toward the GPA.
- Grade Point Average (GPA) = Total Quality Points divided by total Graded Course Credits.

Academic Standing and Progress to the Degree

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

- 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 he or she fails to gain good standing (2.0 GPA) after being on continued academic probation, or if he or she has earned less than 1.0 for the semester, regardless of the student’s cumulative average.
- Dismissal is the likely outcome of a second academic suspension, either for academic deficiency or social conduct or a combination of the two. Any student dismissed from the Colleges loses his or her standing as a matriculated student and may not receive a Hobart or William Smith degree.
- A student who fails a First-Year Seminar, or an approved substitute, for a second time, is reviewed by COS, with the likely outcome that the student will be permanently separated from the Colleges.

Transcript Notation Policy for Crimes of Violence

Pursuant to New York State Education Law, Article 129-B § 6444.6, if a student is found responsible through HWS’ 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.

Leaves of Absence

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

Senior Standing

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

Residency Restrictions

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

Transfer Credits

For continuing HWS students, courses that are to be taken in transfer toward degree requirements must have prior approval of the student's dean, and, as appropriate, the student's adviser, the student's department, program or Individual Majors Committee. Only courses passed with a grade of C- (1.7) or better, are accepted for transfer credit. When transfer credit is awarded, course credits may be transferred but grades for those classes are never entered on an HWS transcript and they are not used in the calculation of a student's GPA. Grades of transferred courses, therefore, have no impact on the student's GPA at the Colleges. Courses which are composed predominantly of high school students and taught by high school teachers in a high school setting are not transferable to Hobart and William Smith Colleges, even if they appear on another college's or university's official transcript. No college course that has been applied toward the minimum requirements for a student's high school diploma, or which serves as substitute for a high school required course, can be transferred to Hobart and William Smith. Other requirements for HWS transfer credit include:

- Distance learning (online) courses cannot be transferred.
- Only courses of three or more credit hours are eligible for transfer credit. There can be no partial transfer credit or "bundling" of partial credits or credit hours for toward a full credit transfer course.
- Courses must be taken at an accredited institution and must be considered by the faculty at Hobart and William Smith to be in the liberal arts and have substantial overlap in course content with what is currently taught at HWS.
- Students may transfer a maximum of 16 courses. A.P. credits cannot exceed 7. Combined A.P. and transfer credits cannot exceed 16. Final decisions concerning transfer credit rest with the dean of the student's college.

Baccalaureate Candidacy

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

Commencement Exercises

Commencement exercises are held annually at the end of spring semester. Students are recommended for a degree upon completion of requirements pertaining to their class. A student who has a 2.000 GPA and who is within two courses of completing all outstanding degree requirements is allowed to participate in Commencement exercises, once voted "upon completion" by the faculty. By longstanding institutional policy, practice, and consensus, there are NO exceptions to this rule. If a student completes all remaining degree requirements prior to Oct. 1 of the current year, the student will receive his or her degree dated, May of that current year.

Transfer Students

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

Repeatable Courses

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

Special Topic Courses

Courses designated as "Special Topics" registrations may vary in content by semester or by instructor. Each unique

offering is considered an independent course and ordinarily carries a title extension indicating the topic in a given term. Each carries full credit and is calculated independently in a student's grade point average.

Credit Bearing Internships

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

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

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

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

Course Repeat (does not apply to "repeatable courses")

Students may repeat courses in which they have earned a grade below a C- (1.7). Courses with a grade of C- or better may not be repeated. The deans will not approve any exceptions. The student's permanent transcript records each time a course is taken, including the grade. In computing the student's GPA, the highest grade will be used. Courses repeated at other institutions and transferred to the Colleges are not included in the GPA nor are they treated as HWS course repeats. Repeated courses count only once toward the 32 courses required for graduation.

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

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

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

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

Registration

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

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

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

Deregistration

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

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

Dropping and Adding Courses

Students may drop and add a course during the first five days of class via the web-registration system or in person with an add/drop form. No signatures are necessary to make changes during the add/drop period unless the student needs permission to enroll, does not meet pre-requisites, or is being overloaded into a class. Registrations and student class schedules are finalized at the end of the five-day drop/add period. Students are accountable for all courses for which they are enrolled from that point on, and those courses are reflected on the permanent academic transcript. If a student has attended a course in which he or she was not properly registered, no credit or grade is recorded. If a student stops attending a course but fails to drop or withdraw properly, a grade of "F" may be assigned by the instructor of the course and recorded on the permanent academic transcript.

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

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

Attendance

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

The Colleges: No student shall be suspended or refused admission because he or she is unable to participate in any examination, study, or work requirement because of religious obligations and practices. The Colleges accept responsibility for making available accommodations for students who wish to observe their religious observations

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

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

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

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

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

Student Responsibility: Students are expected to attend all their regularly scheduled classes, laboratory periods and other academic exercises. Should an absence from regularly scheduled academic exercises be unavoidable (beyond a student's control), it is the student's responsibility to communicate with the professor, preferably beforehand, concerning the absence. Individual faculty members have the authority to drop students from a course for non-attendance on the first class day, unless the student has made prior arrangements with the dean or has extraordinary circumstances. The Deans cannot excuse a student from class. However, at the request of the student, the student's Dean or designee may convey to the faculty information about personal emergencies, including medical illness, faced by the student when the student is unable to convey the information him or herself. Students are advised that absence from class, for whatever reason, does not excuse them from meeting course requirements and objectives. Students who register for a course and fail to attend for the remainder of the semester (without properly dropping or withdrawing from the course) may be issued a grade of 'F' for non-attendance.

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

OFF-CAMPUS STUDY

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

About 60% of all Hobart and William Smith students engage in some kind of off-campus/international learning experience before they graduate. Whether the experience is volunteering with a service organization in South Africa, interning with an organization in London or Brussels, or conducting fieldwork on the Great Barrier Reef, students at the Colleges understand the value of “breaking away” to discover something about themselves and others that cannot be as easily discovered in Upstate New York.

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

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

HWS Programs

In recent years, the Colleges have offered semester-long off-campus programs on six continents, including such locations as: Amman, Jordan; Auckland, New Zealand; Seville, Spain; Brussels, Belgium; Galway, Ireland; Quito, Ecuador and Cuzco, Peru; London, England; Hanoi, Vietnam; Queensland, Australia; Berlin, Germany; Copenhagen, Denmark; Beijing and Nanjing, China; and Grahamstown, South Africa. A number of these programs are led by Hobart and William Smith faculty, representing various disciplines, who design courses utilizing the sites and resources of the host countries. Others are offered through a long-standing partnership with Union College while additional off-campus study opportunities are available through partner institutions in the New York Six Liberal Arts Consortium. A list of the Colleges’ semester-long programs is provided at the end of this section.

There are other opportunities for Hobart and William Smith students to gain international experience and awareness. A variety of short-term program options are offered during the summer or between semesters, making international study accessible for students who may be unable to participate in a semester program.

Requirements

Students must be in good academic and social standing to be eligible to participate in off-campus study. Academic and disciplinary records are closely scrutinized as part of the application review process. A minimum overall GPA of 2.5 is required for all programs, although some affiliate programs maintain a higher GPA requirement. Prior approval of courses to be counted toward the major at Hobart and William Smith must be obtained from the appropriate department chairs.

Detailed information is available from the Center for Global Education. HWS course credit and program grades are awarded for all off-campus study programs which we administer. Many semester programs generally conform to the HWS academic calendar, although some immersion programs run on the host institution’s calendar. The Colleges assist with travel arrangements and students reside in prearranged housing.

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

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

Estimated Expenses

Expenses for semester program generally include tuition, fees, and room and board at a comparable rate as on campus, although in some cases students will pay for housing and/or meals directly depending upon individual program arrangements. In addition, there is a \$600 administrative fee charged to all students studying off-campus. Airfare and personal expenses vary from site to site and are the responsibility of the participant. Short-term program fees vary by location and duration of the programs. Please see the CGE website for further information.

Financial Aid

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

Selection of Applicants

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

Application

Applications for off-campus study are submitted online through the Center for Global Education website. Application deadlines for semester programs are typically around October 1 (for programs to be offered during the fall term of the following academic year) and March 1 (for programs to be offered during the spring term of the following academic year) and admission decisions are announced within a few weeks of the deadlines. A nonrefundable deposit of \$500 is due after acceptance to secure a place in the program, which is credited toward the semester abroad tuition payment. The application deadline for short-term programs is typically in mid-October for the upcoming summer and J-term in the following academic year.

Orientation

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

Orientation meetings, scheduled soon after admission decisions have been announced, cover such matters as travel arrangements, roommate selection, course registration, and other academic, cultural and administrative issues.

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

OFF-CAMPUS PROGRAMS

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

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

Aix-en-Provence, France

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

Aix-en-Provence, France (Marchutz School)

Studio art and fine arts (Every Semester)

Auckland, New Zealand*

Education, school internships (Spring, Even Year)

Other subjects, depending on faculty director (Spring, Odd Year)

Barnaul, Russia

Russian area studies, culture and society (Every Semester)

Bath, England
Humanities, social sciences, internships (Every Semester)

Be'er-Sheva, Israel
Middle East studies, Israeli culture and society (Currently Suspended)

Beijing or Nanjing, China
Chinese language, literature, and culture, Asian studies (Every Semester)

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

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

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

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

Chichester, England
Dance, studio art (Every Semester)

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

Dakar, Senegal
Africana studies, French language, Francophone studies, social sciences (Every Spring)

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

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

Grahamstown, South Africa
All disciplines, service learning (Every Spring)

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

Hikone, Japan
Japanese language and culture (Every Fall)

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

Leipzig, Germany
American studies, German area studies, physics (Every Semester)

London, England
Humanities and social sciences, internships (Every Spring)

Maastricht, Netherlands
Humanities and social sciences, philosophy, mathematics, sciences (Every Semester)

Mendoza, Argentina*
Latin American studies, humanities, social sciences (Fall, Even Year)

Norwich, England
All disciplines (Every Semester)

Perth, Australia
All disciplines (Every Semester)

Prague, Czech Republic
Humanities and social sciences (Every Semester)

Quebec City, Canada
French language immersion (Every Semester)

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

Quito, Ecuador/Cuzco, Peru*
Economics, environmental studies, Spanish language, Latin American studies (Spring, Even Year)

Rabat, Morocco
Middle Eastern studies, social sciences, multiculturalism, migration (Every Semester)

Rennes, France
French language immersion (Every Semester)

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

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

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

Seoul, Korea
All disciplines (Every Semester)

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

Stockholm, Sweden
Humanities, social sciences, pre-health, psychology (Every Semester)

Taipei, Taiwan
Chinese language, culture and society, Asian studies (Every Semester)

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

Townsville/Cairns, Australia
Sciences (Every Spring)

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

HONORS AND AWARDS

Dean's List

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

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

Honors Program

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

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

2017-2018 Honors Projects

Peter A. Banks '18, Chemistry

Development of the Synthesis and Purification of Precursors for Potential Anticancer Histone Deacetylase Inhibitors
Justin Miller, Adviser

Samuel M. Bartlett '18, Geoscience

The Spatial Distribution of Severe Weather Reports and Lightning Strikes near Warm-Season Stationary Fronts East of the Rocky Mountains
Nicholas Metz, Adviser

Morgan L. Bayreuther '18, Geoscience

Dissolved Oxygen, Temperature, and pH Study of Maine and Minnesota Lakes for Trout Stocking
David Finkelstein, Adviser

Rachael M. Best '18, Biology

The Influences of Taxonomic Composition and Environmental Factors on Methylmercury Concentrations in Zooplankton in Seneca Lake, NY
Meghan Brown, Adviser

Edisson Cabrera '18, Latin American Studies

Preserving the Ecuadorian Identity Through a Visual Language in the Hamptons
Scott McKinney, Adviser

Peyton K. Capute '18, Geoscience

Warm-Season Stationary Fronts East of the Rocky Mountains and their Associated Synoptic Patterns
Nicholas Metz, Adviser

Teianna E. Chenkovich '18, Dance
Constructing Play in Performance
Donna Davenport, Adviser

Eleanor M. Cherry '18, Psychology and Dance
Connecting Laban/Bartenieff Movement Analysis to the Somatosensory and Motor Cortices: Neuromuscular
Re-patterning for Phantom Limb Pain Syndrome
Daniel Graham, Adviser

William J. Cost '18, History
A Glorious Martyrdom: Elijah Lovejoy and the Evangelical Mind
Matthew Crow, Adviser

Elizabeth I. Dieter '18, Political Science
Control, Negation, Sousveillance: Control Societies, Afro-Pessimism, and #BlackLivesMatter
Paul Passavant, Adviser

Zachary A. Felder '18, Architectural Studies
Between the Buildings: Reimagining the Streetscape of the Castle Street Corridor in Geneva, NY
Jeffrey Blankenship, Adviser

Sarah E. Garcia '18, English
Process Over Product: Black Mountain Poetics in the 21st Century
Stephen Cope, Adviser

Magdy N. Gad, '19, Physics
Developing Detection of Blue Green Algae Using Drones Outfitted with Spectrometers
Ileana Dumitriu, Adviser

Morgan J. Gaudet '18, Architectural Studies
Designing for Societal Scotophobia
Gabriella D'Angelo, Adviser

Nicholas J. Haydon '18, Classics
Leadership in Ancient Sparta
James Capreedy, Adviser

Massimigliano P. Jones '18, Religious Studies
Black Liberation Theology: The Christian Faith as a Tool for Oppression and a Source of Liberation
Richard Salter, Adviser

Sarah Kloos '18, Environmental Studies
Same Same But Different: Investigating Claims to Authenticity of Vietnamese Cuisine in Cleveland, Ohio
Robin Lewis, Adviser

Sophia J. Melvin '18, Chemistry
Developing Synthetic Routes Towards Novel 3-Aryl-4-indolyl-furan-2-ones
Erin Pelkey, Adviser

Lindsey M. Mulligan '18, Economics
Humanity at Work: The Social Implications of Technological Advancements
Keoka Grayson, Adviser

Frank A. Oplinger '18, Computer Science
ScoutPlus: A Web Application for the Development of Advanced Hockey Analytics
David Eck, Adviser

Banan W. Otaibi '18, Biology
Adaptive Evolution and Population Genetic Structure of a Woodland Salamander in a Regenerating Landscape
Bradley Cosentino, Adviser

Elena K. Parkins '18, Music
Pacifism in Song: an Exploration of Select Wartime Works by Benjamin Britten
Robert Cowles, Adviser

Aubrey L. Phillips '18, Architectural Studies
Resilient Design: Climatologically Resilient Design Solutions for Housing in Geneva, NY
Gabriella D'Angelo, Adviser

Jared M. Ratzel '18, German Area Studies and Art
Eine Andere Stille: Moment of Queer German Cinema
Alysia Kaplan, Adviser

Alec Rhodes '18, Sociology
Student Loans and Early Career Earnings: The Roles of Sociodemographic Characteristics, Institutional Context, and Student Experiences
Renee Monson, Adviser

Samantha G. Ruthazer '18, Sociology
Untold Stories of College Students with an Incarcerated Family Member
James Sutton, Adviser

Rio K. Schmidt '18, Studio Art
Process in the Making: My Cattle, My Prints, Our Life
Phillia Yi, Adviser

Alexia Sereti '18, English
I Came to Explore the Wreck
Geoffrey Babbitt, Adviser

Julia R. Sipos '18, International Relations
Manufactured Consent: The Role of Women in the Construction of Middle-Class Complicity During the Dirty War in Argentina (1976-1983)
Colby Ristow, Adviser

Sydney H. Smilen '18, Chemistry
Developing HPLC Purification Methods for Precursors of Potential Anticancer Histone Deacetylase Inhibitors
Justin Miller, Adviser

Jennifer M. Sullivan '18, Sociology
The Paradox of Opportunity and Objectification in Athletics: How Female Athletes Experience the Double Bind
James Sutton, Adviser

Claire E. Tranchino '18, English
"Joyous Disturbance": Poetic Liveliness on the Page
Kathryn Cowles, Adviser

Kristine M. Vann '18, Studio Art
Eternal Coexistence and the Commemoration of Death
Alysia Kaplan, Adviser

Charlotte W. Wells '18, Philosophy
The Aesthetics and Art of Wine
Carol Oberbrunner, Adviser

Katrina B. Willis '18, Religious Studies
The Religious Right(s): Why Christians Vote Conservative
Michael Dobkowski, Adviser

Honor Societies

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

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

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

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

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

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

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

Endowed Funds and Scholarship

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

STUDENT LIFE

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

Residential Education

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

Campus Housing

A variety of single-college, mixed college, and gender-inclusive residences, including theme houses, cooperatives, townhouses and traditional residence halls, are available. Theme houses, of which there are more than 20, include a

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

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

Greek Housing

Members of Greek organizations are eligible to reside in Colleges-operated Greek Housing. These houses may vary year to year based on organization type. Currently, HWS has eight fraternities and one sorority.

Off-Campus Housing

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

Meal Plans

All residential students except those residing in co-op theme houses, specific Greek organizations, and independent living environments (Village at Odell's Pond and 380 South Main) 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. Students residing in fraternities or co-op small houses may waive the meal plan. All meal plan changes must be completed on 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 Alcohol and Other Drug Programs (AOD) is an integral part of the services provided through the Office of Residential Education. Our AOD services take a proactive approach in providing a comprehensive evidence-based prevention and counseling program necessary for students to make responsible choices concerning alcohol and other drugs.

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

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

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

Student Governments

Hobart College and William Smith College have separate student governments, each with their own elected student leadership roles and responsibilities. Together, they fund clubs and maintain several joint committees.

The governments have 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.

Cultural Life

Art

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

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

Dance

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

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

The Department of Dance has five full-time faculty members, additional adjunct faculty, accompanists, and a technical director/lighting designer. The Dance Department is housed within the Gearan Center for the Performing Arts. Dance Department spaces include the Deming Theatre, Studio 104, a somatics studio, dance archives, a seminar-style classroom, costume suite, faculty offices, student lounge, and dressing rooms. In addition, the Dance Department continues to use Winn-Seeley dance studio for classes and rehearsals.

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

Recent guest artist classes/visiting companies on campus have included Kyle Abraham, Camille A Brown & Dancers, Monica Bill Barnes, Bill Evans, Ballet Jorgen, Koresh Dance, and Kate Weare Company. Annually, the department selects students to participate in the American College Dance Association Conference. At the ACDA Conference, students have the opportunity to take classes and perform student and faculty choreography for national adjudicators.

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

Music

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

As of 2018-19, the per-semester fee for 14 half-hour weekly lessons is \$350. 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 \$700 (\$350 x 2).

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

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

Students may participate in one or more of the departmental ensembles. Ensembles include Classical Guitar Ensemble, Jazz Guitar Ensemble, String Ensemble, Wind Ensemble, Percussion Ensemble, Jazz Ensemble, Improvisation Ensemble, Chorale, and Community Chorus. There is no fee for ensemble membership. Membership in each ensemble is by audition. Participation in each departmental ensemble earns 1/2 credit per semester. To register formally for an ensemble, students must schedule an audition with the appropriate director.

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

Theatre

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

The department offers a disciplinary major and both a disciplinary and interdisciplinary minor. It also produces three main stage faculty-directed shows per year in McDonald Theatre in the Gearan Center for the Performing Arts. Productions such as *Macbeth*, *Waiting for Godot*, *A Streetcar Named Desire*, *Good Kids*, *She Kills Monsters*, *The Etymology of Bird*, and the world premiere of *Duchess* attest to the department's emphasis on producing a broad range of plays from diverse eras and perspectives. In conjunction with the active production season, the department hosts Frame/Works, a program designed to draw connections between scholarly examination and artistic practice. Frame/Works features a pre-show talk by a guest scholar and a post-show talk-back with members of the production.

The Theatre Department organizes a short-term study abroad program in Bali, which explores theatre, music, and dance. The department also houses Mosaic NY, a theatre company devoted to creating and performing works that provoke dialogue, develop community, celebrate diversity, and encourage the active pursuit of social justice. Finally, The Phoenix Players is a student organized and run theatre organization, which presents a variety of work designed, directed, and sometimes written by students in various venues across campus.

Visiting Speakers and Performers

Although academic departments and programs and administrative offices play an important role in providing a wide variety of cultural offerings, many campus events are initiated, funded, and organized by students. Many clubs and organizations sponsor a varied program of speakers and performers. Visitors to campus have included Dr. Wangari Maathai, P'94, P'96, Sc.D. '94, Cornel West, Brad Falchuk '93, L.H.D. '14, Cecile Richards, James Carville LL.D. '13, P'17, 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.

Co-Curricular Activities/Student Organizations

There are a variety of campus clubs and club sports that are allocated funds through the Hobart Student Government and William Smith Congress. Recognized clubs vary from year to year in response to student interests. Students with a shared interest may seek formal recognition and financial support for a new club by going through the process to gain club status. The Office of Student Activities can help guide you through the steps to create a new club at HWS.

2017-2018 CLUBS

- ACLU (American Civil Liberties Union)
- Alpha Phi Alpha Fraternity
- Alpine Ski Team Hobart
- Alpine Ski Team William Smith
- Anime United
- Arts & Design Collective (Formerly Arts Collective/Architecture Society)
- Asian Student Union
- Beautiful Minds
- Book Club
- Budget Allocations Committee (BAC)
- Campus Activities Board
- Campus Greens
- Caribbean Student Association
- Chi Phi Fraternity
- College Democrats
- College Experience Outreach
- Colleges Against Cancer
- Cultural Italian American Organization
- Days of Service
- Debate Team
- Delta Chi Fraternity
- DreamCatchers
- Entrepreneurship Club
- E-Scape Club
- Eye to Eye
- Finance Club
- Fly Fishing Club
- Geoscience @ HWS
- German Club
- Global Health Brigade
- Guiding Eyes for the Blind
- Habitat for Humanity
- Her Campus
- Hillel
- Hillside Pen Pals Club
- Hip-Notiqs Step Team
- Hobart Basketball
- Hobart Bowling
- Hobart Club Baseball
- Hobart Club Ice Hockey
- Hobart Club Lacrosse
- Hobart Club Soccer
- Hobart First Year Class President
- Hobart Junior Class President
- Hobart Rugby Football Club
- Hobart Senior Class President
- Hobart Sophomore Class President
- Hobart Student Government
- Hobart Volleyball
- Hobartones A Capella
- HWS Art History Society
- HWS Blockchain
- HWS Chess Club
- HWS Christian Fellowship
- HWS Club Tennis
- HWS CrossFit Club
- HWS Engineering Club
- HWS Equestrian Team
- HWS Fencing
- HWS Figure Skating Club
- HWS French and Francophone Club
- HWS Girl Up
- HWS Improv Club
- HWS Live
- HWS ORAP
- HWS Real Estate Club
- HWS Rotaract
- HWS Running Club
- HWS String Ensemble
- HWS Sustainable Foods Club
- HWS Ultimate Frisbee
- HWS Votes!
- Interfraternity Council
- International Students Association (ISA)
- Investment Club
- Kappa Alpha Society
- Kappa Sigma Fraternity
- Koshare Dance Collective
- Latin American Organization
- Martini student newspaper
- Miles for Smiles
- Mixed Martial Arts Club
- Model African Union
- ONE
- One Love
- One to One Friendship Club
- PAWS (Pro-Animal Wellness Society)
- Peace Action at HWS
- Peer to Peer Club (Campus Peer Ministry)
- Perfect Third A Cappella
- Phi Sigma Kappa Fraternity
- Phoenix Players
- Photography Club
- Pre-Health Professions Club
- Pride Alliance
- Psychology Club
- R.E.N.E.W.
- Random Acts of Kindness
- Real Food Challenge
- RockSAT Club
- Russian Club
- Sankofa: Black Student Union
- Sigma Chi Fraternity
- Sisterhood
- Spoon University
- STEP
- Studio Arts Collective
- The Executives
- The Herald
- The Second Chances Program
- Thel: Literary Magazine
- Theta Delta Chi Fraternity

- Theta Phi Alpha Sorority
- Three Miles Lost A Capella
- William Smith Club Ice Hockey
- William Smith Club Lacrosse
- William Smith Club Soccer
- William Smith Congress
- William Smith Rugby
- William Smith Volleyball
- Women's Collective
- WS Field Hockey
- WS First Year Class President
- WS Junior Class President
- WS Senior Class President
- WS Sophomore Class President
- Young Americans for Freedom
- Young Americans for Liberty

Spiritual Life

The Office for Spiritual Engagement (OSE) located in St. John's Chapel serves the campus as a center for spiritual practice and care, offering hospitality and programming related to service, global justice, education, reflection and worship.

The Chaplain and the Director of the Abbe Center for Jewish Life serve as on-campus pastors, teachers, counselors, and resource persons. Students seek them out to talk over personal and family crises, relationship problems, questions of belief and practice, adjustment issues, faith and politics, sexuality and many other topics. The Chaplain is a member of the faculty, with a courtesy appointment in the Religious Studies Department. He invites students into his home regularly for Pasta Night and other special events. The Abbe Center serves a kosher Shabbat dinner every Friday evening during the academic year.

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

St. John's Chapel and Hobart College have historic and continuing ties with the Episcopal Church. Hobart and William Smith Colleges are members 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 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.

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

Community Engagement

Hobart and William Smith Colleges are committed to the idea that civic engagement plays a central role in fostering students' personal and social development and is a vital component in a liberal arts education. Through participation in community service, students' assumptions are challenged, their perspectives are broadened, their voices strengthened, and they learn to become more thoughtful, active, and engaged citizens. The Center for Community Engagement and Service-Learning (CCESL) is at the heart of this enterprise. The Center stands for learning through service that produces students who are civically engaged and graduates who are active, global citizens. A dedicated cohort of CCESL Civic Leaders work with staff to provide one-time and re-occurred civic engagement opportunities that help students build the skills necessary for active citizenship.

President Emeritus Mark D. Gearan L.H.D. '16, P'21, former director of the Peace Corps, was instrumental in the formation of the New York Campus Compact, an organization of college and university presidents committed to public service and civic engagement on their campuses and a Campus Compact Civic Newman HWS fellow is annually

named to join the national cohort. The Colleges' commitment to service was recognized with inclusion as one of 81 colleges in the Princeton Review's inaugural edition of "Colleges with a Conscience" and has been consistently named to the President's Higher Education Community Service Honor Roll. In 2010, the Center applied for and earned the Carnegie Community Engagement classification, one of only 28 baccalaureate colleges to gain the designation. HWS has 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 match AmeriCorps education awards when applied toward tuition.

Through HWS Compass, students are encouraged to explore the many facets of service to society. A three-tiered program, Compass provides experiences in community service, civic engagement, and civic leadership that chart the course to a life of engaged citizenship. CCESL connects students to service and engagement opportunities on campus, in 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, Architecture, Public Policy, Education, Religious Studies, Psychology, Economics, Environmental Studies, Dance, and History. These classes offer students an experiential component within the overall academic course. Through engaging classroom discussions combined with outside of class reflection, students relate their service experience to the course content, thereby enriching their classroom learning. Many of these service-learning opportunities and community-based research projects segue into a paid Summer of Service Internship placements, where students work 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.

In addition, CCESL, located on the second floor of Trinity Hall, also oversees the America Reads and HWS Tutor Corps, programs that were established in 1989 and which mobilize more than 125 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 assisting residents of the New Orleans or the New York Metro area in Hurricane Katrina and Hurricane Sandy recovery efforts. CCESL spearheads the annual Community Sale, with support from other departments, where thousands of items donated by students at the conclusion of the academic year are recycled, redistributed, or sold. As of 2018, the sale has fundraised \$90,800 for local initiatives including The United Way and Geneva 2020, and diverted more than 94,400 pounds of materials from local landfills.

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

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

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

The ripple effect of civic involvement and service-learning can be far reaching and have both a personal and community impact. Whatever major or career a student chooses to pursue, the programs of the Center for Community Engagement and Service Learning, through its Compass program, can help to point them toward a life of engaged citizenship.

Athletics, Physical Education and Recreation

Hobart

Hobart athletics seeks to afford experience in intercollegiate sports to as many men as possible. Annually, about one third of the Hobart student body participates in intercollegiate athletics. Many participate on more than one team.

While student-athletes are encouraged to strive to fulfill their athletic potential, emphasis is placed on achieving a healthy balance between their academic and athletic endeavors. The broad-based program receives excellent support in the areas of equipment, facilities, staff, and sports medicine.

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

Since 1972, Hobart College has won 18 national championships, four Eastern College Athletic Conference regional titles, and 52 conference championships.

William Smith

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

William Smith is a member of Division III of the National Collegiate Athletic Association. At the conference level, the Herons compete in the Liberty League, MAISA, and the UCHC. William Smith engages in varsity competition in the following sports: basketball, cross country, field hockey, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, swimming and diving, and tennis. Soccer provides opportunities at the junior varsity level as well.

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

Through the William Smith Student-Athlete Advisory Committee, student-athletes play a significant role in the operations of the athletics department. They work closely with the athletics director, providing input in policy development.

Recreation, Intramurals and Fitness

Hobart and William Smith Colleges Department of Recreation, Intramurals, and Fitness operates out of an 83,000-square-foot 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, special events, and external membership services.

Physical Education Classes

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

Club Sports

Club sports include alpine skiing, equestrian, fencing, figure skating, fly fishing, bowling, ice hockey, lacrosse, ORAP, rugby, soccer, tennis, ultimate Frisbee and volleyball just to name a few. You can see all of our registered club sports on the Student Activities website.

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

Outdoor Recreation Adventure Program (ORAP)

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

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

Dates and times of programs are publicized and a fee is charged to cover equipment and administrative costs. A resource center, located in the second level of the barn includes a rock wall and equipment rental system.

ADMISSIONS, EXPENSES & FINANCIAL AID

Admissions

Hobart and William Smith Colleges are users of the Common Application that is accessible at www.hws.edu/admissions or www.commonapp.org. Applications should be submitted to the Office of Admissions no later than Feb. 1 of the senior year in high school, if the student is applying as a first-year student under the Regular Decision admission plan. The Colleges offer two deadlines for Early Decision: Nov. 15 and Jan. 15. All candidates are urged to submit their application materials well in advance of the deadline. Students applying for a merit-based scholarship(s) must submit their scholarship application materials by the appropriate deadline and should consult the Colleges' website for further information regarding requirements.

All applicants who wish to apply for financial aid must submit both the CSS Profile and the Free Application for Federal Student Aid (FAFSA). Candidates are encouraged to contact the Office of Financial Aid Services should they need assistance. For more information, refer to the Financial Aid section that follows or visit our website: www.hws.edu/admissions/fin_edu.aspx.

Academic Preparation

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

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

Application Procedure

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

- A completed Common Application to Hobart and William Smith Colleges.
- Secondary-School Report: All applicants are responsible for having their secondary-school transcript sent to the Office of Admissions. Forms for this purpose, as well as for reporting senior mid-year grades, are available with the Common Application.
- Standardized test scores: Beginning with the class entering the Colleges in the fall of 2007, standardized test scores are an optional part of the admission process. Students have the option to submit their scores if they believe the results present a fuller picture of their achievements and potential. Students who opt not to submit scores will be

at no disadvantage in the admission evaluation process. Scores must be provided from either the College Board, American College Test, or the official high school transcript in order to be considered. If scores are not received by the application deadline, application review will proceed without the scores. Please note: Students applying for the Trustee and/or Blackwell Scholars program will be required to submit scores either from the SAT Reasoning test or the ACT test.

- Recommendations: In addition to the high-school counselor's recommendation, Hobart and William Smith require a recommendation from a high school teacher in one of the following subject areas: English, history/social sciences, mathematics, science or foreign language.
- Regular Decision candidates are notified by April 1 of the action taken on their application. Successful candidates for admission are expected to confirm their intention to attend the Colleges by May 1 and pay the non-refundable matriculation fee of \$500. Final acceptances are contingent upon successful completion of their last term in secondary school.

Campus Visit

A campus visit is highly recommended. Typically, the visit will include a presentation by an admissions staff member and a student-guided tour of campus. An interview is strongly recommended and is required for a student applying for the William F. Scandling '49, LL.D. '67 Trustee Scholarship for Academic Excellence, Environmental Sustainability Trustee Scholarship, Presidential Scholarship for Inclusive Excellence, Centennial Center Leadership Scholarship or the Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarship. The admissions staff regularly offers interviews on- and off-campus throughout the year.

During the academic year, the Office of Admissions is open from 8:30 a.m. until 5 p.m., Monday through Friday; and from 10 a.m. until 2 p.m. most Saturdays. During the summer, the office opens at 8:30 a.m. and closes at 4 p.m. and is open most Saturdays in July and August for campus tours and information sessions.

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

Early Decision Plan

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

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

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

Early Admission

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

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

Deferred Admission

Students who have been accepted for admission may petition to delay the start of their academic career up to two years. These students must give notice to the Director of Admissions in writing, prior to the enrollment deposit deadline, along with a brief description of what they plan to do in the interim. The Director will review the explanation and inform the student of the final decision within one week. If the deferral is approved, the Colleges may require an additional deposit to hold a candidate's space in future classes.

HEOP (Higher Education Opportunity Program)

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

Advanced Placement Program and International Baccalaureate

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

International Students

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

Transfer Students

The Colleges annually receive applications from qualified students who wish to transfer from either two-year or four-year institutions. Transfer students may be admitted at the beginning of either the fall or spring semester. Students should offer at least one full year of undergraduate work. Exceptions may be made at the discretion of the Director of Admissions. The application deadline for fall admission is July 15 and notification is mailed by Aug. 15. The application deadline for spring admission is Nov. 1 and notification of admission is mailed by Dec. 1.

In addition to a transfer application, candidates must forward to the Office of Admissions the following credentials:

1) an official transcript; 2) a final high school transcript; 3) a report from the academic dean or registrar; and 4) a recommendation from a professor at their current institution.

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

Hobart and William Smith Colleges accept a maximum of 16 courses, on a course by course basis, with a minimum grade of C-. Most transfer applicants possess at least a solid B grade average. Transfer credits are used to determine placement in the curriculum. Transfer students must spend a minimum of two years in residence at the Colleges.

Lifelong Learners

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

Graduate Attendee Program

Graduates of Hobart College or William Smith College who are five or more years beyond graduation are eligible to take one or two courses per semester tuition free. Most courses are open to graduate attendees, by permission of the instructor, except for the following: first-year seminars, bidisciplinary courses, the teacher certification program, applied music courses, self-instructional language programs, and off-campus programs. Courses are available on a

space-available basis only after regular undergraduates have preregistered for the next semester, inclusive of seats in introductory courses held for entering first-year students.

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

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

Visiting Students

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

Non-Matriculated Students

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

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

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

Do ONE of the following:

1.) Mail the form to the respective Dean of the College, Hobart and William Smith Colleges, Smith Hall, Geneva, NY 14456

-OR-

2.) Students in the Foreign Language Teacher/Scholars Program: Bring the completed form to the Associate Provost, second floor, Coxe Hall.

Who May Apply for a Non-Matriculated Undergraduate Enrollment?

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

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

Complete the Registration Form during the week of drop/add. Non-matriculated students register for classes on a space-available basis and require the written permission of the instructor of the course. HWS reserves the right to deny

entry to a class if a non-matriculated student does not meet the prerequisite or other established registration criteria.

Note: the following contains some highlighted information, but further detailed information can be found on the Student Accounts website at: http://www.hws.edu/offices/business/student_accounts.aspx

Tuition

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 any and all collection costs should the account be transferred to a third party collection agency due to non-payment. Contact the Students Accounts Office at (315) 781-3343 with any questions about billing.

Expenses

The following table contains standard fees established in April 2018 for the 2018-2019 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 the Colleges are subject to adjustment, as authorized by the Board of Trustees. In such cases, due notice is given.

Annual Standard Fees

Tuition	\$54,060
Room and board	\$14,035*
Technology fee	\$475
Health Services fee	\$350
Student Activity fee	\$370
	\$69,290

* A meal contract is mandatory for all students. Refer to <https://hwsdining.sodexomyway.com/my-meal-plan/> for options. The rate for the Seneca meal plan is included in the above rates.

Students not matriculating for a degree are classified as non-matriculated students. The following fees and charges are applicable: 2018-2019 Tuition is \$6,757.50 for each semester course, payable before registration or on the date specified on the semester bill.

Fees

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

Health Services Fee \$350 annually. This fee is required of all full-time students and provides support for a broad range of general medical services including services at the on-campus Hubbs Health Center, mental health counseling, as well as drug and alcohol counseling programs. Please note that this is not associated with the domestic Student Health insurance option described later below, which is an opt-in program at an additional cost.

Technology Fee \$475 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 \$370 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 the University on behalf of student government. This fee covers the expenditures of student organizations and is subject to change by student referendum.

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

Returned Check Fee \$25. A fee charged for each check returned to the Colleges that was uncollectible when presented for payment. Note ACH payments returned by Nelnet are assessed a \$30 fee directly by Nelnet.

Lock replacement fee \$25-\$75

Replacement of One Card \$20.

Car Registration Fees \$175/year or \$125/semester.

General Fee for Entering Students

Matriculation Fee \$500

Payable on the candidates reply date by May 1. Early decision candidates must pay this fee within two weeks of notification of admission. (Refer to the Early Decision Plan section.) Candidates accepted after that date must pay the fee within one week of acceptance. In both cases, it is credited to the institutional deposit, and refunded upon graduation or otherwise permanent separation from the colleges. At the Colleges' discretion, it may be used to pay for expenses incurred by the student that remain unpaid when the student leaves the Colleges permanently.

General Payment Schedule

The charges for the fall semester are billed on July 1 and are due by Aug. 1, unless on an active Nelnet payment plan contract. The charges for the spring semester are billed on Dec. 1 and are due by Jan. 5, unless on an active Nelnet payment plan contract. The Student Accounts Department also sends out periodic billing statements during each semester, reflecting additional incidental charges and other account activity.

Payments of fees, room and board charges, and deposits can be paid by the following methods: (1) online 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 Colleges for the exact amount due. All payment options are described on the Student Accounts webpage, which also includes the detailed wiring instructions, and the international payment option of flywire.com can be found at <http://www.hws.edu/offices/business/payment.aspx>

Monthly Payment Plans

Another option for payment is to pay monthly by enrolling in a tuition payment plan administered by Nelnet Business Solutions. As a reminder, do not include work study in the calculation for a payment plan. (Work study is not credited as a payment to the student account; your student will receive a paycheck instead.) Go to mycollegepaymentplan.com/hws for details on available payment plans.

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, the Colleges reserve the right to place the student account with a third party collection agency or attorney. If this collection process were to commence, the student will be responsible for all 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 Colleges' payment terms, may be dropped from the Colleges' rolls and excluded from classes, laboratories, examinations, and occupancy of residence halls until payment is made. The student will be held accountable for all absences through the operation of this rule and, for continued delinquency, will be dropped permanently from the Colleges. Enforcement of this regulation does not relieve the student of the obligation to pay fees and other charges due. Until the outstanding accounts are settled, no transcripts or records will be issued by the Colleges.

Tuition Stabilization Plan

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

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

Refund Policies

Notification of withdrawal 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, fees, room and board have been paid, but who withdraw prior to registration and 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 to the grantors. 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 the Colleges on the student's account. The student activity fee, technology fee, health services 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 insurance plan to protect your tuition and fees if a withdrawal is necessary due to personal illness or accident. Details are mailed to home addresses during the summer months. We highly recommend this valuable, affordable insurance. Coverage and application information is also available at www.collegerefund.com. Please visit their website for application deadlines.

Fraternity Housing

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

Financial Aid

Hobart and William Smith Colleges are committed to working with our students and families to ensure they are able to reach their educational goals. Students and their families assume primary responsibility for their educational costs; however, more than 89 percent of our students receive some form of financial aid.

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

Procedures

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

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

Returning student financial aid awards are generally renewed each year at the same level provided the student demonstrates continued eligibility both financially and academically. Awards may be adjusted if additional outside assistance is received or if the family's financial situation changes. Students must also maintain satisfactory academic progress. For first time aid applicants, the deadline for submitting the CSS Profile and FAFSA is dependent upon their choice of Early Decision 1, Early Decision 2 or Regular Decision. These deadlines can be found here: www.hws.edu/admissions/finedu_aid.aspx. The application deadline for returning students is May 1. Late applicants will be subject to a reduction in grant assistance. Renewal awards are distributed via e-mail beginning in May if all application deadlines are met.

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

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

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

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

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

Qualitative Measurement

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

Quantitative Measurement

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

Maximum Time Frame: The maximum time frame in which a student is expected to finish a baccalaureate degree program is defined as 150% of the published length of the program measured in attempted courses. For example, according to the HWS catalogue, the Colleges require 32 courses to complete a degree. Therefore, the maximum time frame for which a student may be eligible for aid is the period during which the student attempts 48 courses (32x1.5= 48).

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

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

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

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

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

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

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

Attempted Courses

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

Earned Courses

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

Transfer Courses

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

Failure to Demonstrate Satisfactory Academic Progress

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

Waivers

SAP requirements for HWS, federal and state aid may be waived for undue hardship based on: the death of a relative, loved one or student; the personal injury or illness of the student; other extenuating circumstances.

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

HWS Catalogue at [http:// www.hws.edu/catalogue/](http://www.hws.edu/catalogue/) for additional information on the process for readmission.

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

REINSTATEMENT OF AID ELIGIBILITY

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

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 percentage increases from 50% of the minimum full-time course load (3 courses) in each semester of study in the first year for which an award is received, to 75% of the minimum full-time course load in each semester of study in the second year for which an award is received, to 100% of the minimum full-time course load in each semester thereafter.

The following chart illustrates the program pursuit requirements for New York State aid. The chart defines the number of courses a student must complete during the semester for which a State aid payment was received according to the student's cumulative number of State aid payments received.

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

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

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

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

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

SATISFACTORY ACADEMIC PROGRESS (SAP)

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

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

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

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

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

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

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

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

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

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

COURSE CODES

<i>CODE</i>	<i>DEPARTMENT OR PROGRAM</i>		
AFS	Africana Studies	INRL	International Relations
AMST	American Studies	INT	Internship (1/2 Credit)
ANTH	Anthropology and Sociology	ITAL	Italian
ARAB	Arabic	JPN	Japanese
ARCH	Architectural Studies	L AT	Latin
ARTH	Art History	LGBT	Lesbian, Gay, Bisexual and Transgender Studies
ARTS	Studio Art	LTAM	Latin American Studies
ASN	Asian Studies	MATH	Mathematics
BIDS	Bidisciplinary Courses	MDSC	Media and Society
BIOL	Biology	MES	Middle Eastern Studies
BCHM	Biochemistry	MUS	Music
CESL	Community Engagement and Service Learning	PCST	Peace Studies
CHEM	Chemistry	PEC	Athletics and Physical Education (formal)
CHIN	Chinese	PER	Athletics and Physical Education (informal)
CLAS	Classics	PHIL	Philosophy
CPSC	Computer Science	PHYS	Physics
DAN	Dance	POL	Political Science
DAT	Dance (Technique)	PORT	Brazilian Portuguese
ECON	Economics	PPOL	Public Policy Studies
EDUC	Education	PSY	Psychology
ENG	English and Comparative Literature	RCOL	Readers College
ENTR	Entrepreneurial Studies	REL	Religious Studies
ENV	Environmental Studies	RUS	Russian Area Studies
EQIV	Course Equivalent	RUSE	Russian Area Studies (English)
EUST	European Studies	SJSP	Social Justice Studies
FLAC	Foreign Language Audit Course	SOC	Anthropology and Sociology
FRE	French and Francophone Studies	SPAN	Spanish and Hispanic Studies
FRNE	French and Francophone Studies (English)	SPNE	Spanish and Hispanic Studies (English)
FSCT	Fisher Center	THTR	Theatre
FSEM	First-Year Seminar	URST	Urban Studies
GCIP	Geneva Collaborative Internship Program	VIET	Vietnamese
GEO	Geoscience	WMST	Women's Studies
GERE	German Area Studies (English)	WRRH	Writing and Rhetoric
GERM	German Area Studies		
GRE	Greek		
HIND	Hindi		
HIST	History		
INDV	Individual Studies		

Foreign Languages

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

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

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

First-Year Seminars

First Year Seminars provide a foundation for our students' intellectual lives both inside and outside the classroom by helping them to develop critical thinking and communication skills and practices; to enculturate themselves within the Colleges' 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.

Examples of First-Year Seminar courses includes the following:

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

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

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

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

FSEM 011 Britpop: From Beatles to Brexit Pop music is music of the moment: it crystallizes a specific point in space and time within a culture and preserves it in three glorious minutes of song. In this class, we'll immerse ourselves deeply in the history of British music from World War II up to the present day, from Vera Lynn to Adele, from the Kinks to the Clash, from David Bowie to Benjamine Clementine, from the Specials to Stormzy. We'll use this remarkable playlist as a lens to examine how British culture has evolved over the past seventy-five years, a culture that always seems to be ac-

cessible to Americans on some levels but also oddly impenetrable on others. (George Bernard Shaw famously described the UK and the US as “two countries separated by a common language.”) By casting our imaginations overseas for a semester, we will inevitably come to reflect upon ourselves with new eyes as well; and by exploring one of the world’s greatest musical legacies, we will come to hear contemporary music with fresh ears too.

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

FSEM 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 philosophical 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.

FSEM 019 Archaeological Mysteries: Pseudo-Archaeology & the Battle for the Past Course Did aliens really visit the Egyptians or early Meso-Americans? Could ancient peoples possibly build sophisticated structures like pyramids, or the Nazca lines, or calculate the complex mathematical equations necessary for their astronomical projects, without a more advanced civilization’s aid? Has Noah’s Ark really been found? Does the Bible include evidence of UFO’s? Did Atlantis really exist? How could anyone really verify whether the Piltdown Man was a hoax—doesn’t science itself dictate that there are no definite answers? How can you tell when an archaeological or scientific discovery is fraudulent? Are “alternative” archaeologists really plucky, unappreciated champions of a truth that mainstream science wants to conceal? Are academic archaeologists closed-minded, unimaginative, agents of the status quo, intent upon keeping revelatory information away from the public? This course will review famous moments in ‘Pseudo-Archaeology’ then explain how to differentiate fraudulent/fantastical claims from scientifically supportable conclusions. We will also discuss why individuals might generate hoaxes or cling to unsustainable narratives, and why such misinformation about the past matters. Finally, we will investigate some properly documented/handled archaeological mysteries, in order to: 1) practice distinguishing supported claims from fiction (and maybe offer some responsible explanations of our own); 2) demonstrate that the rigorous application of scientific method does not stifle excitement or mystery; and, 3) marvel at the ingenuity of our distant ancestors.

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

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 tell us 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*.

FSEM 028 Epic Fails: Not the Final Frontier Failure is often discarded and frowned upon within our society today; however, failure has led to great successes throughout the unfolding of our history. In this course, we will consider how failure is a part of learning and growing, and how it has paved the way for great discoveries, inventions, and ideas within various disciplines from the caveman to the computer. How can we begin to learn from our failures and the failures of others in strengthening our process of learning and doing? How can failure help us challenge ourselves to step outside of our comfort zones in the hopes of trying out new things, setting new goals, and helping us to pave the way to be more confident and successful in our futures in whatever path we go down?

FSEM 029 Why Are Some Countries Rich? Why are some countries rich while others remain poor? The answer matters because 'rich' versus 'poor' translates into significant differences in the quality of life of the 'average' person in these countries. The history of the post-WWII period is littered with the corpses of 'big ideas' that purported to answer this question and thus provide the key to growth. Colonial exploitation, low investment rates, inadequate spending on education, insufficient financial liberalization, among others, all failed to answer the question by themselves and certainly didn't provide the magic elixir for growth. We will examine the merits and the failings of these big ideas and consider some newer proposals as well. We'll particularly look at the roles of geography and of political, social and economic institutions and the incentives they create. There may be no single big idea that will work for every country, but we will identify some characteristics that clearly separate the "poor" from the "not so poor."

FSEM 038 Religion and Film: Exploring Meaning in Film The course examines religious themes and motifs as depicted in experimental, avant-garde and art films. These include themes such as transcendence, the sacred, exile and home, ritual, faith and doubt, knowing God, mortality, reincarnation, the fall, suffering, 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 feature-length film about 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 and/or the director; and discuss and interpret the film after watching it. None of these films present religion in a traditional light. They often challenge mainstream assumptions about religion. And in some of the films religious motifs are not at all explicit. Through the process the 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.

FSEM 039 From Feminism to Funk Culture In many ways, contemporary events seem to echo the climate of the 70's. In that decade, too, rising gas prices, an unpopular war, and the economic crisis all dominated headlines. Can we really learn lessons can we learn from past events? Is it possible that the origins of the present trouble lie thirty years in the past? Drawing contextual readings by a range of historians, students examine writing and cultural objects to consider answers to these and other questions. Texts include novels, essays, political speeches, photographs, music, visual art, and film. Typical readings include Schulman, *The Seventies: The Great Shift in American Culture, Society, and Politics*; Frum, *How We Got Here: the 70s*, and others. This course focuses intensively on essay writing, and students should expect to spend significant effort on improving their expository skills.

FSEM 040 Fields of Play: Improvisation in Life and Art Quick! Make a hat out of rubber bands, an old sock, and a map of the Northeast! Add on an unfinished sentence and take it in a new direction. Move across the room staying connected to someone else's earlobe...sing a nonsense song...draw your autobiography...Sound strange? We use improvisation every day when we talk with friends, react without thinking to something new, or walk our own pathway to dinner. Artists use improvisation deliberately, to create new melodies, discover unique movements, or create spontaneity on stage. Scientists use improvisation to test new theories, or to go beyond known limits. Business managers use improvisation to encourage creative thinking, solve problems, or to design products. The ability to improvise is innately human, but many of us find it intimidating. We don't like to be "on the spot," we worry about looking foolish, we like to feel in control, and the unscripted possibilities of "anything goes" seem more terrifying than liberating. Fields of Play: Improvisation in Life and Art is a course for students who want to challenge themselves, and to free their minds and bodies from doing the same-old, same-old routines every day. Improvisation is a practice; a discipline that has many forms but one prerequisite: the courage to let go of preconceived plans and trust your words/actions/expressions are absolutely right for the moment. Each class involves improvisational elements which demand total participation as a thinking, moving being.

FSEM 041 Playground Physics This course focuses on exploring concepts of introductory physics through experiential learning on the playground and in everyday life. This course is designed for students to have concrete experiences of abstract mathematical and physical concepts. For example, students will perform experiments related to conservation of energy and friction using a sliding board. They will experience angular momentum conservation on a variety of round-

abouts, and the physics of pendulum on a swing. Students will be encouraged to design their own simple experiments to explore these topics. The experiential learning will be paired with the mathematical concepts.

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

FSEM 055 Russians Discover America: Imaginers, Observers, Immigrants How do we define America? Does your definition mesh with what the rest of the world might think? This course explores American culture and identity by proposing and testing definitions for these terms. Our raw material for this project includes words, sounds, and images created by Russian and Soviet artists and travelers. Some of our texts are fictional, some are not, and some blur the boundaries between the two. Some were created by people who visited the U.S. and went home again, some by exiles both voluntary and involuntary, and some by artists who simply imaged America from afar. This course focuses on asking questions, using your imagination and analytical skills to make sense of the unknown, and using points of encounter between strangers (people, language, nations) to enhance your understanding of life in the United States.

FSEM 056 Bird Obsessions: Beauty of Beas We are a world obsessed with birds; bird watching is one of the most popular hobbies in the nation and bird enthusiasts spend thousands of dollars on equipment, bird feeders, and on vacations to catch a glimpse of unseen species. Conservationists advocate spending millions of dollars on saving and protecting birds, such as the ivory-billed woodpecker and the California condor, from extinction. Why are we so obsessed with birds? Is it their amazing ability to fly, their almost implausible migrations, their vibrant colors, their curious personalities? What do birds represent to us and other cultures? In some religions, birds have been invoked as symbols of peace, power, trickery, gluttony, and intelligence. Do the lives of birds really embody these anthropomorphic characteristics? Do birds represent hope for spring, for the environment, or for the future? In this course, we'll examine the lives of birds, the people who are obsessed with them, and their interactions from a variety of perspectives. We'll explore birds as models for conservation and science, as religious symbols, and as subjects of art and literature. You'll also have an opportunity to connect with the environment of the Finger Lake region by learning about and observing our local birds. This course is part of a Learning Community. Visit page 19 for more information. Typical readings: Kaufmann, *Kingbird Highway: The Story of a Natural Obsession That Got a Little Out of Hand*; Cokinos, *Hope Is The Thing With Feathers: A Personal Chronicle of Vanished Birds*; Gallagher, *The Grail Bird: Hot on the Trail of the Ivory-billed Woodpecker*; Chi, *Songbird Journeys*; Heinrich, *Mind of the Raven*.

FSEM 060 Alcohol in College Alcohol abuse continues to be a serious problem on college and university campuses across the nation. Participants in this seminar will examine this problem from both natural scientific and social scientific perspectives. Readings will include public health and social science research literature on the scope of alcohol use in college and the theories proposed to explain that use. The natural science literature will be used to explore the pharmacological effects of alcohol on the brain, related health risks, and the relationship of blood alcohol concentration to risk and harm. Seminar participants will participate in ongoing research on the scope and consequences of alcohol use on this campus. Finally, educational models for abuse prevention and harm reduction will be explored and evaluated for effectiveness. (David Craig) Typical readings: *Buzz: The Science and Lore of Alcohol and Caffeine*, Stephen Braun; *Drug Use in America: Social, Cultural, and Political Perspectives*, Peter Venturelli; U.S. Department of Health and Human Services, Alcohol and Health Special Report to Congress; and selected articles on research conducted on the HWS campus.

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

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

FSEM 077 Metacognition and Social Justice: Learning, Thinking, and Knowing This course answers these questions and serves two purposes. One is to introduce students to meta-cognition, reflective practice and self-assessment. Students will explore how the continual assessment of one's own process, knowledge, and critical questioning guides learning progress and development. Students will examine learning theory including, Bloom's taxonomy, Kratwohl's effective domains, Fink's taxonomy of significant learning, Kolb's learning cycle, and Perry's meta-cognition as a means of self-discovery in relationship to identity and foundational theories of social justice. The second purpose is to apply meta-cognitive techniques to exploring and investigating to foundational principles and theories of social justice rooted in civil rights social movements, within which concepts such as social justice, oppression and liberation are central categories for analyzing, evaluating and transforming interlocking systems of discriminatory institutional structures, cultural practices, and social behavior. Issues of power and powerlessness are central to the course as they illuminate how social arrangements are imagined, constructed, and challenged. Students will be introduced to key concepts, methodologies, and competencies connected to the field of social justice studies.

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

FSEM 087 The History of Original Sin What is the relationship between changing views of human nature and major historical transformations? Does one come before and cause the other? Or does asking the question in those terms miss the point: are changing theories of human nature themselves the essence rather than the obvious cause or consequence of epochal shifts? This seminar tries to give these and related broader questions focus by examining the history of the Christian doctrine of original sin and the making of some of the deepest held assumptions in the last few centuries in parts of the world most affected by the presence of Christianity.

FSEM 091 Earth vs. Humans: fire, flood, environmental collapse, and other disasters Humans are part of the Earth system. But sometimes it seems like the planet is out to get us, earthquakes, floods, volcanic eruptions, climate change, environmental collapse and more have affected us from the dawn of Homo sapiens. In fact, climate change may have made us who we are. Natural disasters have wiped out entire cultures and localized events became legends thousands of years old. How have these events shaped human culture? What kinds of disasters can we anticipate and plan for? Has history taught us prudence?

FSEM 094 The History of Everything Did you know that it was not until 300,000 years after the "big bang" that light occurred, or that in the year 2000, the 10th largest economic entity in the world was Microsoft (Australia was 13th, to put things in prospective)? David Christian's *Maps of Time* is an example of a recent form of historiography called "big history," because it attempts to locate human beings from the perspective of much larger contexts than the traditional historical periods. Christian's book begins nanoseconds after the "big bang," describes the development of the universe, the formation of our planet, the origins and evolution of life, including human life, and continues to trace human history through the origins of agriculture, the development of cities, states, and civilizations, the development of world religions, etc., up to globalization and the modern world, and then it peeks into future. What this course will do is to give us the opportunity to orient and seek to understand ourselves in relation to a variety of contexts from the cosmic to the global to the national and the local, contexts which, as Christian's book shows us, no matter how vast, or distant, or alien they may seem, create the patterns that play an intimate role in shaping our lives.

FSEM 098 Fictional Facts: The Chemistry of Science Fiction Science is an integral part of our lives but can also be the point of much debate. Some would argue that the heating/cooling systems in our homes are integral while others might argue that vaccines are not. Science fiction stories have argued these roles and more for decades. This seminar will examine how the development and role of science has been portrayed and expanded through the work of science fiction novels and short stories, focusing specifically on chemistry.

FSEM 105 Golf Course Architecture: Literature, History, and Theory What is actually at play when someone plays golf? Game design theory suggests that golf is the occasion for a certain experience shaped by rules, actions and skills of the golfer, and the golf course itself. Unlike a basketball court, each golf course is unique, due to a deeply intentional design by a golf course architect. As Alister Mackenzie insists “The essence of golf is variety.” We approach multiple questions: What are the basic elements of golf course architecture? How do golf course architects imagine the game of golf when they design and build a golf course? What kind of experience do they intend for the golfer? What impact have diverse people, male and female, black and white, rich and poor, who have played golf had on the history of golf course design? What are the actual lived experiences of golfers, and how have they changed over time? We will pay special attention to the work of important architects who were active locally, and we will visit some of their amazing creations. (Note: Playing golf is not a requirement, and learning how to golf and learning how to design a golf course are not included in the syllabus.) This seminar is part of a Learning Community requiring students to enroll in SOC 100 Introduction to Sociology which is also a Service Learning course. Visit the Learning Community webpage for more information.

FSEM 106 The Secret Science of Learning What is learning? How do factors like sleep, intrinsic motivation, and socio-economic background play into one’s ability to learn? Can skills like creativity and work ethic be learned? Recent scientific evidence reveals that many intuitive study strategies are inefficient or just don’t work. This course aims to expose students with an interest in science to our current understanding of how the brain processes information and the most effective learning strategies based on scientific evidence. We will experiment with these methodologies by applying them to the coupled introductory chemistry course. Students will reflect on their own learning process, by systematically trying study techniques, looking at the outcomes, and then adjusting their strategies. By equipping students with the current understanding of brain science and best learning practices, they will be able to create their own toolbox of techniques in order to better grasp scientific concepts and reach their full learning potential.

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

FSEM 111 Paris, Je T’Aime This course will examine contemporary French life in the light of American points of view about France today. We will study Paris as the perceived historical and cultural “center” of the French world. French life will be studied through its multiple productions, (the life of the city, cinema, literature and cuisine). We will pay particular attention on how Americans have related to the city and its culture, and by extension to French culture, by examining the experience of American expatriated in France, and how their representations may construct stereotypes of the “city of lights” and of France. This course is taught as a learning community with a French language course.

FSEM 112 Through the Lens: French and Francophone Cinema This course will be an in-depth study of French film, from its invention by the Frères Lumières in the late 19th century to the present day. Through readings, research, in-class discussions, and group viewings, students will study the history of cinema in the French (and beyond), the fundamentals of the analysis of film, and the vocabulary necessary for discussing film. Films will be shown in French with English subtitles and classroom discussions will be held in English, along with any assignments, exams, presentations, etc. Because a film cannot be divorced from the particular linguistic, cultural, and historical setting in which it is made, this course will also focus on those parts of culture and history that are relevant to the films assigned.

FSEM 124 Is Computing Biased? Every day people teach computers how to learn about humans. Machines learn which emails you would like to receive, which advertisements you would like to view, which medical diagnoses are appropriate, and which credit card transactions are actually yours. In short humans are training computers to understand humans in ways in which we have failed to understand each other before. However, as we train computers to think about humanity we are also teaching them our weaknesses. In this seminar we examine how humans are training computers to be biased. Typically, this is not happening intentionally but rather implicitly. Regardless of the intentions, the impact of biased artificial intelligence is real. The semester will be broken into three major questions. What is Implicit Bias? How do we train computers to learn? Can we stop teaching computers to be biased? Along the way we will consider the implications of these questions on our own learning and development.

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

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

FSEM 130 I Know What You Ate Last Summer Chemistry is a fundamental component of home and restaurant food preparation, as cooking is ultimately a series of complex chemical reactions. Chemistry is also essential to the production of food, from the most basic ingredients to the most elaborate industrial grocery store offerings. An understanding of how society produces food, and how these practices are both regulated and manipulated, can be informed by an appreciation of the chemistry that underlies these techniques. Students in this course begin by garnering a background in food-related chemistry; they then apply this knowledge to the understanding of food production and policy. Students will design and perform experiments using food, research and write about issues of food production and policy, and learn to communicate their findings.

FSEM 131 The Mindful Body This seminar is a “yoga class” that takes place in a studio setting. Sounds fun, yet continuously it will challenge creative students to connect their physical practices to social justice principles and to be brave enough to explore sensitive topics with peers and to unlearn habits of thought and action. The history and philosophy of yoga, human anatomy, social justice education, storytelling, movement as metaphor, and intergroup dialogue are a few of the subjects that comprise this course. Students will need to be ready to venture into new territory, new body, new connections, new thinking, and new understanding of the self in relations to other. The adventure will include ongoing reading, college-level writing, research, dialogues outside class, and honest evaluation of outcomes.

FSEM 140 Law and Order in Ancient Athens What did the law protect? How did the Athenians administer justice? How did the courts operate and what were the penalties? In this course we will read court speeches from ancient Athens and examine the ways in which rhetoric and law converged, and justice was administered. We will study how the Athenians defined, developed, and exercised law within their own cultural beliefs and how the Athenian legal system compares to modern western law including its differences, similarities and unifying principles. Law as an idea, then, is as central to this course as the practices and procedures of the ancient Athenian court system.

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

FSEM 144 Parched: Past, Present, and Future of Water Water is a necessity of life. It is nature’s ultimate paradox: the softest natural ‘element’ in both classical and eastern thought and yet one capable of overcoming all the others. Water is an agent of purification, healing, nourishment, and mechanical power. It is also an agent of destruction and devastation. Water is the most plentiful natural resource on Earth and yet a resource that increasingly proves unobtainable when humans seek and need it most. In the midst of global climate change, environmental crises for water resources and the political debates over water, we have come to the realization of our complete dependence on water. Students will examine and draw conclusions about the nature of humankind’s encounter with water using maps, biographies, autobiographies, poems, movies, novels, and scholarly articles. Through lectures, class discussion, debates, short essays,

blogging, and research papers, this course will provide students with the tools to explore how the environment naturally produces safe, clean drinking water; how humans obtain and use these water resources; water quality and water pollution; water treatment processes; energy generation; and how we can sustain our water resources in perpetuity.

FSEM 146 Thomas Jefferson & his World This seminar will focus on the writings of Thomas Jefferson and the intellectual, political, social, and economic worlds in which Jefferson lived. Our goal will be to use Jefferson's own writings and his astounding array of interests and concerns as opportunities to discuss the nature of law, partisan politics, democracy, rights, equality, the role of science in society, the philosophy of language, national identity, race and racism, empire, war and the political lives of women. While trying to understand Jefferson and his world, we will also be debating the relevance of these texts for our lives as citizens, and so critically reflecting on the role of the past in the present.

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

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

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

FSEM 153 Fight-and-Flight: Radical Women in Exile The work of the politically mobilized women surveyed in this seminar challenges the common-place notion that we are physiologically conditioned to respond to threats in one of two contradictory ways: fight OR flight. Having lived in circumstances of repression and persecution for their political ideas and activities, and instead of letting themselves be silenced, these female artists and writers responded by going into exile as a way of continuing their struggle. They decided to fight AND flight. Aligned with the Fisher Center's theme for 2018-2019, "On the Move," this First-Year Seminar will explore the ways in which even the forced transnational mobility of exile can be a dynamic space for resisting and fighting back. Departing from and arriving to far flung places like Italy, Spain, Mexico, the Dominican Republic, the USSR, France, and the US, the painters, photographers, signers, journalists, novelists, and organizers in this course's program produced political work that made a loud and clear statement against racism and fascism, defending workers' power, and imagining a better world for all, wherever they went. Through written responses, discussions, presentations, and research essays, we will hone the analytical and writing skills necessary to read photography, painting, dance, as well as fiction and non-fiction texts. Josephine Baker, Tina Modotti, Remedios Varo, and Angela Davis are just some of these Rad Women On the Move.

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

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

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

FSEM 164 Encountering Difference Encounters happen every day. We encounter people of different civilizations, nations, races, religions, classes, sexes, and genders at schools, workplaces, supermarkets, public squares, and other venues. What do we expect when we meet other people? How do we respond when we encounter difference? What constitutes difference? Why do we fear difference? Why do people stereotype? Could the fear of the other necessitate one to control the narrative, the people, or their resources? Or, could encounter with the other become a life-changing experience? What needs to be done for us to have a meaningful encounter with the other? After discussing the philosophical foundation for encountering different realms of reality through reading a passage on the allegory of the cave in Plato's republic, this course will explore on three fields in which we encounter difference. The three cases encountering difference will include: Christian Spaniards' encounters with Native Americans, racial-ethnic encounters among Americans, and interfaith encounters in the post-911 world.

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

FSEM 175 Climate Change: Science and Politics Recent scientific research shows clear evidence that the Earth is warming faster than at any point on record. Most scientists agree that much of the recent warming of the Earth is due, at

least in part, to human-related activities. However, this near consensus disappears within the political world as the topic of climate change has become one of the most divisive in recent memory. This seminar will explore the ways in which climate change translates into the political realm, first by discussing the fundamental science. Armed with this knowledge, students will explore the policy implications of climate change and dissect a variety of political opinions on the subject in an attempt to separate political fact from fiction. Additionally, students will probe the underlying reasons behind the various political opinions on climate change, ranging from campaign contribution records to political district economics. An underlying goal of the seminar will be to identify a pathway for realistic political consensus on climate change that might approach the scientific consensus and allow for future policy progress on the climate change issue.

FSEM 180 The Blue Planet Water controls life on planet Earth. Water is a universal solvent, wherever it goes, it takes along valuable chemicals, minerals, and nutrients. Water is the only substance that exists naturally on Earth in all three physical states of matter—gas (water vapor), liquid (water), and solid (ice and snow). The heat capacity of water controls our weather and climate. Water, economics, politics and wealth can be intimately tied together. When water flows, its power can be harvested. Where rains occur on a predictable basis, sustenance through farming can be achieved. Civilizations depend upon accessible drinking water. Does water control civilizations and politics? When water doesn't flow or droughts persist, civilizations can collapse. What is our relationship with water? How does global climate change alter these relationships? Students will characterize our local and global relationship with water and climate using scholarly articles, maps, biographies, movies, music and novels. Through discussions, presentations, debates, guided journals and short essays, we will explore the bounds that water places on humanity. This course is taught as a learning community.

FSEM 184 Gentlemen Prefer Bombs & Drone This is the era of “fake news.” It is the “post-truth era.” The inevitable question raised by the current state of news, information, and political messages is, “How do we know what we know?” This question is central to the study of how the media (in all its forms) influences how we make sense of ourselves, our society, and our public policies. The focus for the course will be America's use of drones in the war against terrorism. You don't know much about it? Welcome to the club. Although the use of drones to wage war from the air has been extensive, the coverage of it has been muted. Yet the use has long-term consequences for the United States, not only because we are engaged with Russia in an air war in Syria, but because the destruction and carnage caused by our use of drones turns civilians against us in those populations whose hearts we would most like to win. The use of drones is justified as part of the “war on terrorism,” a vague mission which dehumanizes those on the receiving end of a war with no specific goal. Obviously, a healthy democracy cannot be built on “fake news”: nor can it be built on ignorance. This course, through the study of how the drone war is represented, will teach you to analyze how images and language—in entertainment, the news, and political speech—can induce ignorance rather than knowledge, fear rather than understanding, and disinterest rather than engagement.

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

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

FSEM 191 Moby-Dick *Moby-Dick* is not just an epic; it's also epically weird. The story about Ahab and the whale takes up just a small fraction of the text, while the rest of the book goes off in all directions, reflecting upon American history and culture, asking profound philosophical questions, examining the economics of the whaling industry, cataloguing the biology of whales themselves, waxing poetic about the symbolism of “whiteness” and “blackness,” and dozens of

other things besides. In other words, the book contains multitudes, and because of this, it makes an excellent starting point for a liberal arts education. We will spend the semester reading, *Moby-Dick* together, considering the novel from a variety of perspectives: everything from anthropology to zoology, with stops at history, literary criticism, political theory, film studies, environmental studies, and gender and sexuality studies along the way. Reading a book like *Moby-Dick* is in itself a significant accomplishment: coming to terms with The Whale will give you bragging rights for life. We will tackle this adventure together as shipmates, paired with another FSEM in a pod and housed together in a learning community. All students in this FSEM will also be enrolled in a linked class in the English department called "American Revolutions," which studies the history of politics and culture in the United States from the American Revolution to the Civil War.

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

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

FSEM 199 Build your own Westeros How would you like to produce Westeros, Hogwarts, Middle Earth, Narnia - these realms inspire and captivate. However, these worlds are more than adventure, intrigue, and chainmail; they have histories, mythologies, social norms and rituals, in short, they are cultures. Fictional cultures, but cultures nonetheless. While we will NOT explore the famous fictional cultures listed above, they are examples of what we will produce on a more modest scale: We will build fictional cultures to gain insight into key questions: What is culture? Is it what people wear? Or how they worship, celebrate, and mourn? Or how they govern themselves or what they eat? And what happens when cultures collide? In short, we will build cultures in order to understand how they function and interact. In preparation for our adventures in "world building," we will learn to think of culture not as a collection of objects, but as a system, a network of filters through which we make sense of the world and create our place in it. After establishing a theoretical basis, and analyzing one of the most famous and important fictional worlds in the Western tradition, Dante's "Inferno," you will build your own fictional world and visit the fictional worlds of your classmates to explore cultural differences and how those differences are overcome.

FSEM 245 1/2 Credit Teaching Colleague

FSEM 250 Full Credit Teaching Colleague

Bidisciplinary Courses

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

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

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

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

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

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

- *The Outlaws of Medieval Literature*. This course explores the representations of outlaws in the medieval culture of England and France. Particular attention will be paid to the literary exchanges and influences shared between French and English literary genres. The readings will include texts from a variety of genres from lyric poetry to romance, popular ballade, hagiography and fable. Authors and characters will include literary figures such as François Villon or documented characters as Hereward. The course will also follow fictional villains such as Eustache the Monk or Reynard the Fox and legendary heroes such Robin Hood. All texts will be analyzed in the light of the historical, political, cultural, and literary contexts in which they were conceived and transmitted.
- *The Birth of Romance in France and England*. The aims of this course are to introduce students to the origins and the development of medieval romance within the context of Anglo-Norman courtly culture. The medieval romances produced in the courts of England and France in the 12th century mark a great renaissance in both English and French vernacular literature. In this course, students will learn about the historical, political, cultural, and literary contexts in which medieval romance was conceived and the importance of medieval romance in the articulation of political power in the courts of England and France and in the development of vernacular literature in both countries.

BIDS 214 The Politics of Reproduction This course uses the disciplines of sociology and biology to examine contemporary policy debates concerning technological advancements in human reproduction. Policy topics to be addressed can include (but are not limited to): genetic testing and gene therapy, sex determination, paternity testing, assisted reproduction (e.g. surrogacy and in vitro fertilization), contraception, abortion, and childbirth (e.g., cesarean section and home births). Readings will draw on theoretical and empirical research in particular subfields in sociology (gender relations and the state, sociology of the family, sociology of the body) and biology (human development, genetics, cell biology). Prerequisite: SOC 100 or FSEM 021 or BIOL 167 with a minimum grade of C-. (Kenyon/Monson)

BIDS 245 Men and Masculinity This course offers a reinterpretation of men's lives from the perspectives of history and sociology, informed by pro-feminist men's studies. We assert that masculinity is problematic - for men and for women - but also, subject to change, since it is socially constructed and historically variable. We focus on men's lives in American society from the late 19th-century to the present, and explore the varieties of masculinities in the diversity of race, class, ethnicity, and sexuality. This course allows men and women to come to a deeper understanding of men as men, and to re-think the male experience. The course syllabus includes small-group discussions, guest lectures, and films. Course requirements typically include three bidisciplinary essays: a biography exploring the problematics of masculinity; an analytic of men in groups; and speculation on solutions and social change. Typical readings: Pollack, *Real Boys*; Filene, *Him/Her/Self*; Johnson, *The Gender Knot*; Digby, *Men Doing Feminism*; Gonzales, *Muy Macho*; Monette, *Becoming a Man*; Kimmel, *Men Confront Pornography*; Coltrane, *Family Man*. (Harris/Capraro)

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

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

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

BIDS 289 Picture It: Theory meets practice in Film Why do we regularly accept as an engrossing reality what is intended as fiction? Why do we binge-watch period costume dramas (think *Downton Abbey*)? Why do Jane Austen film adaptations inevitably prove box office hits? Why do we never tire of (yet another) adaptation of *The Christmas Carol*. There must be some magic involved in bringing a novel-written one or two centuries ago-to life on the screen. Professors Robertson and Minott-Ahl will lead students in exploring what it means to adapt print storytelling to visual storytelling. Students will write the script, film, and edit a short scene adapted from one of the assigned novels. This course should be of interest to students in English, Creative Writing, Theatre, History, Media and Society, and Women's Studies.

BIDS 291 Middle Ages Art and Literature This course is part of a topics series. Each course concentrates on a single aspect, socio-cultural manifestation, geographical area, and/or development of Medieval culture. The courses are based on the assumption that art and literature are mirrors that reflect, react against, or imitate the social and historical conditions of a period. (Erussard/Tinkler) Previous topics have included:

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

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

Aesthetics

Program Faculty

Carol Oberbrunner, Philosophy, Coordinator

Heather May, Theatre

Donna Davenport, Dance

Laurence Erussard, English and Comparative Literature

Michael Tinkler, Art and Architecture

David Weiss, English

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

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

There is one required course: PHIL 230 Aesthetics. In addition, from the following list of six artistic disciplines (art, creative writing, film, dance, music, and 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 adviser.

ART COURSES

Studio Courses

ARTS 105 Color and Composition

ARTS 114 Introduction to Sculpture

ARTS 115 Three Dimensional Design

ARTS 125 Introduction to Drawing

ARTS 165 Introduction to Imaging

ARTS 166 Time in Art

ARTS 203 Representational Painting

ARTS 204 Abstract Painting

ARTS 209 Watercolor

ARTS 214 Metal Sculpture

ARTS 215 Sculpture Modeling

ARTS 225 Life Drawing

ARTS 227 Advanced Drawing

ARTS 245 Photo Screen Printing

ARTS 246 Intaglio Printing

ARTS 248 Woodcut Printing

ARTS 265 Intermediate Imaging

ARTS 305 Painting Workshop

ARTS 315 Sculpture Workshop

ARTS 345 Printmaking Workshop

ARTS 365 Imaging Workshop

Theory Courses

ARCH 312 Theories of Modern Architecture and Urbanism

ARTH 100 Issues in Art

ARTH 101 Ancient to Medieval Art

ARTH 102 Renaissance to Modern

ARTH 110 Visual Culture

ARTH 201 African American Art
ARTH 210 Woman as Image Maker
ARTH 211 Women in 19th Century Art and Culture
ARTH 255 French Roots of Modernism
ARTH 282 20th Century American Art
ARTH 306 Telling Tales: Narrative in Asian Art
ARTH 332 Roman Art, Architecture, & Power
ARTH 333 Art Since 1960
ARTH 335 Femme Fatale and Film

CREATIVE WRITING COURSES

Studio Courses

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

Theory Courses

ENG 165 Introduction to African American Literature I
ENG 203 The Lyric
ENG 210 Flexing Sex
ENG 212 Literature of Sexual Minorities
ENG 213 Environmental Literature
ENG 261 Popular Fiction
ENG 266 Modernist American Poetry
ENG 267 Post World War II American Poetry
ENG 270 Globalism and Literature
ENG 300 Literary Theory Since Plato
ENG 302 Post-Structuralist Literary Theory
ENG 304 Feminist Literary Theory
ENG 305 Psychoanalysis and Literature
ENG 354 Forms of Memoir
ENG 360 Sexuality and American Literature
ENG 361 Readings in Multi-Ethnic Women's Literature
ENG 362 Body, Memory, Representation
ENG 395 Story and History
RUSE 208 Fantastika: Sci Fi & Fantasy in the Russian World
WRRH 322 Adolescent Literature

DANCE COURSES

Studio Courses

DAN 140 Dance Ensemble
DAN 200 Dance Composition I
DAN 250 Dance Improvisation
DAN 300 Dance Composition II
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 & 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 I
THTR 160 Introduction to Stagecraft
THTR 280 Stage Management
THTR 290 Theatre for Social Change
THTR 295 The Performing Arts of Bali
THTR 330 Acting II
THTR 335 Shakespearean Performance
THTR 340 Advanced Acting Styles
THTR 360 Introduction to Lighting and Design
THTR 370 Playwriting Workshop
THTR 480 Directing
THTR 900 Theater Production (half credit course)

Theory Courses – Dramatic Literature, History, and Theory

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

FILM**Studio Courses**

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

Theory Courses

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

COURSE DESCRIPTION

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

Africana Studies

Program Faculty

Kevin Dunn, Political Science, Co-Chair
Justin Rose, Political Science, Co-Chair
Christopher Annear, Anthropology
Kanaté Dahouda, French and Francophone Studies
Catherine Gallouët, French and Francophone Studies
Janette Gayle, History
Keoka Grayson, Economics
Marilyn Jiménez, Africana Studies
Kelly Johnson, Dance
DeWayne Lucas, Political Science
Yannick Marshall, Africana Studies
James McCorkle, Africana Studies and General Curriculum
Ani Mukherji, American Studies
Virgil Slade, History

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

The program offers an interdisciplinary major in Africana Studies and interdisciplinary minors in African Studies, Africana Studies, and African American Studies. All courses to be counted toward a major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

One introductory Africana Studies course (AFS 110 Introduction to Africa, AFS 150 Foundations of Africana Studies, AFS 180 Black Atlantic or approved substitute), eight courses in one of three concentrations (African, African American, Africana) and a 400-level seminar course or internship. Within the eight courses of the concentration, there must be at least one course exploring each of the following perspectives: historical (H), contemporary (CP), artistic/literary (AL), anthropological (A), and comparative or cross-cultural (C). An independent study may substitute for the seminar if such a course is not offered.

REQUIREMENTS FOR THE MINOR IN AFRICAN STUDIES

interdisciplinary, 5 courses

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

REQUIREMENTS FOR THE MINOR IN AFRICAN AMERICAN STUDIES

interdisciplinary, 5 courses

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

REQUIREMENTS FOR THE MINOR IN AFRICANA STUDIES

interdisciplinary, 5 courses

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

CORE AND CROSSLISTED COURSES

Introductory Courses

AFS 110 Introduction to African Experience
AFS 150 Foundations of Africana Studies
AFS 180 Black Atlantic

African Concentration

AFS 201 South Africa: An Orientation (CP, H, A)
AFS 203 African Voices: Identity and Colonial Legacy in Recent African Literature (AL)
AFS 208 Growing Up Black (AL)
AFS 309 Black Cinema (AL, C, CP)
AFS 430 The Films of Spike Lee
ANTH 296 Africa: Beyond Crisis, Poverty & Aid (A, C)
ANTH 354 Food, Meaning & Voice (A, C)
ARAB 101 Beginning Arabic I (CP, C)
ARAB 102 Beginning Arabic II (CP, C)
ARAB 201 Intermediate Arabic I (CP, C)
ARAB 202 Intermediate Arabic II (CP, C)
DAN 110 Introduction to Global Dance Forms (AL)
DAN 907 Introduction to Jamaican Dance (AL)
DAN/DAN 950 Jamaican 2 (AL)
DAN/DAT 955 Global Dance Techniques (AL)
FRE 352 Advanced Francophone Topics: Maghreb Literature (AL)
HIST 112 Soccer: Around the world with the Beautiful Game
HIST 203 Gender in Africa (H)
HIST 353 "The Invention of Africa
HIST 283 South Africa in Transition (H, CP)
HIST 284 Africa: From Colonialism to Neocolonialism (H)
HIST 331 Law in Africa (H)
HIST 332 Slavery in Africa (H)
HIST 364 Seminar: African History (H)
POL 258 Comparative Politics of the Middle East (CP)
POL 259 African Politics (CP)
POL 285 International Politics of the Middle East (CP)

African American Concentration

AFS 200 Ghettoscapes (AL, C)
AFS 208 Growing Up Black (AL)
AFS 211 Black Earth: Nature and African American Writing (AL)
AFS 230 New World Voices (AL)
AFS 305 The African American Autobiography: Race and Revolution (AL)
AFS 309 Black Cinema (AL, C, CP)
AFS 315 #blacklivesmatter
AFS 326 Black Popular Culture (H, AL)
AFS 430 The Films of Spike Lee
ARTH 201 African American Art (AL)
ECON 243 Political Economy of Race (H, CP)
EDUC 337 Education and Racial Diversity in the U.S. (C)
ENG 165 Introduction to African American Literature I (AL)
ENG 361 Readings in Multi-Ethnic Women's Literature (AL)
ENG 362 Body, Memory, and Representation (AL)
FRE 253 Paris-outrre-mer (CP, AL, C)
FRNE 218 Memory, Culture and Identity in French Caribbean Literatures (AL)
HIST 227 African American History I (H)
HIST 228 African American History II: The Modern Era (H)
HIST 306 Civil War and Reconstruction: 1845-1877 (H)
POL 215 Racial and Ethnic Politics (CP)
POL 270 African American Political Thought (C)

POL 348 Racism and Hatreds (CP)
REL 238 Liberating Theology (C)
REL 241 Rastaman and Christ (C)
SOC 221 Sociology of Minorities (C)
WRRH 251 Black Talk/White Talk (C)

COURSE DESCRIPTIONS

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

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

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

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

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

AFS 208 Growing Up Black The recognition and construction of race, the interactions among children and between children and parents regarding race, and the intersections of race, class, and gender as seen through the lens of coming-of-age narratives from the Caribbean, the United States and the continent of Africa will be the focus of the course. Through novels, autobiographies, and selected essays we examine the diversities of childhood experiences and the myriad relationships that inform childhood—ranging from nurturant familial environments to conditions defined by race, class, colonialism, and migration. Through the course's central topic, you will be introduced to some of the central novels and autobiographical writings of the Africana tradition. (McCorkle, alternate years relative to AFS 211)

AFS 211 Black Earth Writing about nature—whether from the tradition of the sublime or as an expression of American potentiality or from the perspective of eco-criticism—has excluded considerations of the contributions of African Americans. What concepts of nature and one's interaction with nature that survived the Middle Passage, the relationship of slavery, migration, and rural and urban life as well as contemporary appraisals of the environment will be among the topics considered. In particular, through literary works—whether essays, novels, or poems—environmental concerns and approaches to nature are addressed. The course proposes there is a decided and profound tradition within the African

American community of addressing nature that both parallels and is quite distinct from European traditions. Secondly, the course proposes to examine the conjunction of discrimination and environmental degradation, that the bifurcation of humans from nature is intrinsically linked to social injustice and inequality. (McCorkle, alternate years relative to AFS 208)

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

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

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

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

AFS 315 #blacklivesmatter This course examines the history of the #BlackLivesMatter movement. It considers it in its historical specificity as a 2010s US activist movement, in its global (and viral) dimensions, and in its departures and intersections with other black intellectual movements. The course examines invisibility and spectacle in black death, voyeurism, and the significance of the destruction of the black body in the new public square. We ask whether it is true that black lives are more easily taken and black bodies destroyed with less legal consequence than others: What are the ways in which black lives do not matter? In search for our answers this course analyzes media coverage and debates on social media about black death. We place these discussions in conversation with the critique of race and racialized violence offered in literature, music, film and social theory. We also consider the ways in which all lives matter, racist universalisms and white supremacist antiracist ideology paying particular attention to #AllLivesMatter, #BlueLivesMatter and #MarchForOurLives. Students will develop, employ, and critique a number of methodological approaches to the study of racialized violence and engage with intersectionality, critical race theory, womanism/feminism, queer theory, and anti-colonial theory and Marxist-Fanonist theory. Open to first-year students. (Y. Marshall)

AFS 430 The Films of Spike Lee The work of Spike Lee encompasses many genres—drama, musicals, documentary, musicals, action and commercials—and addresses some of the most controversial racial and intra-racial issues of our time; for these reasons, he has become a defining cultural icon, and his films have sparked considerable academic interest. Moreover, Spike Lee's own writing about his films in their production and post-production stages gives us the opportunity to look at the creative process in a unique way. Thus, in this course we will study Lee's work not only from the usual critical and academic perspective but also from Lee's perspective as an artist. Prerequisites: Africana Studies major or minor; other students by permission, space permitting. (Jimenez, offered alternate years)

American Studies

Program Faculty

Anna Creadick, English, Chair
Jeffrey Anderson, Anthropology and Sociology,
Elizabeth Belanger, American Studies
Alex Black, English
Rebecca Burditt, Media and Society
Matthew Crow, History
Iva Deutchman, Political Science
Laura Free, History
Kendralin Freeman, Anthropology and Sociology
Jack Harris, Anthropology and Sociology
Christopher Hatch, Theatre
Khuram Hussain, Education
DeWayne Lucas, Political Science
Kirin Makker, Art and Architecture
Michelle Martin-Baron, Women's Studies
S. Ani Mukherji, American Studies
James Sutton, Anthropology and Sociology
Katherine Walker, Music
Kristen Welsh, Russian Area Studies
Christine Woodworth, Theatre

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

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 11 courses

AMST 101, 201; two courses from the American Studies Foundations group, one in each stream; five elective courses, one in each of the five clusters: Inequalities and –isms; Arts and Cultural Production; Structures and Institutions; Borders and Empires; Theories and Approaches, at least one of these an AMST course at 300-level or higher; and AMST 465. All courses must be passed with a grade of C- or higher. No more than two credit/no credit courses can be counted towards the major. No more than four courses can be taken in one department, outside of American Studies.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

AMST 101; one Foundations course from either stream; three elective courses, drawn from three different clusters, at least one of these an AMST course at 300-level or higher. All courses must be passed with a grade of C- or higher. No more than one credit/no credit course can be counted towards the minor. No more than three courses can be taken in one department, outside of American Studies.

TRANSFER CREDITS FOR THE MAJOR OR MINOR

Courses taken at other institutions, 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: http://www.hws.edu/offices/pdf/request_transfer_credit.pdf.

AMERICAN STUDIES COURSES

Foundations Courses

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

Foundations Stream I – SOCIAL SCIENCE DIVISION

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

Foundations Stream II – HUMANITIES DIVISION

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

Thematic Clusters of Elective Courses

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

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

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

AFS 200 Ghettoscapes
AFS 208 Growing Up Black
AFS 211 Black Earth
AMST 210 Sex and the City
AMST 222 American Empire
AMST 221 Immigrant Arts: Intro to Asian American Cultures
AMST 331 Harlem Goes Global: Black Politics & Cultures in the 1920s & 1930s
AMST 332 Racial Regimes & Antiracist Struggles
AMST 360 Art, Memory & Cultural Power of Place
ANTH 205 Race, Class and Ethnicity
ANTH 211 Women in 19th Century Art
ANTH 220 Sex Roles
ANTH 221 Human Rights and Indigenous Peoples
ANTH 222 Native American Religions
ANTH 282 North American Indians
ARTH 201 African American Art
BIDS 233 Race Class and Gender
BIDS 245 Men and Masculinity

BIDS 288 White Mythologies
 ECON 232 The U.S Economy: A Critical Analysis
 ECON 243 Political Economy of Race
 ECON 248 Poverty and Welfare
 ECON 310 Economics and Gender
 ECON 311 The Economics of Immigration
 ECON 313 African American Economic History
 EDUC 201 Schooling and Social Equality
 EDUC 209 Gender and Schooling
 EDUC 252 History of Disability
 EDUC 307 Civil Rights Education
 EDUC 370 Multiculturalism
 ENG 252 American Women Writers
 ENG 360 Sexuality and American Literature
 ENV 237 American Indians and Environmentalism
 ENV 245 Radical Environmentalism
 ENV 333 Environmental Justice and American Literature
 ENV 335 Food Justice: Literature, Art and Activism
 HIST 208 Women in American History
 HIST 227 African American History I
 HIST 228 African American History II
 HIST 240 Immigration and Ethnicity in America
 HIST 317 Women's Rights Movements in the U.S.
 HIST 330 Race and Violence in American History
 HIST 341 Wealth, Power and Prestige
 MUS 215 Music and Race in US popular culture
 POL 215 Racial and Ethnic Politics
 POL 238 Sex and Power
 POL 289 Theories of American Democracy
 POL 370 African American Political Thought
 PPOL 219 Sexual Minority Movements
 PPOL 364 Social Policy and Community Activism
 REL 249 Native American Religions and Histories
 REL 272 Sociology of the American Jew
 REL 284 Contesting Gods in Multicultural America
 SOC 206 Kids and Contention
 SOC 221 Race and Ethnic Relations
 SOC 223 Inequalities
 SOC 226 Sociology of Sex and Gender
 SOC 238 Making of Immigrant America
 SOC 251 Sociology of the City
 SOC 258 Social Problems
 SOC 261 Sociology of Education
 SOC 310 Generations
 SPNE 311 The Latino Experience
 THTR 309 Feminist Theatre
 THTR 310 African American Theatre
 WRRH 278 Anatomy of American Class: Realities, Myths and Rhetorics
 WRRH 280 Immigrant Experiences: Voices and Discourses

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

AFS 226 Black Popular Culture
 AFS 305 Dust Tracks in the Road: The African American Autobiography

AFS 309 Black Cinema
 AFS 330 Black Auteurs
 AFS 430 Films of Spike Lee
 AMST 207 Baseball and American Culture
 AMST 221 Immigrant Arts: Intro to Asian American Cultures
 AMST 331 Harlem Goes Global: Black Politics & Cultures in the 1920s & 1930s
 AMST 360 Art, Memory & Cultural Power of Place
 ARCH 412 The Social Construction of Space
 ARTH 201 African American Art
 ARTH 250 Modern Art 1900-1960
 ARTH 282 20th Century American Art
 ARTH 333 Art Since 1960
 ARTH 335 Femme Fatale and Film
 ARTH 402 Design After Modernism
 DAN 212 Dance History II
 DAN 214 Dance History III
 EDUC 201 Teaching, Learning and Popular Culture
 EDUC 320 Children's Literature
 ENG 209 Graphic Novels/Graphic Forms
 ENG 250 Early American Literature
 ENG 151 Nineteenth-Century American Fiction
 ENG 252 American Women Writers
 ENG 254 Nineteenth-Century American Poetry
 ENG 260 Modern American Literature
 ENG 261 Popular Fiction
 ENG 264 Southern Fictions
 ENG 265 Contemporary American Novel
 ENG 266 Modernist American Poetry
 ENG 267 Post WWII American Poetry
 ENG 301 Cultural Theory and Popular Culture
 ENG 351 Archives of American Literature
 ENG 353 Media in Early America
 ENG 465 Reading Faulkner
 ENV 202 Human Values and the Environment
 ENV 240 Environmental Justice in Film
 ENV 333 Environmental Justice and American Literature
 ENV 335 Food Justice, Literature, Art, Activism
 HIST 471 Bugles, Belles and Bloated Bodies: Civil War in American Memory
 MDSC 200 Cultures of Advertising
 MDSC 203 History of Television
 MDSC 204 Imagining the West
 MDSC 205 America in the 1970s
 MUS 207 Big Band to Bossa, Bop to Blues: a History of Jazz
 MUS 215 Music and Race in US Popular Culture
 POL 211 Visions of the City
 POL 212 Mass Media and Politics
 SOC 241 Sociology of Sport
 SPNE 226 Screen Latinos
 THTR 290 Theatre for Social Change
 THTR 300 American Drama
 THTR 308 American Experimental Theatres
 THTR 309 Feminist Theatre
 THTR 310 African American Theatre
 WMST 218 Queer Representation in Theater and Film
 WMST 219 Black Feminism and Film
 WRRH 218 Getting Dressed: Discourses of Fashion

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

AMST 207 Baseball and American Culture
AMST 222 American Empire
AMST 332 Racial Regimes & Antiracist Struggles
ANTH 211 Power, Protest and Politics
ANTH 214 Rethinking Families
ANTH 247 Urban Anthropology
ANTH 319 Feminist and Political Anthropology
ECON 203 Between Labor and Management: Unions
ECON 213 Urban Economics
ECON 232 The U.S Economy: A Critical Analysis
ECON 243 The Political Economy of Race
ECON 310 Economics and Gender
ECON 313 African American Economic History
EDUC 210 Schooling and Social Equality
EDUC 252 History of Disability
EDUC 348 Our National Parks
EDUC 370 Multiculturalism
ENV 201 Environment and Society
ENV 202 Human Values and the Environment
ENV 205 Introduction to Environmental Law
ENV 237 American Indian Environmentalism
ENV 245 Radical Environmentalism
ENV 320 Natural Resource Law
ENV 330 Sustainability, Commodities and Consumption
ENV 333 Environmental Justice and American Literature
HIST 233 History of American Thought to 1865
HIST 234 History of American Thought from 1865 to Present
HIST 243 US Legal and Constitutional History to 1865
HIST 244 Us Legal and Constitutional History Since 1865
HIST 246 American Environmental History
HIST 306 The Civil War and Reconstruction
HIST 314 Beyond Sprawl: Suburb and City in Modern America
HIST 317 Women's Rights Movements in the U.S.
HIST 323 Enterprise and Society
HIST 352 Seminar: Wealth, Power and Prestige
POL 204 Modern American Conservatism
POL 211 Visions of the City
POL 215 Racial and Ethnic Politics
POL 221 Voting and Elections in America
POL 222 Political Parties
POL 229 State and Local Government
POL 238 Sex and Power
POL 289 Theories of American Democracy
POL 324 The American Congress
POL 325 The American Presidency
POL 326 Urban Politics
POL 332 American Constitutional Law
POL 333 Civil Rights
POL 334 Civil Liberties
POL 335 Law and Society
SOC 206 Kids and Contention
SOC 223 Inequalities

SOC 224 Social Deviance
SOC 225 Sociology of Family
SOC 242 Sociology of Business and Management
SOC 245 Sociology of Work
SOC 258 Social Problems
SOC 261 Sociology of Education
SOC 263 Juvenile Delinquency
SOC 290 Sociology of Community
SOC 375 Social Policy

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

AFS 208 Growing Up Black
AFS 309 The African American Cinema
AMST/RUSE 206 America Through Russian Eyes
AMST 222 American Empire
AMST 331 Harlem Goes Global: Black Politics & Cultures in the 1920s & 1930s
ANTH 220 Sex Roles: A Cross-Cultural Perspective
ANTH 221 Human Rights and Indigenous Peoples
ANTH 227 Intercultural Communication
ANTH 323 Ethnographies of Capitalism
ANTH 340 Anthropology of the Global Commons
ARCH 310 Early Modern Architecture
ARCH 311 History of Modern Architecture
ARTH 250 Modern Art 1900-1960
ARTH 333 Art Since 1960
ARTH 402 Seminar: Design After Modernism
DAN 212 Dance History II
DAN 214 Dance History III
ENG 270 Globalization and Literature
ENG 370 Geographies of Nowhere: Mapping the Frontier
HIST 205 Modern Mexican History
HIST 226 Colonial Latin America
HIST 238 The World Wars in Global Perspective
HIST 240 Immigration and Ethnicity in America
HIST 320 History and Modern America Memory in the Asia Pacific War
HIST 327 Human Rights
MDSC 313 Global Cinema
POL 249 Protests, Movements, Unions
POL 254 Globalization
POL 290 American Foreign Policy
REL 237 Christianity and Culture
REL 305 Tongues of Fire: Pentecostalism Worldwide
REL 347 Gender and Globalization in the Muslim World
WMST 213 Transnational Feminism and Performance
WRRH 280 Immigrant Experiences: Voices and Discourses

STUDY ABROAD [relevant courses with adviser permission]

Theories and Approaches: These courses deepen students' *American Studies practice* by exposing them to the range of theories and approaches that inform the field. Courses in cultural, economic, political, or social theory shape ways of knowing in the (inter)discipline. Methods courses such as ethnography, close-reading, film analysis, GIS/mapping,

imaging, or statistics inform different varieties of American Studies research. Experiences with public humanities, digital media, or community-based research allow students to use these critical tools in real world settings.

AMST/ENG 301 Cultural Theory and Popular Culture
AMST 332 Racial Regimes & Antiracist Struggles
AMST 330 Digital Humanities
ANTH 273 Ethnographic Research and Methods
ANTH 306 History of Anthropological Theory
ARCS 202 Watercolor Sketching
ARCH 204 Introduction to Historic Preservation
ARCH 305 Environmental Design, Planning and Preservation
ARCH/ENV 351 Sustainable Community Development Methods
ARTH 307 Cultural Theory and Art History
ARTS 165 Introduction of Imaging
ARTS 166 Introduction to Video 1
ARTS 265 Intermediate Imaging
ARTS 266 Intermediate Video II: Video, New Media and Installation Art
BIDS 200 Introductory Dialogues in Critical Social Studies
CPSC 120 Principles of Computer Science
ECON 160 Principles of Economics
ECON 300 Macroeconomic Theory and Policy
ECON 301 Microeconomic Theory and Policy
ECON 305 Political Economy
EDUC 220 Storytelling and the Oral Tradition
ENG 200 Critical Methods
ENG 205 Narrative Analysis
ENG/AMST 301 Cultural Theory and Popular Culture
ENG 321 Modernism and Postmodernism
ENG 351 Archives of American Literature
ENG 353 Media in Early America
ENG 360 Sexuality and American Literature
ENG 399 Hybrid Forms
ENV 203 Fundamentals of GIS
ENV 310 Advanced GIS
ENV 333 Environmental Justice and American Literature
HIST 229 Public History
HIST 233 History of American Thought to 1865
HIST 234 History of American Thought from 1865 to Present
MDSC 304 Media and Theory
MDSC 305 Film Editing I
MDSC 308 Film Editing II
MDSC 315 Introduction of Social Documentary
MUS 110 Introduction to Music Theory
MUS 214 Music Criticism in Theory and Practice
PHIL 162 Ethics of Civic Engagement
PHIL 220 Semiotics
PHIL 230 Aesthetics
PHIL 345 Power, Privilege and Knowledge
POL 289 Theories of American Democracy
POL 368 Contemporary Political Theory
POL 370 African American Political Thought
POL 375 Feminist Legal Theory
POL 380 Theories of International Relations
SJSP 101 Community Based Research
SOC 211 Research Methods
SOC 212 Data Analysis

SOC 220 Social Psychology
SOC 290 Sociology of Community
SOC 300 Classical Sociological Theory
THTR 100 From Page to Stage
THTR 290 Theatre for Social Change
WMST 300 Feminist Theory
WMST 301 Feminist Oral History
WRRH 345 Rhetoric of Place

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

COURSE DESCRIPTIONS

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

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

AMST 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 identifies through readings and films by American and Russian poets, novelists, and directors. From Red scares through the Cold War and Evil Empire all the way to the New Russians, twentieth- and twenty-first-century Americans and Russians have shared a deep mutual fascination, and have often defined themselves via contrast with the forbidding, alluring Other. We will study travelogues, memoirs, novels, stories, and films by artists as diverse as John Steinbeck, Langston Hughes, Gary Shteyngart, Ellen Litman, and Aleksei Balabanov, using these works to refine our own understanding of American culture. All readings and discussions will be in English. Register for either AMST 206 (prerequisite: AMST 100) or RUSE 206 (prerequisite: RUSE 112 or HIST 263) or permission.

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 identity.

AMST 215 Music & Race in US Popular Cultures This course examines intersections of race and music in United States history 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 racial stereotypes.

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

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

AMST 260 Critical Family History "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 of blood relatives but into any individual the student feels is part of their family.

AMST 301 Cultural Theory Course also listed as ENG 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.

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

AMST 331 Harlem Goes Global Between World War I and World War II, there was an explosion of artistic and literary production by African Americans. Commonly referred to as the "Harlem Renaissance," the cultural outburst notably produced Black migrants who escaped the racial oppression of the "Jim Crow" South and found new freedoms in northern cities such as New York. But the migrations of this period were actually much more complex and widespread, involving the movement of Black artists, intellectuals, and workers across the Americas, Africa, Europe, and Asia. This course explores the politics and culture of the global African Diaspora in this exciting period using both traditional research approaches and emerging digital humanities methods such as Geographic Information Systems (GIS).

AMST 332 Racial Regimes & Anti-Racist Struggles Human rights activist Malcolm X asserted that racism is like a Cadillac—they make a new model every year. In this course, students will examine historical and theoretical scholarship to gain an understanding of how racism in the US has taken different forms over the past century and into the present. We will investigate the institutions of "Jim Crow" segregation, settler colonialism, the gatekeeper nation, and mass incarceration, as well as how these structures of racism intersect with other forms of oppression including labor exploitation and hetero-patriarchy. Emphasis will be placed on how racial regimes change over time in a dialectical relationship with anti-racist struggles.

AMST 360 Art, Memory & Cultural Power of Place This course focuses on the public work of American Studies; the techniques, concerns and practical issues of engaged scholars. Working with city residents and community members, students will explore community cultural development. How do communities make decisions about what is worth saving, worth remember and why? How do these narratives and memories shape and transform common understandings of place? In turn, how do common understandings of place dictate the usage and extent of community control over its neighborhood? Struggles over the meaning and usage of place serve as a catalyst for conversations about how historical narrative is crafted in communities often overlooked by conventional histories. Narrations of the past help people imagine a place of their own, while cultural expression in the arts help people articulate these visions. Thus, over the course of the semester we will also examine how art gives voice to those on the margins of history, how history can infuse art with meaning and relevance, and how power of place can be used to revitalize our cities and neighborhoods. Students will also be introduced to the work of public scholars in the fields of community cultural development, historic preservations and museum studies, examine the contexts-public policy and economics- that shape the work of non-profit cultural organizations. As service-learning course, students will work with community partners on a project that addresses community needs. In the process they will explore not only how community is created and preserved in objects, buildings, sites and memories, but also the power of place to render community visible.

AMST 465 Senior Seminar (Offered annually)

Anthropology

Department Faculty

Brenda Maiale, Associate Professor, Chair
Jeffrey Anderson, Professor
Christopher Annear, Associate Professor
Ilene Nicholas, Associate Professor
Jason Rodriguez, Associate Professor

Anthropology is a social science for explaining and understanding differences, similarities, changes, and continuities in human culture, society, language, and physical characteristics. There are four main branches of study in anthropology consisting of archaeology, cultural anthropology, linguistic anthropology, and physical anthropology.

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 In to the Major/Minor:

1. Students participating in an HWS term abroad program may count one “traditional regional culture” course towards an anthropology major, even if the course is not taught by an anthropologist. Limit—one such course per student. The student will consult with their anthropology adviser about whether this course will count within or outside the student’s area of specialization.
2. Anthropology majors/minors must take the core courses (ANTH 273, 306, 465 and the 300- level seminars) at HWS. No exceptions.
3. Students who take anthropology courses at US accredited institutions that HWS accepts for graduation credit will receive credit toward their anthropology major or minor for that course(s) provided that an appropriate faculty member has checked the course description/syllabus against our own course offerings (with the intention of not allowing students to take essentially the same course, albeit under slightly different titles, both here and elsewhere).
4. Students who take anthropology courses outside the 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.

REQUIREMENTS for the ANTHROPOLOGY MAJOR (B.A.)

disciplinary, 11 courses

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

REQUIREMENTS for the ANTHROPOLOGY MINOR

disciplinary, 6 courses

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

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

disciplinary, 11 courses

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

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

ANTHROPOLOGY AREAS OF SPECIALIZATION

Sociocultural and Linguistic Anthropology

ANTH	110	Introduction to Cultural Anthropology
ANTH	115	Language and Culture
ANTH	205	Race, Class, Ethnicity
ANTH	211	Power, Protest, and Politics
ANTH	212	NGOs and Development
ANTH	213	Cultures of India
ANTH	220	Sex Roles
ANTH	221	Human Rights of Indigenous Peoples
ANTH	222	Native American Religions
ANTH	227	Intercultural Communication
ANTH	246	Stratagems and Spoils
ANTH	247	Urban Anthropology
ANTH	271	Jobs, Power, Capital
ANTH	279	Diagnosing the World
ANTH	280	Environment and Culture
ANTH	282	North American Indians
ANTH	295	Village India
ANTH/AFS	296	Africa: Beyond Crisis, Poverty, and Aid
ANTH	297	Latin America
ANTH	302	Borders and Walls
ANTH	319	Feminist and Political Anthropology
ANTH	323	Ethnographies of Capitalism
ANTH	330	Anthropology of Creativity
ANTH	331	Rethinking Families
ANTH	340	Anthropology of the Global Commons
ANTH	341	Making Babies
ANTH	352	Builders and Seekers
ANTH	354	Food, Meaning, Voice
ANTH	362	Evolution and Culture
ANTH	370	Life Histories

Archaeology and Physical Anthropology

ANTH	102	World Prehistory
ANTH	206	Early Cities
ANTH	208	Archaeology of Japan and China
ANTH	209	Women and Men in Prehistory
ANTH	210	Prehistoric Ecology
ANTH	228	Physical Anthropology
ANTH	285	Primate Behavior
ANTH	290	Pharaohs, Fellahin, Fantasy
ANTH	326	Ancient Mesoamerican Urbanism
ANTH	342/442	Ancient World Systems
ANTH	362/462	Evolution and Culture

COURSE DESCRIPTIONS

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

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

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

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

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

ANTH 208 Archaeology of Japan and China This course surveys the archaeology of East Asia from the Paleolithic through the era of classical civilizations. Special attention is given to the growth and development of cities in this region, but other aspects of the record are not neglected. Students study the “underground army” of the first emperor of China, the monumental mounded tombs of early Japan, the extraordinary pottery of the Jomon culture, and more. Students discuss the overall trajectories of China and Japan in a social evolutionary perspective. (Nicholas, offered every 2-3 years)

ANTH 209 Women and Men in Prehistory Until recently, much of world prehistory has been written as if only men were participants in the evolution of culture. Women for the most part have been invisible to archaeology. In the last decade, however, archaeologists have begun to focus explicitly on the issue of gender in prehistory. This course examines some of the older male-centric models, as well as some of the innovative (and controversial) new work, endeavoring to build a picture of the past in which both men and women are seen to be actors. Cases are chosen from a mix of archaeological periods and settings but currently include the controversy over the gender of the occupant of Tomb 7 at Monte Alban, Oaxaca, Mexico. (Nicholas, offered every 2-3 years)

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

ANTH 212 NGOs and Development This course introduces students to critical research on NGOs in a variety of geographic contexts and invites students to consider the usefulness of approaching NGOs as discursive constellations, as arising from the interplay of international and national policy, as cultural practices, and as products of and producing globally circulating discourses of development. The course asks, what are the everyday practices constituting NGOs and development practices, and in what ways do development practices compel new types of relationships? Further, the course asks about how anthropologists study these phenomena, and how anthropological research might speak to policy concerns and issues of social justice. Prerequisites: Students must have taken ANTH 110 or declared an anthropology major or minor, international relations major or minor, sociology major, or anthropology-sociology major, or have permission of instructor. (J. Rodriguez, offered alternate years)

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

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

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

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

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

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

ANTH 273 Research Methods This course considers the practice, problems, and analysis of field and library research in social and cultural anthropology. It examines the theoretical background and social and political role of ethnographers, and gains an understanding of the basic skills and qualitative methods of inquiry, including participant observation, interviewing, photography, life history, ethnohistory, and network and structural analysis. Students conduct research projects locally. Prerequisite: Students must have taken at least a 100-level anthropology course, or have declared an

anthropology major or minor, sociology major, or anthropology-sociology major, or have permission of the instructor. (Maiale, Annear, spring, offered every year) Note: Majors should plan to take this course at the earliest opportunity in order to complete their programs.

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

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

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

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

ANTH 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. No prerequisites. (Henry-Holland, offered alternate years)

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

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

ANTH 319 Feminist and Political Anthropology This course explores anthropological engagements with feminism and what this productive and corrective engagement with feminisms and what this practices and to a critical analysis of the anthropological endeavor. This course explores how culturally produced systems of gender and power inform such processes as nation-states, History-making, commonsense, the academic enterprise, social institutions, research methods, embodies dispositions, and the (re)making of cultural worlds. Particular attention will be given to understanding what makes cultural anthropology is a political pursuit, one wrapped up in systems of inequality that include colonialism, science and scientific expertise, and the authority to write and speak. Prerequisites: Students must have taken ANTH 110 and one other 200-level or higher anthropology course or have declared an anthropology major or minor, anthropology-sociology major, or sociology major, or have permission of the instructor. (J. Rodriguez, offered alternate years)

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

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

ANTH 342 Seminar: Comparing Ancient World Systems War and Peace—which has truly characterized the world of the past? This course focuses on how ancient cultures came into contact with one another to create larger systemic networks of information exchange, trade, political interaction, and warfare. Our study is grounded in “comparative world-systems theory,” which modifies Wallerstein’s vision of a modern World-System and extends the concept to significantly earlier time periods. We will study continuity and transformation in general world-system dynamics in antiquity, paying particular attention to effects on urbanism and warfare. The course is grounded in the study of archaeological/historical cases (for example, ancient Mesopotamia), and is discussion based; student research presentations are an integral part of the course. The first half of the course will focus on some of the broader aspects of comparative world systems theory and apply those to the case of Uruk Mesopotamia (mid-4th millennium BC). The second half of the course will look at several additional pre-modern world systems, chosen to fit with the interests of students taking the course. (Nicholas, offered alternate years)

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

ANTH 416 Visual Anthropology Culture is manifested in visual symbols embedded in gestures, ceremonies, ritual performances, and artifacts. In this course students will explore the history and development of anthropology’s relationship to visual practices, focusing on, but not limited to, photography and film, both as a mode for representing culture and as a site of cultural practice. Our central goal will be to move away from concepts of objectivity or subjectivity toward the use of deeply situated spaces to investigate the making of reality. Critical theory, methods, and ethical concerns are all part of the current refashioning of visual anthropology and as such will be critical components of

the class. Prerequisite: Students must have declared an anthropology major or minor, sociology major, or anthropology-sociology major, or have permission of instructor. (Maiale, offered annually)

ANTH 450 Independent Study Permission of the Instructor.

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

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

ANTH 495 Honors Permission of the Instructor.

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

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

BIDS 288 White Mythologies

EDUC 331 Rethinking Families

Art and Architecture

Department Faculty

Phyllia Changhi Yi, Professor, Chair
A. E. Ted Aub, Classes of 1964 Endowed Professor
Lara C. W. Blanchard, Luce Associate Professor of East Asian Art
Jeffrey Blankenship, Assistant Professor
Michael Bogin, Professor
Christine Chin, Associate Professor
Gabriella D'Angelo, Assistant Professor
Mark Jones, Associate Professor Emeritus
Patrick Kana, Visiting Assistant Professor
Alysia Kaplan, Assistant Professor
Kirin Makker, Associate Professor
J. Stanley Mathews, Associate Professor
Nicholas H. Ruth, Professor
Angelique Szymanek, Visiting Assistant Professor
Michael Tinkler, Associate Professor

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

The department provides students with the opportunity to delve deeply into visual culture and the built environment. Broadly speaking, students study the role of art and architecture in shaping, embodying, and interpreting human experience. Some students may focus on creative discovery and expression or the design process, with the opportunity to explore perceptual and conceptual problem solving. Others may study formal analysis and research methods within an interdisciplinary approach to understanding historical context. All of our students are encouraged to take advantage of opportunities to study studio art, art history, and architecture and design on semester abroad programs, to do internships in the field, and to do independent work at an advanced level. All three areas of study are designed to prepare students for continued education at the graduate school level.

In art history, students choose from an array of courses covering all periods of the art and architecture of America, Europe, Asia, North Africa, and the Islamic world. Advanced courses focus more intensively on specific disciplinary and interdisciplinary issues: artistic practice and patronage, the history of an important movement, gender in art, texts and images, historiography and theory, and exhibit planning and design. Art history students learn how to analyze visual culture and become adept at writing, research, and critical thinking, making them well prepared for graduate study and a variety of careers that require these skills. Coursework in programs such as Media and Society, European Studies, Asian Studies, Women's Studies, Aesthetics, English, Comparative Literature, Philosophy, Religious Studies, History, Anthropology, Economics, and Sociology complements the study of art history.

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

In architectural studies, students pursue a rigorous multi-disciplinary, holistic approach to design education embracing a liberal arts philosophy, based on the belief that roundly educated individuals make the best architects. Interdisciplinary coursework informs students about the complex relationship between environmental sustainability and human habitation. Students become visual communicators, creative problem solvers, non-linear thinkers, and collaborative learners. The architectural studies major prepares graduates to enter a number of different fields in design, including

architecture, landscape architecture, product design, urban design, interior design, and historic preservation. Our students minor and double major in a range of areas across the Colleges to complement their career choices in programs such as environmental studies, urban studies, art history, philosophy and a host of other areas.

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

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

REQUIREMENTS FOR THE ART HISTORY MAJOR (B.A.)

disciplinary, 12 courses

Two courses from ARTH 101, ARTH 102, ARTH 103, or ARTH 110; at the 200-level or higher, one course in ancient or medieval art, one course in Asian art, one course in Renaissance or Baroque art, one course in American or modern art, a 300-level course, a 400-level capstone course, two art history electives, and two studio art courses. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

REQUIREMENTS FOR THE ART HISTORY MINOR

disciplinary, 6 courses

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

REQUIREMENTS FOR THE STUDIO ART MAJOR (B.A.)

disciplinary, 12 courses

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

REQUIREMENTS FOR THE STUDIO ART MINOR

disciplinary, 6 courses

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

REQUIREMENTS FOR THE ARCHITECTURAL STUDIES MAJOR (B.A.) (no minor offered)

interdisciplinary, 14 courses

One Introduction to Architectural Studies course; two 100-level studio art courses, ARTS 125 and either ARTS 115 or 114; three architectural history and theory courses; two architecture design studios, ARCS 200 and a 300-level studio course; two courses concerning issues in urban studies, environmental studies, or sustainability; one history course; two electives at the 200-level or higher (other than Math/Physics, which may be taken at the 100-level) selected in consultation with an adviser in the program; and one 400-level capstone experience to be satisfied by one of the following courses: ARCS 405 Portfolio Design, ARCH 412 Social Construction of Space, ARCS 400 Advanced Design Studio, ARCH/ARCS 450 Independent Study (must secure faculty adviser) and participation in the Senior Symposium, or ARCH 495 Honors Project in Architectural Studies (must apply to Architectural Studies Program for consideration) and participation in Senior Symposium. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

COURSE CONCENTRATIONS

Art History

ARTH 100 Issues in Art
ARTH 101 Introduction to Art: Ancient and Medieval
ARTH 102 Introduction to Western Art: Renaissance through Modern
ARTH 103 Introduction to Asian Art
ARTH 110 Visual Culture
ARTH 201 African American Art
ARTH 202 Art Internship: Catalog
ARTH 203 Art Internship: Exhibition
ARTH 204 Art Internship: Acquisition
ARTH 208 Greek Art and Architecture
ARTH 210 Woman as Image and Image-Maker
ARTH 211 Women and the Visual Arts in 19th Century Europe
ARTH 218 Gothic Art and Architecture
ARTH 221 Early Italian Renaissance Painting
ARTH 224 Renaissance Sculpture
ARTH 226 Northern Renaissance Art
ARTH 229 Women and Art in the Middle Ages
ARTH 230 The Age of Michelangelo
ARTH 232 Rococo Art and Architecture
ARTH 233 Renaissance Architecture
ARTH 235 Art and Architecture of Baroque Rome
ARTH 237 Princely Art: Renaissance Court Art and Culture of Mantua, Milan, Ferrara and Rome
ARTH 240 European Painting in the 19th Century
ARTH 248 Love and Death in Ancient Egypt
ARTH 249 Islamic Art and Architecture
ARTH 250 Modern Art 1900-1960
ARTH 252 Japanese Art and Culture
ARTH 253 Buddhist Art and Architecture
ARTH 254 Islamic Art at the Crossroads: the Western Mediterranean 12th to 16th Century
ARTH 255 French Roots of Modernism
ARTH 259 Chinese Painting, Tang to Yuan Dynasties
ARTH 270 Early Medieval Art
ARTH 272 Chinese Pictures, Ming Dynasty to Modern
ARTH 282 20th Century American Art
ARTH 300 Michelangelo, Caravaggio and Bernini
ARTH 303/403 Gender and Painting in China
ARTH 305/405 Women and Men: Gender Construction in Renaissance Italy
ARTH 306/406 Telling Tales: Narrative in Asian Art
ARTH 307 Cultural Theory and Art History
ARTH 315/415 Art and the Senses: High Renaissance Art and Arch in Venice in 15th and 16th Century
ARTH 332/432 Roman Art, Architecture, and Power
ARTH 333/433 Art Since 1960
ARTH 334/434 Manet and the Modernist Project
ARTH 335 Femme Fatale and Film
ARTH 336/436 Arts of the Landscape and the Garden in China and Japan
ARTH 340 American Architecture to 1900
ARTH 389 Rococo to Revolution: Painting in France 1760-1800
ARTH 401 Seminar: Art Historiography – the History of Art History
ARTH 402 Seminar: Design After Modernism
ARTH 410 The Genre of the Female Nude in 19C European Art
ARTH 450 Independent Study
ARTH 480 Seminar: Art of the Pilgrimage Roads
ARTH 495 Honors

Studio Art

ARTS 105 Color and Composition
ARTS 114 Introduction to Sculpture
ARTS 115 Three-Dimensional Design
ARTS 125 Introduction to Drawing
ARTS 165 Introduction to Imaging
ARTS 166 Intro to Video I: Creating Art with Moving Images
ARTS 203 Representational Painting
ARTS 204 Abstract Painting
ARTS 207 Image Exploration in Photography and Printmaking
ARTS 209 Watercolor
ARTS 214 Metal Sculpture
ARTS 215 Sculpture Modeling
ARTS 225 Life Drawing
ARTS 227 Advanced Drawing
ARTS 245 Photo Silkscreen Printing
ARTS 246 Intaglio Printing
ARTS 248 Woodcut Printing
ARTS 265 Intermediate Imaging
ARTS 266 Intermediate Video II
ARTS 305 Painting Workshop
ARTS 315 Sculpture Workshop
ARTS 345 Printmaking Workshop
ARTS 365 Imaging Workshop
ARTS 450 Independent Study
ARTS 480 Studio Art Senior Seminar: Theory and Practice
ARTS 495 Honors

Architectural Studies*Required courses*

ARCH 110 Introduction to Architectural Studies
ARCS 200 Introduction to Architectural Design I
ARCS 300 Introduction to Architectural Design II (or other approved 300-level ARCS course)
ARTS 115 Three-Dimensional Design or ARTS 114 Introduction to Sculpture
ARTS 125 Introduction to Drawing

Architecture history/theory elective choices

ARCH 204 Introduction to Historical Preservation
ARCH 305 Environmental Design, Planning and Preservation
ARCH 310 Early Modern Architecture
ARCH 311 History of Modern Architecture
ARCH 312 Theories of Modern Architecture and Urbanism
ARCH 313 History of Modern Landscape Architecture
ARCH 412 Social Construction of Space
ARTH 208 Greek Art and Architecture
ARTH 218 Gothic Art and Architecture
ARTH 232 Rococo Art and Architecture
ARTH 233 Renaissance Architecture
ARTH 235 Art and Architecture of Baroque Rome
ARTH 249 Islamic Art and Architecture
ARTH 250 Modern Art 1900-1960
ARTH 252 Japanese Art and Culture
ARTH 253 Buddhist Art and Architecture
ARTH 255 French Roots of Modernism
ARTH 270 Early Medieval Art
ARTH 332/432 Roman Art, Architecture, and Power
ARTH 333/433 Art Since 1960
ARTH 336/436 Arts of the Landscape and the Garden in China and Japan
ARTH 480 Seminar: Art of the Pilgrimage Roads

Architecture studio elective choices

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

Urban Studies, Environmental Design and Sustainability elective choices

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

History elective choices

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

HIST 101 Foundations of European Society
HIST 102 Making of the Modern World
HIST 103 Early Modern Europe
HIST 105 Introduction to the American Experience
HIST 111 Topics in Introductory American History
HIST 151 Food Systems in History
HIST 205 Modern Mexican History
HIST 206 Colonial America
HIST 207 American Revolution
HIST 208 Women in American History
HIST 215 American Urban History
HIST 226 Colonial Latin America
HIST 227 African American History I: The Early Era
HIST 228 African American History II: The Modern Era
HIST 231 Modern Latin America
HIST 233 History of American Thought to 1865
HIST 234 History of American Thought from 1865 to Present
HIST 237 Europe Since the War

HIST 238 The World Wars in Global Perspective
HIST 240 Immigration and Ethnicity in America
HIST 243 US Legal and Constitutional History to 1865
HIST 244 US Legal and Constitutional History since 1865
HIST 246 American Environmental History
HIST 250 Medieval Popular Culture
HIST 253 Renaissance and Reformation
HIST 256 Technology and Society in Europe
HIST 260 Modernity in Russia
HIST 261 20th Century Russia
HIST 263 The Russian Land
HIST 264 Modern European City
HIST 272 Nazi Germany
HIST 276 The Age of Dictators
HIST 283 South Africa in Transition
HIST 284 Africa: From Colonialism to Neocolonialism
HIST 285 The Middle East: Roots of Conflict
HIST 286 Plants and Empire
HIST 292 Japan Before 1868
HIST 298 Exploring Modern China

COURSE DESCRIPTIONS – ART HISTORY

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

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

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

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

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

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

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

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

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

ARTH 205 Gender 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.

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

ARTH 210 Woman As Image-Maker An investigation of women artists from the 16th to 19th centuries, with a brief nod to the 20th century, this course is concerned with the social and art historical settings, with placing both the situations and styles of women artists too long ignored. This course may count toward a women's studies major. (Staff, offered occasionally)

ARTH 211 Women in 19th Century Art & Culture A study of the particular contributions of mostly European women artists of the modern period from about 1750 to 1900 and an investigation of the historical, cultural and social circumstances and representations that helped to form their work and its reception. The representation of women in art works by male colleagues will be studied alongside the work of women artists. (Mathews, offered alternate years)

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

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

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

Holbein, and Bruegel in creating a humanistic, Renaissance style during the 16th century. (Staff, offered occasionally)

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

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

ARTH 240 European Painting in 19th Century This course traces transformations of the practice, function, and social and political meanings of the art of painting throughout the 19th century in France. Moving from David's images of revolution and empire, to the Impressionists' renderings of the world of bourgeois pleasures, to Cézanne's redefinition of the nature of pictorial form, it considers such issues as the role of the academy, the changing notion of the artist, the function of theory and art criticism, and the relationship between painting and the new art of photography. (Isaak, offered alternate years)

ARTH 241 Live Art: Performance & 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.

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

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

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

ARTH 252 Japanese Art and Culture This course takes an interdisciplinary approach to the arts and culture of Japan from the Neolithic period through the twentieth century. Students consider examples of visual media in the context of Japanese literature, history, society, and religions. Topics include Shinto architecture, Buddhist art (including Pure Land and Zen), narrative picture scrolls, traditional and western-style paintings, shoin architecture, gardens, tea ceremony

ceramics and ukiyo-e prints (pictures of the floating world). Students read primary sources in translation, including Shinto myths, Buddhist texts, and selections from literature. Prerequisite: previous art history or Asian studies course. (Blanchard, offered alternate years)

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

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

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

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

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

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

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

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

ARTH 305 Renaissance Women and Men It was once assumed that men and women enjoyed perfect equality in the Renaissance and that the beautiful representations of Venus and the Virgin Mary in Renaissance art signaled the esteem

in which women were held. Recent research suggests otherwise, finding instead increasing subordination of women. This course explores this question by considering the interrelationships between images of women in Renaissance painting, social realities of women's actual lives, the phenomenon of successful women artists, church dogma about women, and the period's literature by, for, and about women. It focuses primarily, but not exclusively, on Italy in the 15th and 16th centuries. Prerequisite: one course in either art history or women's studies or permission of the instructor. (Leopardi, offered occasionally)

ARTH 306 Telling Tales: Narrative Art Asia The relationship between text and image assumes primary significance in the arts of Asia. Of especial import is the use of visual narrative, or the art of storytelling. This course traces the role of narrative in the architecture, sculptures, and paintings of India, central Asia, China, and Japan. The course is designed as a series of case studies, through which students examine the special visual formats developed in Asia to facilitate the telling of tales and the specific religious, political, and cultural contexts in which narrative is deployed. Prerequisite: permission of the instructor. (Blanchard, offered occasionally)

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

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

ARTH 310 Genre of the Female Nude This course examines representations of the female nude in painting of the late nineteenth-century European Symbolist period from a feminist perspective. Our discussion will focus on the nudes of Auguste Renoir, Paul Gauguin, Suzanne Valadon, Paula Modersohn-Becker, and Franz Von Stuck among others, as well as Symbolist images of the femme fatale. Areas to be investigated include the gaze, psychoanalytic understandings of female sexuality, social constructions of gender, the role of prostitution in the construction of the female body, and the way in which art itself produces meanings.

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

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

ARTH 333 Art Since 1960 Course also listed as ARTH 433. This course focuses on the art of the 1960s to the present day.

The course includes movements such as Conceptual Art, Minimalism, Pop Art, Color Field Painting, New Image Painting, Neo Expressionism, and Post Modernism. The approach is topical and thematic, drawing upon works of art in various media including: video, film, performance, earthworks, site specific sculpture, installation, etc. Individual works of art are discussed in the context of the theoretical writing informing their production. (P. Mathews, offered occasionally)

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

ARTH 380 Art of the Pilgrimage Roads This course explores the art and architecture surrounding one of the most important medieval journeys: the pilgrimage. Theories of pilgrimage are discussed, as well as the physical journey which medieval pilgrims took to Santiago de Compostela, Rome, and Jerusalem. Attention is paid to pilgrimage in cross-cultural contexts (Buddhism, Islam). The bulk of the course focuses on the reliquary arts, architecture, and sculpture which the pilgrim experienced on his/her journey to these sacred places.

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

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

ARTH 405 Renaissance Women and Men It was once assumed that men and women enjoyed perfect equality in the Renaissance and that the beautiful representations of Venus and the Virgin Mary in Renaissance art signaled the esteem in which women were held. Recent research suggests otherwise, finding instead increasing subordination of women. This course explores this question by considering the interrelationships between images of women in Renaissance painting, social realities of women's actual lives, the phenomenon of successful women artists, church dogma about women, and the period's literature by, for, and about women. It focuses primarily, but not exclusively, on Italy in the 15th and 16th centuries. Prerequisite: one course in either art history or women's studies or permission of the instructor. (Leopardi, offered occasionally)

ARTH 406 Telling Tales: Narrative Art Asia The relationship between text and image assumes primary significance in the arts of Asia. Of especial import is the use of visual narrative, or the art of storytelling. This course traces the role of narrative in the architecture, sculptures, and paintings of India, central Asia, China, and Japan. The course is designed as a series of case studies, through which students examine the special visual formats developed in Asia to facilitate the telling of tales and the specific religious, political, and cultural contexts in which narrative is deployed. Prerequisite: permission of the instructor. (Blanchard, offered occasionally)

ARTH 408 Art & Censorship This course will explore the issue of censorship as it has persistently shaped the production and exhibition of art in the Western world, particularly in Europe and the U.S. Beginning with the Salon des Refusés, the infamous exhibition of Impressionist works rejected from the official Parisian Salon in 1863 and the Degenerate Art Show organized by Adolf Ziegler and the Nazi Party in Munich in 1937, we will trace a lineage of institutional and political censorship that often functioned under the banner of "decency" or "morality" which, ultimately, served to police the content and political power of the visual arts. These early precedents will help contextualize more

contemporary debates about the role of art and the regulation of its contents which reached a particularly feverish pitch in the U.S. during the age of the so-called “culture wars” of the 1980s. In the ensuing years, the history of censorship has taken on new meaning as various new means of making and exhibiting art through digital technologies and the internet have made the ability to regulate images increasingly difficult. This course is a study of the history of modes of censorship utilized within/against the art world and artistic response to state, religious, and/or socially mandated forms of regulation.

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

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

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

ARTH 433 Art Since 1960 Course also listed as ARTH 333. This course focuses on the art of the 1960s to the present day. The course includes movements such as Conceptual Art, Minimalism, Pop Art, Color Field Painting, New Image Painting, Neo Expressionism, and Post Modernism. The approach is topical and thematic, drawing upon works of art in various media including: video, film, performance, earthworks, site specific sculpture, installation, etc. Individual works of art are discussed in the context of the theoretical writing informing their production. (P. Mathews, offered occasionally)

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

ARTH 480 Art of the Pilgrimage Roads This course explores the art and architecture surrounding one of the most important medieval journeys: the pilgrimage. Theories of pilgrimage are discussed, as well as the physical journey which medieval pilgrims took to Santiago de Compostela, Rome, and Jerusalem. Attention is paid to pilgrimage in cross-cultural contexts (Buddhism, Islam). The bulk of the course focuses on the reliquary arts, architecture, and sculpture which the pilgrim experienced on his/her journey to these sacred places.

COURSE DESCRIPTIONS – STUDIO ART

ARTS 105 Color & Composition A perceptual approach to the study of color interaction and compositional dynamics, students work through a carefully structured series of problems designed to reveal empirically the nature of color interaction and relatedness and the fundamentals of good visual composition. Projects range from narrowly focused

color problems to ambitious, expressive compositional inventions. (Bogin, Ruth, Kaplan, offered each semester)

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

ARTS 115 Three Dimensional Design An introduction to three-dimensional concepts, methods, and materials with an emphasis on design. Project assignments involve investigations of organization, structure, and creative problem solving. Materials generally used in the course include cardboard, wood, metals, fabric, and plexiglas. (Aub, Blankenship, D'Angelo, Mathews, offered each semester)

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

ARTS 165 Introduction to Imaging An introduction to the methods, materials, and history of photography. Lectures involve camera usage, lighting, wet-darkroom skills, digital darkroom techniques, digital printing, and pictorial composition. Weekly lectures on the history of photographically based imaging from 1839 to the present will illuminate the profound influence such methods have on the way we perceive reality. Access to either a 35mm film SLR camera or a digital SRL camera is required. (Chin, Kaplan, offered each semester)

ARTS 166 Introduction to Video I An introduction to creating art with moving images using digital video cameras and nonlinear (digital) editing. Students produce a group of short works, which are contextualized by viewing and discussion of historical and contemporary video works. Emphasis will be placed on creating conceptual works that engage artists and audience in a deeper understanding of current issues and human experience. Additional techniques that may be used and discussed include stop-motion animation, sound, and installation. (Chin, Kaplan, offered annually)

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

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

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

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

ARTS 214 Metal Sculpture This course explores metal as a creative sculptural medium. Processes and techniques of direct and indirect working methods will be taught which includes fabrication and casting. During the fabrication portion of the course, the formal aspects of design will be investigated along with its execution in stock metal (rods, sheet, plate) and "found" (recycled) metal. In the process of working with these materials, the class will discuss assemblage possibilities, Constructivism, and the broader context of metal as a product of industry and war as it applies

Modernist and Postmodernist concerns. By contrast, in the bronze casting portion of the course, we will explore the age old process of the “lost - wax” method as it has been practiced continuously from the ancients to contemporary times. (Aub, offered alternate years)

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

ARTS 216 Process and Design: Furniture This course explores the full process of contemporary furniture making. With lectures and hands-on instruction, students will be guided through the process of developing an initial concept into a full-scale finished work. 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. (Offered alternate years)

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

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. Prerequisite: ARTS 125 (Bogin, Ruth, offered annually)

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

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

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

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

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

ARTS 270 Words and Pictures This course is a hybrid discussion and studio course. Our words will stem from Alex Klein and Charlotte Cotton’s Words Without Pictures, a collection of essays and responses from a year-long discussion on contemporary photographic issues, and our pictures will be produced by students as they develop and pursue

independent photographic projects. Building on the skills acquired in Introduction to Imaging, students will learn advanced imaging techniques as well as research strategies and resources specific to art and photographic discourse. The remainder, and majority, of the course will follow a weekly format that devotes one class meeting to student-guided discussion and presentations of reading material and supporting imagery. The second class each week will consist of group critiques of in-progress student work, and eventually fully-realized individual projects. Through the combination of studio work and contemporary photographic research, students will explore the relative significance of concept and form, and engage with their own and other artist's work within larger art and photographic contexts. (Kaplan, Chin, offered alternate years)

ARTS 301 Feminist 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.

ARTS 305 Painting Workshop For advanced students, the focus of this workshop is on the generation and development of individual painting ideas. Emphasis is on the creation of a process of painting that draws on a multitude of sources, inspirations, influences, and ideas and the way that work emerges from this matrix of pictorial possibilities. Students will study both Modernist and Postmodern approaches to image making through painting. Prerequisite: ARTS 203, ARTS 204, ARTS 209, or permission of the instructor. (Bogin, Ruth, offered annually)

ARTS 315 Sculpture Workshop An open studio for a small, independent group, this course includes individual problems and criticism as well as group discussions. All media and processes may be investigated, including modeling, carving, welding, and plaster or bronze casting. Prerequisite: ART 215. (Aub, offered alternate years)

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. Prerequisite: ARTS 245, ARTS 246, or ARTS 248. (Yi, offered alternate years)

ARTS 365 Imaging Workshop This is a concept based course in which the student is encouraged to employ a variety of imaging media to fully explore their creative potential in a workshop environment. Projects using large and medium format film cameras, alternative processes and digital image capture and output are required. Students may expand their exploration into more conceptual, process-oriented, video or web-based art. Prerequisite: ARTS 265 or ARTS 268. (Chin, offered alternate years)

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

ARTS 499 Internship

COURSE DESCRIPTIONS – ARCHITECTURAL STUDIES

Architectural History and Theory

ARCH 110 Introduction to Architectural Studies An introduction to architecture and design culture, this course introduces students to the aims, methods, and issues of the design and planning disciplines with architecture at the core of our studies. This course also encourages students to think, look, and read critically about designed objects, places, and spaces through drawing, although no prior experience with sketching is expected. With these tools, the student will have a basic understanding of design, and will be prepared to undertake more specialized study. The course will vary between giving students a survey of world architectural history and/or providing them with an awareness of issues facing designers at the dawn of the twenty-first century including sustainability, social responsibility, and the democratization of design. (S. Mathews, Makker, Blankenship, offered annually)

ARCH 204 Introduction to Historic Preservation This course will serve as an introduction to the field of historic

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

ARCH 305 Environmental Design, Planning and Preservation A survey of the interrelated histories of the architecture, landscape architecture, planning, natural resource conservation and historic preservation in the United States during the twentieth century and up through today. This course will cover early park and city planning, the impact of the 60's environmental movement and reaction to modernist projects on the design professions, the historic preservation movement, and recent multidisciplinary design practice emphasizing ecological sensitivity. Prerequisites: ARCH 110, ARCH 200 or 201. (Makker, offered occasionally)

ARCH 310 Early Modern Architecture This course traces the major tendencies of European and American architecture from the Enlightenment to World War One. In this course, we examine the roots of modern architecture in relation to culture and society. In particular, we will look at how developments in architecture relates to developments in other disciplines such as art, science, philosophy and politics. Prerequisite: ARCH 110. (S. Mathews, offered annually)

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

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

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

ARCH 351 Sustainable Community Development Methods Course also listed as ENV 351. COAA approved for the term of Cari Varner This course surveys practices and processes of sustainable community development planning, its application, methods and implementation. It will survey the myriad of approaches to sustainable development undertaken by a variety of disciplines, using disparate methods with differing degrees of success. Students will evaluate the successes and failures of not only the methods but the outcomes of these efforts in achieving social equity, environmental and economic sustainability. Through a service-learning project with local organizations, students will navigate through the process of developing a sustainable community development plan by applying the skills and knowledge developed throughout the course. Following this spring course, summer community development internship opportunities will solicit students from this course.

ARCH 412 Social Construction of Space This course introduces students to theories about space and power, and asks students to examine architecture and landscapes as cultural texts reflective of community and individual identity. Key questions explored in this class include: In what ways do built forms accommodate human behavior and adapt to human

needs? How does the social group “fit” the form it occupies? How do built forms express and represent aspects of culture? How is the spatial dimension of human behavior related to mental processes and conceptions of the self? What roles do history and social institutions play in generating the built environment?

ARCH 450 Independent Study

ARCH 456 1/2 Credit Independent Study

ARCH 495 Honors

ARCH 499 Internship

Architecture Design Studios

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

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

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. (Makker, D’Angelo, Blankenship, offered each semester)

ARCS 301 Design II: Immediate Environment Through a series of theoretical and applied problems used in this course, students explore the complexities of integrating architectonic relationships of form and space with the realities of program needs, construction systems, materials, structure and environmental factors. Individual and group problems address built form and its immediate surroundings. Emphasis is on deepening intuitive and logical understanding of architectural forms, systems, influences, and expressive potential. Prerequisite: ARCS 200. (Staff, offered annually)

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

Frank, Architecture: Form, Space, Order; Ching, Frank, Design Drawing; Cooper, Drawing and Perceiving. Prerequisites: ARCH 110 AND two of the following: ARTS 115, ARTS 114, ARTS 125. (Makker, offered alternate years)

ARCS 304 Digital Studio This studio course is about design inquiry and the visual communication of conceptually and technically complex issues related to the built environment, primarily (but not exclusively) through the use of digital media. In addition to acquiring skills in a number of software applications including AutoCAD and the Adobe Suite, students are asked to think critically about representation as an integral and strategic part of their design explorations. Projects will evolve through a process of critique, revision and refinement.

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

ARCS 405 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. (Offered every semester)

ARCS 450 Independent Study

ARCS 456 1/2 Credit Independent Study

ARCS 495 Honors

ARCS 499 Internship

Arts and Education

Program Faculty

Donna Davenport, Dance, co-coordinator
A.E. Ted Aub, Art and Architecture
Michael Bogin, Art and Architecture
Robert Cowles, Music
Cheryl Forbes, Writing and Rhetoric
Grant Holly, English
Marilyn Jiménez, Africana/Latino Studies
Stanley Mathews, Art and Architecture
Michael Tinkler, Art and Architecture
David Weiss, English
Cynthia J. Williams, Dance
Cadence Whittier, Dance, co-coordinator
Phyllia Changhi Yi, Art and Architecture

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

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

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

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses

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

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

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

CORE COURSES

DAN 335/EDUC 335 Arts and Education
DAN 325 *Movement Analysis: Laban Studies*
EDUC 301 *Drama in a Developmental Context*
PHIL 230 *Aesthetics*

STUDIO ELECTIVES (sample)

Art

ARTS 105 Color and Composition
ARTS 114 Introduction to Sculpture
ARTS 115 Three Dimensional Design
ARTS 125 Introduction to Drawing
ARTS 165 Introduction to Imaging
ARTS 166 Intro to Video I: Creating Art with Moving Images
ARTS 203 Representational Painting
ARTS 204 Abstract Painting
ARTS 209 Watercolor
ARTS 214 Metal Sculpture
ARTS 215 Sculpture Modeling
ARTS 225 Life Drawing
ARTS 227 Advanced Drawing
ARTS 245 Photo Silkscreen Printing
ARTS 246 Intaglio Printing
ARTS 248 Woodcut Printing
ARTS 265 Intermediate Imaging
ARTS 267 Digital Imaging
ARTS 268 Time in Art II
ARTS 305 Painting Workshop
ARTS 315 Sculpture Workshop
ARTS 345 Printmaking Workshop
ARTS 365 Imaging Workshop

Dance

DAN 110 Intro to Global Dance: Dances of the African Diaspora
DAN 140 Dance Ensemble
DAN 200 Dance Composition I
DAN 250 Dance Improvisation
DAN 300 Dance Composition II
DAN 305 Somatics
DAN 907 Intro to Jamaican Dance
DAN 950 Jamaican Dance II
DAN 955 Global Dance Techniques II: Dances of the African Diaspora
Any full-credit dance technique course

English

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

Music

BIDS 298 The Ballets Russes: Modernism and the Arts
MUS 120 Tonal Theory and Aural Skills I
MUS 202 History of Western Art Music: Medieval and Renaissance
MUS 203 History of Western Art Music: Baroque and Classical
MUS 204 History of Western Art Music: Romantic and Modern
MUS 206 Opera as Drama
MUS 220 Tonal Theory and Aural Skills II
Two semesters of any 900-level course

Theatre

THTR 130 Acting I
THTR 160 Introduction to Stage Craft
THTR 280 Stage Management
THTR 290 Theatre for Social Change
THTR 295 The Performing Arts of Bali
THTR 330 Acting II
THTR 335 Shakespearean Performance
THTR 340 Advanced Acting Styles
THTR 360 Lighting Design
THTR 370 Playwriting
THTR 480 Directing
Two Semesters of THTR 900 Theatre Production

Education Electives

EDUC 200 Philosophy of Education
EDUC 201 Schooling and Social Equality
EDUC 203 Children with Disabilities
EDUC 209 Gender and Schooling
EDUC 220 Storytelling and the Oral Tradition
EDUC 221 Understanding Autism
EDUC 225 Contemporary Concepts in Educational Leadership
EDUC 230 Teaching English Language Learners
EDUC 301 Drama in a Developmental Context
EDUC 302 Disability in China
EDUC 304 Representations, Inferences, and Meanings
EDUC 306 Technology for Children with Disabilities
EDUC 307 Civil Rights Education
EDUC 320 Children's Literature
EDUC 332 Disability, Family, and Society
EDUC 331 Rethinking Families
EDUC 333 Literacy
EDUC 338 Inclusive Teaching
EDUC 346 Technology in Education
EDUC 350 Constructivism and Teaching
EDUC 370 Social Foundations of Multiculturalism

Art, Culture and Society Electives

Courses chosen from the following departments and programs with permission of an AEP Program Coordinator:
Africana Studies, Art History, Asian Languages and Cultures, Dance, English, European Studies, French and Francophone Studies, German Area Studies, Latin American Studies, Media and Society, Music, Philosophy, Russian Area Studies, Spanish and Hispanic Studies, Theatre, Women's Studies, and Writing and Rhetoric.

Asian Studies

Department Faculty

Lisa Yoshikawa, History, Chair Asian Studies
Christopher Annear, Anthropology
Etin Anwar, Religious Studies
Lara C.W. Blanchard, Art History
Jack D. Harris, Sociology
James-Henry Holland, Asian Studies
Chi-chiang Huang, Asian Studies
Shalahudin Kafrawi, Religious Studies
Feisal Khan, Economics
Kyoko Klaus, Asian Studies
John Krummel, Religious Studies
Robin Lewis, Environmental Studies and Sustainable Community Development
Darrin Magee, Environmental Studies
Ashwin Manthripragada, German Area Studies
Jason Rodriguez, Anthropology
Yi-tung Wu, Asian Studies
Vikash Yadav, Political Science
Tenzin Yignyen, Asian Studies
Jinghao Zhou, Asian Studies

Working closely with other academic departments at Hobart and William Smith, the Department of Asian Studies offers a wide variety of courses that are designed to acquaint its majors and minors with the history, institutions, religions, cultures, and languages of Asia, and to provide a firm foundation for further study. Majors and minors in the department are strongly encouraged to participate in the Colleges' off-campus programs in China, India, Japan, Korea, Taiwan, and Vietnam. All courses designated ASN are taught in English.

Learning Outcomes A senior Asian Studies major will be able to demonstrate:

1. A multidisciplinary perspective centered on Asia.
2. Foundational abilities in one or more Asian languages, including appropriate proficiencies in reading, writing, listening, and speaking.
3. An understanding of current and historical cultural, social, geographical, and political diversity within Asia.
4. The ability to plan and carry out scholarly research and give a scholarly presentation on an Asian topic in English.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses

Four courses in one Asian language. (Students exempted from this requirement by passing a proficiency test permitting them to enter the third year or above of an Asian language must still complete 10 courses including two courses in Chinese, Hindi, Japanese, Korean, or Vietnamese at a higher level.) The departmental introductory course: ASN 101 Trekking Through Asia; at least two core courses on Asia in the social sciences division; at least two core courses on Asia from the humanities division that are not language courses; at least two Asian Studies electives; and the departmental capstone course: ASN 401 Senior Colloquium. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major. At least two of the 12 courses must be at the 300 or 400 level.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

At least two courses in one Asian language. Students may be exempted from this requirement by passing a proficiency test permitting them to enter the second year or above of an Asian language. Students who take advantage of this exemption still must complete at least five non-language courses in Asian studies for the minor. The departmental introductory course: ASN 101 Trekking Through Asia; at least one social science course on Asia; at least one humanities course on Asia; at least two Asian Studies electives. At least one course on Asia must be at the 300 or 400 level. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the minor.

A Note on Languages

At present, the Colleges have fully staffed language instruction in Chinese and Japanese. Vietnamese is offered abroad and on campus, remotely taught from Viet Nam. It is structured in cycles (Vietnamese 101 and 201 in the Fall and Vietnamese 102 and 202 in the Spring) in order to give students the opportunity to study up to four semesters. Historically, the Colleges have offered Hindi and Korean at various levels, through study abroad programs, distance learning, and other means. Students wishing to use these less commonly taught languages to fulfill major/minor requirements must consult early with the Department chair.

ASIAN STUDY COURSES

ASN 101 Trekking through Asia
ASN 103 Introduction to Asian Art
ASN 120 Making of the Samurai
ASN 209 Golden Age Chinese Culture
ASN 210 Buddhism and Taoism through Chinese Literature
ASN 211 Buddhism
ASN 212 Women in Contemporary Chinese Culture
ASN 215 Environment and Development in East Asia
ASN 225 Tibetan Buddhism
ASN 231 Tibetan Mandala Painting
ASN 236 Contemporary China
ASN 242 Riding with Genghis Khan
ASN 268 China Goes Global
ASN 304 Courtesan Culture
ASN 305 Showa through the Silver Screen
ASN 340 Water and Energy in China
ASN 341 Seminar: Chinese Literature in Translation
ASN 342 Seminar: Chinese Cinema
ASN 401 Asia Colloquium
ASN 450 Independent Study
ASN 456 1/2 Credit independent Study
ASN 495 Honors
ASN 499 Internship

CROSSLISTED COURSES**Social Sciences**

ANTH 206 Early Cities
ANTH 208 Archaeology of Japan and China
ANTH 213 Cultures of India
ANTH 227 Intercultural Communication
ANTH 230 Beyond Monogamy: The Family in Cross-Cultural Perspective
ANTH 298 Modern Japan
ANTH 342/442 Ancient World Systems
ECON 233 Comparative Economic Systems
ECON 344 Economic Development
POL 140 Introduction to Comparative World Politics
POL 180 Introduction to International Relations
POL 213 Politics of China
POL 246 Politics of East Asia
POL 248 Politics of Development
POL 254 Globalization
POL 257 Russia and China Unraveled
POL 281 Politics of South Asia
POL 301 Politics of India
POL 304 Politics of Afghanistan
SOC 240 Gender and Development
SOC 253 World Cities
SOC 291 Society in India
SOC 299 Vietnam: Conflict, Contradiction, and Change

Humanities

ARTH 103 Introduction to Asian Art
ARTH 249 Islamic Art and Architecture
ARTH 252 Japanese Art and Culture
ARTH 253 Buddhist Art and Architecture
ARTH 259 Early Chinese Painting
ARTH 272 Later Chinese Pictures
ARTH 303/403 Gender & Painting in China
ARTH 306/406 Telling Tales: Narrative in Asian Art
ARTH 336/436 Landscapes and Gardens
HIST 107 Trekking through Asia
HIST 120 Making of the Samurai
HIST 202 Japan Since 1868
HIST 242 Riding with Genghis Khan
HIST 305 Showa through the Silver Screen
HIST 320 Asia Pacific Wars
HIST 324 Qing and Tokugawa
HIST 394 Russia and Central Asia
HIST 396 History and the Fate of Socialism: Russia and China
REL 210 Hinduism
REL 211 Buddhism
REL 215 Japanese Religions
REL 219 Introduction to the Islamic Tradition
REL 225 Japanese Philosophy & Religious Thought
REL 226 Religion and Nature
REL 236 Gender and Islam
REL 239 Nihilism East and West
REL 242 Islamic Mysticism
REL 243 Suffering and Salvation
REL 246 Iran before Islam: The History of Religion in Ancient Iran
REL 260 Religion & Philosophy from a Global Perspective
REL 264 South Asian Religions
REL 280 Negotiating Islam
REL 286 Islam and Environment
REL 304 Buddhist Philosophy
REL 311 The Mahabharata: Religion, Literature, and Ideology
REL 318 Postcolonial Theologies

DEPARTMENTAL LANGUAGE COURSES

For course descriptions, see Chinese and Japanese

CHIN 101 Beginning Chinese I
CHIN 102 Beginning Chinese II
CHIN 201 Intermediate Chinese I
CHIN 202 Intermediate Chinese II
CHIN 301 Advanced Chinese I
CHIN 302 Advanced Chinese II
CHIN 450 Independent Study
HIND 101 Beginning Hindi I
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
VIET 101 Beginning Vietnamese I
VIET 102 Beginning Vietnamese II
VIET 201 Intermediate Vietnamese I
VIET 202 Intermediate Vietnamese II

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)

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

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)

ASN 204 The Making of Modern S Asia This course opens up critical issues of political, economic and social change over a span of two centuries in what is today India, Pakistan and Bangladesh. It covers the period beginning with the colonial encounter through to the aftermath of independence and partition in 1947. Students will analyze the complex interplay between forces of knowledge production, colonial rule and global capitalist transformation. The course will proceed chronologically with emphasis on the following themes: the emergence and governance practices of the British Empire; the production of religious and social identities; the politics of nationalism and the Nation; the debates over gender and the “women’s question;” and the role of violence and communalism in shaping different community relations in the subcontinent. Students will be expected to actively participate in class discussions, and encouraged to draw connections from this history to present-day events. The course will conclude by exploring recent debates in South Asian historiography concerning the subject of history and the politics of history-writing.

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

ASN 210 Buddhism & Taoism Through Chinese Literature Buddhism and Taoism have long been two important constituent elements of Chinese culture. Their influences on Chinese elite culture, social ethics, and popular values have inspired the use of such phrases as “The Age of Neo-Taoism” and “The Buddhist Age” to characterize some periods of Chinese history. Though many Chinese intellectuals were suspicious of and even hostile towards these two religions and sometimes labeled them as “heterodox,” they could not deny the fact that the two teachings had become an integral part of Chinese elite and popular culture. This course is an introduction to the major ideas of Chinese Buddhism and Taoism as they were represented and interpreted in various texts and narratives. (Huang, offered annually)

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

ASN 212 Women in Contemporary Chinese Culture Are Chinese women still submissive, powerless, and silent as commonly perceived? What roles are Chinese women playing in the present-day China and international societies? These are among the oft-asked questions this course attempts to answer. By contextualizing Chinese women in pre-modern China, Republican China, and communist China, this course attempts to show their different characteristics in different periods. Special attention, however, is given to women in social and cultural settings in contemporary China. A variety of works, including history, fiction, and films are used to acquaint students with dramatic changes, multifaceted images, gender problems of Chinese women in the post-Mao era. (Zhou, offered alternate years)

ASN 215 Environment & Development in Eastern Asia Course also listed as ENV 215. Rapid development in East Asia has brought prosperity to many but has also created serious environmental problems. Rivers and lakes suffer from pollution and algal blooms; water tables have dropped dramatically; farmland has been polluted by industrial chemicals and over-fertilization; and cities choke on pollution from industry and automobiles. This course explores the environmental challenges facing East Asia as well as how governments and other groups are addressing them through various approaches to sustainable development. Special emphasis is placed on China, given its regional and global importance, and the Four Little Dragons (Taiwan, Hong Kong, Singapore, and South Korea). (Magee/Lewis, offered annually)

ASN 225 Tibetan Buddhism Course also listed as REL 211. This course is an introduction to Tibetan belief and practice. What is life from a Buddhist perspective? What did the Buddha teach? What is the law of karma? These and many other questions are addressed. The course looks at Tibetan Buddhist practice from the Four Noble Truths to the highest Yoga tantra with special emphasis on the practice of love, kindness, and compassion. A monk's life in the monastery is also studied. Prerequisite: Any religious studies course or permission of the instructor. (Yignyen, offered annually)

ASN 231 Tibetan Mandala Painting The purpose of this course is to introduce students to the wonders of Tibetan culture. This is accomplished through the study of traditional Tibetan Buddhist painting and mandala construction. The world of Tibetan Buddhist art is introduced through the immersion in historic background and current utilization. Students learn the accurate methods for drawing the geometric outlines of the mandala. Each student completes a painted version of the Chenrezig mandala (which is most often used in Tibetan Buddhist meditation practice). This includes the formation of the accurate symbols of the five Buddha families. Students become familiarized with these and other emblems and learn their meanings. Using colored sand, students learn how to make a sand painting with authentic Tibetan metal funnels and wooden scrapers. Finally, students participate in the joy of a group class project of sand mandala painting and dismantling ceremony. (Yignyen, offered annually)

ASN 236 Contemporary China This course addresses the momentous social and cultural changes that have occurred in China in recent years. In exploring this subject, Chinese culture is systematically examined from different aspects, including but not limited to Chinese cultural roots, family, population, woman, economy, environment, ideology, politics, religion, and education. Some of China's hottest issues, with which Western societies have been concerned in recent years, are discussed, such as the reform movement, the Tiananmen Square Incident of 1989, censorship, human rights, peasants' protest, HIV, China's rise, China-U.S. relations, and China's future. (Zhou, offered alternate years)

ASN 242 Riding with Genghis Khan Genghis Khan and his descendants rode hard, fought bloody battles, envisioned world conquest, and drank copiously. They also created the largest land empire in the world, ruled over this empire effectively, and fostered cultural exchange across Eurasia at an unprecedented scale. After its fall, the empire's legacies continued to impact Eurasian history, arguable to this day. This course explores aspects of this great empire, from its Central Asian nomadic origins to the Mongol predicament after its fall. Our main focus is Genghis and the Mongol empire. Learn about the awesome Mongol battle strategies, and their administration that led to Pax Mongolica. Witness the magnificent courts and peoples that Marco Polo, or his reverse counterpart, Rabban Sauma, encountered, as you experience the excitement of their adventures. Explore how Mongols lived every day, and how they saw the

world around them. Investigate how they adapted to various natural surroundings, and how they interacted with their various human neighbors, most famously the Chinese and the Persians. Consider why the great Khan remains widely known today, and why so many myths surround him. Let's ride through history with Genghis. (Yoshikawa, offered alternate years)

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

ASN 304 Courtesan Culture Look up the word "courtesan" in a dictionary, say Merriam-Webster's 10th edition, and one finds the following definition: "a prostitute with a courtly, wealthy, or upper-class clientele." Historically, however, the courtesans of China or Japan have been women whose appeal lay primarily in their surpassing musical and literary cultivation, not their sexual services. This multidisciplinary course uses the textual sources and visual representations that record or celebrate courtesan culture to examine the demimonde of the elite Chinese "singing girl" or the Japanese geisha across the centuries, with some attention to Western conceptions or misconceptions of their roles and relationships. (Blanchard, offered occasionally)

ASN 305 Showa Through the SilverScreen 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)

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

ASN 341 Chinese Literature in Translation This course introduces Chinese literature in both classical and modern literary traditions. Selected readings consist of translated works that encompass different literary forms and genres. Major foci are on prose, fiction, poetry, drama, and vernacular story/novel. Primary concerns are with the shifting use of literary forms and genres from one dynastic period to another, how scholars and writers in different dynasties would favor and select specific literary forms and genres to reflect on and critique political, social, and cultural issues among other things, and why religious, gender, and social class bias emerged. Change of intellectual climate, linguistic simplification, as well as literary devices such as simile, metaphor, symbolism, euphemism, and others will be explained and discussed in depth. This course is taught in English. No prerequisite. Open to all students. Upper class Asian Studies majors/minors are highly recommended to take the course. (Huang)

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

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

ASN 450 Independent Study

ASN 456 1/2 Credit Independent Study

ASN 495 Honors

ASN 499 Internship

Athletics, Physical Education and Recreation

Program Faculty

HOBART ATHLETICS

Brian Miller, Interim Director of Athletics
Paul Bugenhagen, Head Rowing Coach
Kevin DeWall, Head Football Coach
Ken Dougherty, Head Golf Coach
Ron Fleury, Head Cross Country Coach
Shawn Griffin, Head Soccer Coach
Scott Iklé '84, Head Sailing Coach
Greg Raymond, Head Lacrosse Coach
Tim Riskie, Head Squash and Tennis Coach
Tim Sweeney, Head Basketball Coach
Mark Taylor, Head Hockey Coach

WILLIAM SMITH ATHLETICS

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

HOBART AND WILLIAM SMITH ATHLETICS

Chris Gray, Head Strength and Conditioning Coach
Caitlin Ketcham, Assistant Athletic Trainer
Brian Miller, Athletic Compliance Coordinator
Tracy Stankavage, Assistant Strength Coach

Hobart

Hobart athletics seeks to afford experience in intercollegiate sports to as many men as possible. Annually, about one third of the Hobart student body participates in intercollegiate athletics. Many participate on more than one team. While student-athletes are encouraged to strive to fulfill their athletic potential, emphasis is placed on achieving a healthy balance between their scholastic and athletic endeavors. The broad-based program receives excellent support in the areas of equipment, facilities, staff, and sports medicine. Under the supervision of the Department of Athletics, Hobart fields intercollegiate teams in basketball, cross country, football, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, and tennis. Hobart is a member of Division III of the National Collegiate Athletic Association, and competes in this division in all sports except lacrosse. Since 1995, the Hobart lacrosse team has competed at the Division I level. Since 1972, Hobart College has won 18 national championships, four Eastern College Athletic Conference regional titles, and 47 conference championships.

William Smith

The Department of Athletics, Physical Education and Recreation has as its foundation an educational philosophy that emphasizes the importance of the medium of movement as a learning vehicle for individual growth and development. Recognizing that students learn in a variety of ways and through a variety of experiences, the department provides a wide range of activity courses and a comprehensive intercollegiate athletics program. Certain activity courses are offered for credit, others are not offered for credit. Students may select from team sports, individual sports, fitness, wellness, and aquatics classes.

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

William Smith is a member of the Liberty League, ECAC and NCAA. Since William Smith teams began competing in the early 1970s, the Herons have enjoyed notable success. The Herons have won seven national championships, 60 conference championships and 19 state championships.

Recreation, Intramurals and Fitness

Hobart and William Smith Colleges Department of Recreation, Intramurals, and Fitness operates out of an 83,000-square-foot 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, special events, and external membership services.

Physical Education Classes

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

Club Sports

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

Outdoor Recreation Adventure Program (ORAP)

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

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

Dates and times of programs are publicized and a fee is charged to cover equipment and administrative costs. A resource center, located in the second level of the barn includes a rock wall and an equipment rental system.

COURSE DESCRIPTIONS (for credit):

PEC 930 Scuba Diving This course includes all techniques of the sport. Certification is given for satisfactory completion. Fee. Must have 6 students registered to offer class (*Offered each semester*)

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

COURSE DESCRIPTIONS (no credit):

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

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

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

Biochemistry

Program Faculty

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

The Biology and Chemistry departments offer a rigorous joint major to those students interested in the intersection of biology and chemistry. The Biochemistry major consists of core courses from the Biology and Chemistry departments, cognates in Math and Physics, and a capstone seminar experience.

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

REQUIREMENTS FOR THE MAJOR (B.S.)

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

The required biology courses are BIOL 167, 212, one 200-level cell/molecular biology courses (BIOL 220, BIOL 222, or BIOL 232), one 200-level biology elective, and two 300-level cell/molecular biology courses (BIOL 302, BIOL 327, BIOL 340, BIOL 341, or BIOL 380). Five of the required Biology courses must be taken at HWS. The required chemistry courses include CHEM 110, 120, (or 190 in place of 110 and 120), 240, 241, 320, 348 and 449. Calculus (MATH 131) and calculus-based physics (PHYS 150) is 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 212 Biostatistics
BIOL 215 Evolutionary Genetics
BIOL 220 General Genetics
BIOL 222 Microbiology
BIOL 225 Ecology
BIOL 227 Behavioral Ecology
BIOL 228 Biology of Plants
BIOL 232 Cell Biology
BIOL 234 Vertebrate Biology
BIOL 238 Aquatic Biology
BIOL 302 Immunology
BIOL 327 Cancer Biology
BIOL 340 Neurobiology
BIOL 341 Developmental Biology
BIOL 380 Genomics

Chemistry Courses

CHEM 110 Introductory General Chemistry
CHEM 120 Intermediate General Chemistry
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 Courses

BCHE 460 Senior Seminar

COURSE DESCRIPTION

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

Biology

Department Faculty

Meghan Brown, Associate Professor
 Sigrid Carle, Professor
 Bradley Cosentino, Associate Professor
 Susan Cushman, Director of Introductory Biology Laboratories
 Mark Deutschlander, Professor
 David Dronney, Professor
 Brielle Fischman Visiting Assistant Professor
 David Holtzman, Visiting Assistant Professor
 Kristy Kenyon, Professor
 Patricia Mowery, Associate Professor, Department Chair
 Elizabeth Newell, Professor
 James Ryan, Professor
 Shannon Straub, Assistant Professor

The mission of the Biology Department is to provide students with the skills necessary to understand the complexity of the biological world and its interconnectedness. The diversity of the biological sciences requires a multifaceted approach, from elucidating biological mechanisms to explicating the ontogenetic, ecological, and 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. Required core courses include BIOL 167 *Introductory Topics*, BIOL 212 *Biostatistics*, and BIOL 460 *Senior Seminar*. Biology is a diverse discipline united by common principles, thus our curriculum allows students to select many elective courses. Electives in Biology fall into one of two categories: processes within organisms (A) and processes among individuals (B), see course catalog for listings; that represent levels of organization from molecules and cells to evolutionary and population thinking, and emphasize different types of questioning within biology.

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

<u>Processes within organisms</u>	<u>Processes among individuals</u>
200-level <ul style="list-style-type: none"> • BIOL 220: Genetics • BIOL 222: Microbiology • BIOL 232: Cell Biology • BIOL 233: General Physiology 	200-level <ul style="list-style-type: none"> • BIOL 215: Evolutionary Genetics • BIOL 225: Ecology • BIOL 227: Behavioral Ecology • BIOL 228: Biology of Plants • BIOL 234: Vertebrate Biology • BIOL 238: Aquatic Biology
300-level <ul style="list-style-type: none"> • BIOL 302: Immunology • BIOL 324: Anatomy • BIOL 327: Cancer Biology • BIOL 340: Neurobiology • BIOL 341: Developmental Biology • BIOL 380: Genomics 	300-level <ul style="list-style-type: none"> • BIOL 316: Conservation Biology • BIOL 320: Agroecology • BIOL 325: Invasion Biology • BIOL 336: Evolution • BIOL 356: Ornithology

Table 1: Biology electives listed by categories. The major requires an even distribution of courses between the two categories.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

Nine biology courses, seven of which must be completed at HWS or as part of HWS-sponsored abroad programs. Biology courses must include BIOL 167, BIOL 212, and BIOL 460. The remaining six courses are electives, three of which must be completed at the 200-level and three of which must be completed at the 300-level. Of the six biology electives for the B.A., three must be completed in each of the two categories (see Table 1). BIOL 450 *Independent Study* may substitute for one 300-level biology course. Completion of BIOL 495 *Honors* may substitute for BIOL 460. Other required courses are MATH 130, CHEM 110, and CHEM 240.

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

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 16 courses

All of the requirements for the B.A. major, plus one additional 200- or 300-level course from biology, and three more courses from chemistry, computer science, geoscience, mathematics, physics, or psychology. Of the 10 biology courses for the B.S., seven must be completed at HWS or as part of HWS-sponsored abroad programs. At least five biology courses must have a laboratory. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

Progressing through the major: During the first year, students are advised to complete BIOL 167 and either one more course in biology or at least one of the cognate courses of the major (CHEM 110, CHEM 240, or MATH 130). BIOL 212 *Biostatistics* should be completed after BIOL 167 and a 200-level elective, ideally by the end of the sophomore year. We expect most students to complete their 200-level electives by the end of the junior year, and 300-level courses should be taken mainly by juniors and seniors. 300-level electives require completion of BIOL 212 and at least two additional 200-level courses, one of which should be in the same category (Table 1) as the 300-level course. BIOL 460 *Senior Seminar* is intended as a capstone course, integrating information presented in the first three years, and is completed during the spring semester of senior year. Honors research in Biology (BIOL 495) may substitute for BIOL 460 with an adviser's permission.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

BIOL 167 and five additional biology courses. Students minoring in biology should work with a biology adviser to select courses that best complement their major and their career goals. All courses must be passed with a grade of C- or higher. A maximum of 1 course taken for a CR grade may be counted toward the minor.

Policies on C/NC and course repeats

For the major, all BIOL courses must be taken for a grade. For the major, CR/NC courses will not count. For the minor, a maximum of 1 course taken for a CR grade may be counted toward the minor. All other BIOL courses towards the minor must be taken for a grade. Any courses repeated for a better grade must be repeated in full—both laboratory and lecture components need to be repeated.

Advanced Placement

In consultation with the department chair, students who earn an Advanced Placement (AP) score of 5 may choose to substitute a biology elective course for BIOL 167 Introductory Biology.

BIOL 212 substitution

Students may substitute other statistics courses on campus (PSY 210 or ECON 202) in place of BIOL 212. Statistics courses from off campus must be petitioned for approval using the petition form: http://www.hws.edu/academics/biology/course_petition.pdf.

Taking biology courses in HWS abroad programs

Most courses in biology in HWS-sponsored abroad programs (e.g. Denmark, South America, and Australia) require only an introductory level background in biology, which is the same requirement for our 200-level courses. Therefore, students will be allowed to substitute abroad courses for 200-level electives only. If two biology courses are taken in abroad programs, each will count as 200-level elective and regardless of course content, students will be given credit

for a course in each category (see Table 1). If only one biology course is taken abroad, the student will work with their adviser to determine the category the course will count in—both course content and the student's academic plan will be taken into account. This policy for abroad courses simplifies advising for students, ensures that students benefit from our faculty's expertise in their advanced courses, and allows students to be exposed to the breadth of biological disciplines through their coursework at HWS.

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

COURSE DESCRIPTIONS

BIOL 167 Introductory Topics These courses, while focused on a range of topics, are designed to help you (1) distinguish between scientific inquiry and other modes of inquiry; (2) articulate in general terms the central concepts of biology, including the process of evolution through natural selection; the central role of DNA, RNA, and proteins in living organisms; and the inheritance of genetic information; (3) ask relevant biological questions, develop scientific hypotheses, and design experiments to test hypotheses; and (4) explain the relevance of biological knowledge to society. Each course includes laboratory sessions. Prerequisites: none. (*Offered every semester*)

Sample introductory topics:

- **The Biology of Sex.** This course examines the important themes in biology through the lens of reproduction; a defining characteristic of all life. This course uses an evolutionary-based approach to understand the cost and benefits of asexual versus sexual reproduction. We will study why sex evolved, discover some of the fantastic strategies plants and animals use to mix their genes, explore the evolution of sex, learn how genetic information is passed from generation to generation, and visit such topics as mating strategies, sperm competition, female mate choice. (Ryan)

- **A Biotech World - Origins and Implications of Recombinant DNA Technology.** With increasing knowledge of DNA structure and function, scientists have acquired powerful tools for tinkering with the genetic makeup of living organisms. To date, our ability to manipulate DNA has had a significant impact in areas such as agriculture, human health, and the environment. This course introduces the basic scientific principles behind recombinant DNA technology and its potential applications. Students also address the environmental, ethical, and social issues that surround the use of this technology in our changing world. (Kenyon)

- **Dangerous Diseases.** Black death, the Spanish Flu, AIDS—Is the greatest threat to humanity likely to come from a new deadly disease that causes worldwide havoc? This course explores the cell biology, molecular biology and physiology behind some of humanities' most tenacious infectious diseases, such as SARS, Ebola, Hantaan virus, and HIV. Understanding the ecology and evolution of infectious diseases allows assessment of the possibility that a deadly infection could cause another deadly global outbreak. Finally, students explore how scientists combat infectious diseases and whether or not the human genome project and the ability to sequence the genomes of disease-causing organisms offer new mechanisms to fight deadly diseases. (Carle)

- **HIV and related topics.** According to the World Health Organization, there are over 33 million people currently living with HIV. We will examine HIV from various angles including how it enters cells, how it integrates into the human genome, how it changes, and methods to detect it and prevent its infection. Through these topics we will explore concepts such as molecular and cellular components of cells, genetics and evolution, and immunology and viruses. (Mowery)

- **How & Why Animals Communicate.** Animals communicate in many different ways and for many different reasons. Despite these differences, underlying mechanisms on a molecular and cellular level are remarkably similar. We will use specific examples of communication to understand basic biological properties that define living organisms, such as cell structure and function, behavior, and evolution. We will ask how communication occurs through biological mechanisms (proximate causes) and why communication occurs as a function of adaptation and evolution (ultimate causes). Although this course will focus on biology in the context of communication, the information discussed can be applied to any biological issue. (Holtzman)

- **Living Color.** The biological world is filled with color. In animals, color can be used to provide camouflage or be part of conspicuous signals. Climate, environmental resources, and an organism's genetics influence color. Moreover, the perception of color is a property of an organism's visual system, and interactions between organisms can affect both the color of the signaler and the visual system of the receiver. In this course, we will examine color in animals as a basic biological trait to understand the underlying mechanisms that produce color as well as how evolution shapes the coloration of organisms. (Deutschlander)

- **Plants and People.** Plants, broadly defined, are incredible organisms that humans rely on for food, shelter, textiles, medicine, and the oxygen we breathe. This course explores the basic biology of plants and emphasizes the ways

in which humans and plants are similar and different with a focus on how we sense and respond to the world around us, all while covering all of the core principles of biology. (Straub)

• **The Secret Life of Bees.** explores important facets of biology through the lens of bees. Bees are a model system in biology, used in a diverse array of biological research including genetics, ecology, and evolution. During this course we will study defining characteristics of bees and their insect relatives, investigate why some bees are social and others are solitary, understand how bees and flowering plants evolved together for pollination, and learn about genetic mechanisms that underlie bee behavior. We will also cover general topics in biology related to all organisms, such as the evolutionary relationships among species, how traits are passed from parents to offspring, sex determination, how genes are expressed in individuals, and forces of evolution including natural selection. (Fischman)

BIOL 212 Biostatistics This course is required for the major. The concepts presented in this class are applied in nature and require, as background, only an elementary knowledge of algebra and the desire to learn. Subjects discussed include probability as a mathematical system, various probability distributions and their parameters, combinatorics, parameter estimation, confidence intervals, t-tests, various chi-square applications, one- and two-way analysis of variance, correlation, and simple linear regression. The course includes an introduction to statistical computing on Macintosh computers utilizing standard statistical packages. Prerequisite: BIOL 167 and a 200-level biology elective. (Brown, Cosentino, Droney, *offered each semester*)

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

BIOL 220 General 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. Prerequisite: BIOL 167. (Kenyon, Straub, *offered each annually*)

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

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

BIOL 227 Behavioral Ecology The specific behaviors employed by organisms to solve the “problems” associated with survival and reproduction have been shaped through time by evolutionary forces. Thus, to understand why individuals behave as they do, we must understand the nature of the complex interactions between individual and the environment, including social interactions with other individuals of the same species, in the past and present. This evolutionary approach to understanding behavior is the focus of the discipline of behavioral ecology. Emphasis is placed on why organisms within populations of species vary in behavior, in addition to the more traditional approach of relating ecology and behavior across species. Topics may include social behavior and mate choice, animal and plant signaling, foraging tactics, and the genetics of behavior. With laboratory. Prerequisite: BIOL 167. (Droney, *offered annually*)

BIOL 228 The Biology of Plants The diversity of plants is enormous, ranging from microscopic phytoplankton to trees more than 300 feet tall. Using an evolutionary approach, students study this great diversity and follow the development of plants from the earliest photosynthetic single-celled organisms to complex flowering plants. Plant structure and function are discussed in relation to the environment in which plants live. Studies of plant anatomy, physiology, and ecology focus on flowering plants. Throughout the course, human uses of plants and plant products are highlighted. The laboratory provides hands-on experience with the plant groups discussed in lecture and an opportunity to experimentally test many of the concepts presented. With laboratory. Prerequisite: BIOL 167. (Newell, *offered annually*)

BIOL 232 Cell Biology An introduction to the fundamental principles that guide the functions of cells and organelles. The major topics covered are transcription and translation, cell communication and signal transduction, cellular metabolism (respiration and photosynthesis), and cell motility. These topics are studied in the context of cancer and other human diseases. With laboratory. Prerequisite: BIOL 167. (Carle, *offered annually*)

BIOL 233 General Physiology An introduction to the major physiological processes of animals, from the level of cells and tissues to the whole organism. A comparative examination of animals emphasizes basic physiological processes and demonstrates how animals with different selective pressures “solve problems” related to integrating the separate yet coordinate organ systems of their bodies. Students examine relationships between structure and function, mechanisms of regulation, control and integration, metabolism, and adaptation to the environment. Laboratory exercises reinforce lecture topics and emphasize an investigative approach to the measurement of physiological processes. With laboratory. Prerequisite: BIOL 167. (Deutschlander, *offered annually*)

BIOL 234 Vertebrate Biology Vertebrates are among the most abundant and conspicuous animals in the natural world. Topics covered include an exploration of the diversity of vertebrates, the characteristics that define each vertebrate group, and how those characteristics relate to each group’s evolution. In addition, the course covers principles of systematic biology, methods used by study vertebrates, behavior, reproduction, life history and physiology of vertebrates. The laboratory combines experiments with field trips. With laboratory. Prerequisite: BIOL 167. (Ryan, *offered annually*)

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

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

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

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

BIOL 320 Agroecology Agriculture dominates the landscape around Geneva and in this course we'll use ecological theory to study agricultural ecosystems, exploring how their design and management affect productivity, sustainability, and the surrounding environment. Our work will focus primarily on agricultural ecosystems found locally including vineyards, orchards, row crops, organic farms, and backyard gardens. We will also consider animal production systems. We'll start by investigating how plants acquire and use resources such as light energy, water, and nutrients. Then we'll explore the impact of species interactions in agricultural systems. Finally, we'll examine impacts of management practices on species diversity and on the sustainability of agroecosystems. The laboratory will be field-based. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (Newell, *offered annually*)

BIOL 324 Anatomy This course presents a systemic approach to the study of the human body. Course topics begin with an introduction of anatomical terminology and an overview of cellular processes and tissue classification. Students then are introduced to the gross and microscopic anatomy of the following systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive. Students will also develop an understanding of how these systems develop during early embryology, as well as learning the clinical relevance of disease and disorders that affect anatomy. One of the goals of this course is to provide an understanding of human anatomy which then provides the foundation for clinical diagnosis and decisions. The laboratory component of the course generally parallels and reinforces lecture concepts with practical hands-on learning. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Ryan, *offered annually*)

BIOL 325 Invasion Ecology Biological invasions are second only to habitat destruction in causing declines in native species and are the primary drivers of global environmental change. Species invasions also provide unique opportunities for testing basic theories in ecology and evolution. This course studies the process and underlying mechanisms of invasions, the effects of invasions on communities and ecosystems, and the management techniques employed to address invasions. The focus is on research approaches and discussion of the relevant scientific literature. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (Brown, *offered annually*)

BIOL 327 Cancer Biology Cancer is not a single disease. Rather, it is a collection of related diseases that share similarities in origin, genetics, and development. This course will explore the complexities of cancer development. The course begins with understanding DNA damage and mutations, followed by the genetic differences between cancer and normal cells. Next, we move out of cell to discuss the role of the microenvironment in cancer suppression and development. In this section we discuss normal cells, such as stroma and immune cells, the influence tumor development. The final section of the course discusses unresolved theories of cancer development and treatment. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Carle, *offered annually*)

BIOL 336 Evolution Evolution is often referred to as the great unifying principle of all the biological sciences. In this course, both micro-evolutionary process and macro-evolutionary patterns are discussed. Micro-evolution involves studying current evolutionary processes (such as natural selection, sexual selection, and genetic drift) using techniques from population, quantitative, and molecular genetics. Additional topics include levels of selection, adaptation, and ecological factors important for evolutionary change. Evolutionary processes also are central to the understanding of past events and, therefore, topics such as biological diversity, speciation, phylogeny, and extinction are also discussed. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (Droney, *offered annually*)

BIOL 340 Neurobiology In this course students examine concepts and experimental models in cellular and systems neurobiology in order to gain a better understanding of how the nervous system is integrated to produce simple and complex behaviors. After a consideration of how individual neurons function, students examine (1) how parts of the nervous system are specialized to sense and perceive the environment, (2) how commands are initiated and modified to produce smooth, well-controlled movements, and (3) how more complex functions of the nervous system (such as emotions, language, homeostasis, etc.) are produced by neural networks. Because neurobiology is an inherently comparative field, students examine neural processes that demonstrate basic concepts inherent to neurological systems both in invertebrates and vertebrates (including humans). Laboratories include some computer simulations of neuronal physiology and "wet lab" experiments designed to introduce students to techniques for investigation of the neural basis of behavior. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Ryan, *offered occasionally*)

BIOL 341 Developmental Biology This course presents a comprehensive view of the principles that govern how a single fertilized egg develops into a complex organism. Developmental biology is an integrative discipline that includes other fields of biology such as molecular and cell biology, genetics, biochemistry, evolution, neurobiology and physiology. Through lectures and laboratory exercises, students learn the experimental approaches used by scientists to study developmental processes. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 220, BIOL 222, BIOL 232, or BIOL 233. (Kenyon, *offered annually*)

BIOL 356 Ornithology Birds instill wonder in many people due to their colorful and melodious communication, their incredible flight and migrations, and their ubiquitous presence everywhere humans live. Birds are also obvious sentinels of environmental change; more than one species has been a “canary in a coal mine” for environmental disturbances such as pesticide use, pollution, and climate change. Ornithology is the scientific study of this amazing group of animals. In this course, we will study local avifauna to learn about the diversity, natural history, and conservation of birds. Students will develop identification skills and learn and practice field techniques in ornithology. The study of birds also provides the opportunity to take a holistic approach to biology, combining subdisciplines such as evolutionary biology, systematics, population biology, genetics, animal behavior and physiology. Lecture and discussion topics may include the evolution and systematics of extant birds, feathers and flight mechanics, anatomy and environmental physiology, migration and dispersal, foraging ecology and niche partitioning, communication, parental and social behavior, and conservation. We will read and assess primary literature in ornithology to investigate how scientists advance our understanding of birds, and will examine the role of citizen science in advancing our ornithological research. Student experience, knowledge, and interest will determine specific case studies we explore. With laboratory. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238. (Deutschlander, *offered annually*)

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

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. Prerequisite: open only to senior biology majors, except with permission of the instructor. Prerequisites: BIOL 212 and at least two additional 200-level courses, one of which must be from each category: processes within organisms (BIOL 220, BIOL 222, BIOL 232, or BIOL 233) and processes among individuals (BIOL 215, BIOL 225, BIOL 227, BIOL 228, BIOL 234, or BIOL 238). (*Offered spring semester*)

Sample senior seminar topics:

- **Climate Change.** Biological Responses to Climate Change Climate change is nothing new. Earth’s climate has been anything but constant over its history, and organisms have either responded or gone extinct. What’s likely to happen in this current period of climate change? Are species going to have enough time to acclimate or adapt? Will some migrate to a more hospitable region? What are the limits to acclimation, adaptation, and migration? Can we predict which species won’t respond in time? These are some of the questions we’ll address in this seminar. Answers to these questions will require you to integrate what you’ve learned across the major. And, given that responses can range from acclimations to adaptations, and can occur from the molecular level up to the ecosystem, we’ll benefit from the different knowledge, interests, and questions you each bring to the course.
- **Dispersal ecology.** The study of movement resulting in gene flow Have you ever wondered how a population recolonizes an area that was disturbed in some way (flooded, dried out, burned)? Did you know that environmental conditions during gestation and prenatal periods regulate dispersal outcomes? Did you know that parents and siblings can induce dispersal of some young? Have you thought about the fact that there is a genetic basis from which dispersal occurs? Dispersal originated as a sub-discipline of animal behavioral biology, but various aspects have been applied to almost all living organisms and branched into new applications of research. It is an important life-history trait that can

evolve in response to any change in the environment, and has immense impacts on the potential for local adaptation and genetic differentiation in a population. Our semester will be spent learning about who, why, when, and where organisms disperse, as well as the consequences related to these movements in proximate and ultimate ways.

- **Suspended Animation.** How and why organism put life on pause. Many organisms—from bacteria to mammals—are capable of metabolic flexibility. These organisms are able to lower respiration and slow metabolism by a variety of processes. Examples include dormancy from days to years, hibernation in mammals, quiescence in response to heat, and diapause that suspends embryonic development. Even germ and somatic cells within an organism exit the cell cycle for extended periods of time. Why do organisms and cells exhibit this behavior, and how is it controlled? We will be exploring the idea of suspended animation from proximate and ultimate ways of thinking to broaden our understanding of how biologists ask questions to explain a biological trait or phenomenon. This will require you to integrate knowledge and skills you've acquired as a biology major, in both required courses and in the subdisciplines you have explored.

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

Chemistry

Department Faculty

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

The chemistry curriculum is designed for students with a wide variety of interests and needs and is approved by the Committee on Professional Training of the American Chemical Society (ACS). The curriculum is designed so that students earn a degree that has prepared them for immediate employment as a chemist or for admission to a graduate/professional school. For students who are planning graduate work in chemistry, chemical engineering, 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 or dental schools are advised to take the following courses in chemistry: 110 and 120 (or 190); 240, 241, 320, and 348.

The Chemistry Department currently offers majors at the B.A. and B.S. degree levels, and a minor in chemistry. The B.A. includes required courses in general, organic, inorganic, analytical, and physical chemistry, junior and senior seminars, 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 three additional chemistry electives, and an additional natural science course. The more rigorous ACS B.S. contains a set of courses determined by the ACS. In order to be credited toward the minor or major, all departmental and cognate courses must be completed with a grade of C- or better. Credit/no credit options cannot be used for departmental or cognate courses. The chemistry department places a strong emphasis on faculty-student research and encourages all students to discuss the possibility of doing research with a professor. Opportunities to do so arise from paid summer internships or independent study and Honors projects.

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

disciplinary, 12 courses (11 courses if CHEM 190 is taken instead of 110 and 120)
CHEM 110 and 120 (or 190), 210, 240, 241, 318, 320, 360, 460; 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. Students who enter HWS with credit for MATH 130 will be required to take another MATH class (above 131) or PHYS 160 to replace this requirement. CHEM 360 and 460 are 0.5 credit each.

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

disciplinary, 16 courses (15 courses if CHEM 190 is taken instead of 110 and 120)
CHEM 110 and 120 (or 190), 210, 240, 241, 318, 320, 360, 460; four additional chemistry courses, two of which must be 400-level chemistry electives, one of which may include CHEM 450, 490, or 495; 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. Students who enter HWS with credit for MATH 130 will be required to take another MATH class (above 131) or PHYS 160 to replace this requirement. CHEM 360 and 460 are 0.5 credit each.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (ACS B.S.)

disciplinary, 18 courses (17 courses if CHEM 190 is taken instead of 110 and 120)
CHEM 110 and 120 (or 190), 210, 240, 241, 318, 320, 348, 360, 437, 460; 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.

Students who enter HWS with credit for MATH 130 will be required to take another MATH class (above 131) to replace this requirement. CHEM 360 and 460 are 0.5 credit each.

REQUIREMENTS FOR THE MINOR IN CHEMISTRY

disciplinary, 6 courses (5 courses if CHEM 190 is taken instead of 110 and 120)

CHEM 110 and 120 (or 190), 240; one additional chemistry course at the 200-level; two additional chemistry courses from the 300- or 400- level, only one of which may include CHEM 450, 490, or 495. 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 that will be covered will include nomenclature, understanding and using chemical equations, chemical bonding, atomic and molecular interactions. The course will also answer questions such as "Why do snowflakes always have six points?" More extensive topics that may also be covered will include environmental chemistry, atomic and nuclear chemistry, simple thermodynamics, the structure and function of macromolecules (such as nucleic acids and proteins), forensic chemistry, food chemistry, and the chemistry of fossil fuels and biofuels. These topics will be chosen in part based on the expertise of the instructor and on relevant and timely issues. The course will also allow students to develop qualitative and quantitative problem-solving skills. Two or three lectures a week, one of which will include a hands-on component in which students will conduct experiments in order to explore the scientific process. This course is not open to students who have taken or intend to take CHEM 110, or who must do so for their intended/declared major. (Spring, *offered occasionally*)

CHEM 110 Introduction to 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 and one laboratory per week. This course prepares students for CHEM 120 and CHEM 240. No prerequisites. (Fall, *offered annually*)

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 and one laboratory per week. Prerequisite: CHEM 110. (Spring, *offered annually*)

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

CHEM 199 Introduction Fermentation Science Fermentation can generically be defined as the process of the chemical breakdown of materials by microorganisms. This course will present a broad introduction to fermentation science placed in a context of local relevance. Thematic topics will include brewing, wine making, and spirit production. These topics will be explained through the lens of science, where chemistry and biology come together. In these areas, students will learn about the concepts of chemical structures and reactions, pH, equilibrium, metabolism, extraction, and distillation. Major themes of this course will be scientific literacy, questioning, and analysis. Sampling of products will not be routine and may only be done by students 21 years of age or older. (*Offered occasionally*)

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. Prerequisite: CHEM 120 or 190 (Bowyer, Stennett, *spring, offered annually*)

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. Prerequisite: CHEM 110 or 190 (Pelkey, Miller, *offered annually*)

CHEM 241 Organic Chemistry II This course is a continuation of CHEM 240 with an increased emphasis on mechanism and synthetic strategies. The main focus of this course is carbonyl chemistry, which is the foundation for a great many biochemical processes including protein, DNA, RNA, and carbohydrate biosynthesis and metabolism. Other topics include conjugation, aromaticity, and pericyclic reactions. The laboratory incorporates new synthetic techniques and analytical instrumentation, and includes formal reports upon the structure determination of unknown compounds. Prerequisite: CHEM 240. (Pelkey, Miller, *offered annually*)

CHEM 260 Environmental Chemistry This course explores all aspects of the chemistry of the environment, but emphasizes human impact on the atmosphere. For example, the ozone hole, acid rain, and global climate change will be studied in detail. Aerosols, colloids, and the importance of surfaces will also be explored. Pollution in water and soil, especially when impacted by the chemistry of the atmosphere, is introduced. Throughout the course, chemical processes are explained emphasizing kinetic and equilibrium models. Prerequisite: CHEM 110 or 190. (*Offered occasionally*)

CHEM 302 Forensic Science This course describes basic scientific concepts and technologies that are used in solving crimes. Students are introduced to a number of techniques such as mass spectrometry, gas chromatography, ultraviolet-visible spectroscopy, Fourier transform infrared spectroscopy, X-ray diffraction, high performance liquid chromatography and electrophoresis. Descriptions of how these analytical methods are used in many facets of forensic science such as drug analysis; toxicology; hair, fiber, and paint analyses; and fingerprinting are summarized. Students also spend a few weeks of this course putting theory into practice by conducting hands-on experiments in the laboratory. Prerequisite: CHEM 240 or permission of instructor. (de Denus, *offered occasionally*)

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

CHEM 308 Chemistry of Art 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. Prerequisites: CHEM 240. (*Offered occasionally*)

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. Prerequisite CHEM 120 or 190. (de Denus, *offered annually*)

CHEM 320 Physical Chemistry I This course offers a fundamental and comprehensive introduction to kinetics and thermodynamics. Thermodynamics is one of the most powerful tools of science as it is a systematic method for understanding the flow of energy and heat between macroscopic bodies. Thermodynamics focuses on understanding

systems at equilibrium and is concerned only with the initial and final state of a system. Kinetics, on the other hand, deals with the time dependence of the molecular system and how quickly or slowly the reaction proceeds. This course also provides a review of various mathematic tools that are widely used in chemistry. Laboratory. Prerequisite: CHEM 120 or 190, MATH 131, and PHYS 150 or permission of instructor. (Newby, *fall, offered annually*)

CHEM 325 Physical Biochemistry This course will introduce students to the behavior of biological macromolecules, such as proteins, nucleic acids, carbohydrates, and lipid membranes, with an emphasis on their behavior within living cells. Topics will include models that relate the chemical sequence of the biomacromolecule to its three-dimensional structure, the physical properties of biomacromolecules, the application of physical techniques to the study of biological systems with an emphasis on spectrographic methods (including circular dichroism, X-ray diffraction, Raman spectroscopy, and Foster Resonance Energy Transfer) and the innovative technological applications that have been developed using biomolecules. Prerequisite: CHEM 320. (*Offered occasionally*)

CHEM 326 Advanced Topics in Chemistry An in-depth study of topics of current research interest. Topics may include: Molecular Spectroscopy, Computational Chemistry, Advanced Instrumentation, Advanced Synthesis, Nanotechnology, and Surface Chemistry.

CHEM 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. Prerequisite: CHEM 241 (Pelkey, Miller, *offered occasionally*)

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

CHEM 360 Junior Seminar This course is a capstone experience that integrates knowledge learned in previous courses in the chemistry major, and will require students critically analyze and synthesize their knowledge. Unlike courses dedicated to a particular topic of chemistry, students will explore a number of contemporary topics in chemistry through readings of journal articles and textbooks, in class discussions and presentations, and by hosting outside speakers. Prerequisite: students must be a declared chemistry major in their junior year.

CHEM 422 Physical Chemistry II This course explores the realm of the electron, focusing on electron behavior at its most fundamental level. The course focuses on understanding quantum mechanics and how the interaction of radiation and matter gives rise to the spectroscopic instruments so crucially important in modern chemistry. Subjects discussed include wave mechanics, the harmonic oscillator and rigid rotator as models for vibration and rotation, chemical bonding and structure, approximation methods that allow quantum mechanics to be applied to large macromolecular systems, and various types of emission and adsorption spectroscopies. This course also reviews the mathematical tools necessary for understanding physical systems at the atomic and molecular level. Laboratory. Prerequisite: CHEM 120 or 190, MATH 131, and PHYS 150 or permission of instructor. (Newby, *spring, offered occasionally*)

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

CHEM 436 Advanced Inorganic Chemistry The descriptive chemistry of a wide variety of inorganic and organometallic compounds is unified with structure, bonding, and reaction mechanism concepts. Topics such as group theory, metal catalysis, ligand and molecular orbital theory, and bioinorganic chemistry are introduced. Laboratory work provides the opportunity to learn advanced techniques such as inert atmosphere synthesis, NMR, and electrochemistry. Prerequisite: CHEM 318 or permission of instructor. (de Denus, *offered occasionally*)

CHEM 437 Instrumental Analysis Analysis is an important part of any chemical investigation. This course examines the theory and practice of typical modern instrumental methods of analysis with emphasis on electrochemical,

spectroscopic, and chromatographic techniques. Laboratory. Prerequisites: CHEM 210 and 320. (Bowyer, *offered occasionally*)

CHEM 445 Organic Structural Analysis An introduction to the use of chemical and instrumental methods in the elucidation of the structures of molecules. Nuclear magnetic resonance, infrared, ultra-violet, visible, and mass spectroscopy are applied to the problem of structure determination. Prerequisite: CHEM 240. (de Denus, *offered occasionally*)

CHEM 449 Biochemistry II A continuation of CHEM 448, the first half of this course covers integrated intermediary metabolism of lipids, amino acids, and nucleic acids. The second half deals with chemical mechanisms of DNA replication, transcription, and translation. Special topics such as muscle contraction, mechanisms of hormone action, recombinant DNA, and neurochemistry are discussed. Laboratory. Prerequisite: CHEM 348. (Craig, K. Slade, *offered annually*)

CHEM 450 Independent Study

CHEM 456 ½ Credit Independent Study

CHEM 460 Senior Seminar This course is a capstone experience that integrates knowledge learned in previous courses in the chemistry major, and will require students critically analyze and synthesize their knowledge. Unlike courses dedicated to a particular topic of chemistry, students will explore a number of contemporary topics in chemistry through readings of journal articles and textbooks, in class discussions and presentations, and by hosting outside speakers. Students enrolled in CHEM 460 will also be required to create a portfolio of their work within chemistry. Prerequisite: CHEM 360.

CHEM 490 Industrial Internship The internship offers students the opportunity to work on research and development in industrial settings in the Finger Lakes region. Students may elect to take one to three credits in a term. An effort is made to match each student with an industry corresponding to his/her interest. Student work is supervised both by a faculty member and by an industrial supervisor. Prerequisite: Permission of instructor. (*Offered each semester*)

CHEM 495 Honors (*Offered each semester*)

Child Advocacy

Coordinating Committee

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

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

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

The minor consists of five courses, with no more than three courses from any one department. The five courses must include one Development core course, one Family and Other Social Contexts core course, and one Strategies for Child Advocacy core course. The remaining two courses may be selected from other core course options or from the electives. The two electives selected for the minor must reflect a cohesive theme. Examples of possible themes are Children at Risk, Children in Poverty, or Urban Education. Three of the five courses must be unique to the minor. All courses must be passed with a grade of C- or higher. No more than two courses with a CR grade may be counted towards the minor.

CORE COURSES

Development

EDUC 202 Human Growth and Development
EDUC 203 Children with Disabilities
PSY 203 Introduction to Child Psychology
PSY 205 Adolescent Psychology
PSY 370 Topics in Developmental Psychology

Family and Other Social Contexts

AFS 208 Growing up Black
ANTH 341/441 Making Babies
ECON 310 Economics and Gender
EDUC 201 Schooling and Social Equality
EDUC 330 Disability & Transition: Life after High School
EDUC 331/ANTH 214 Rethinking Families
EDUC 332 Disability, Family, and Society
EDUC 338 Inclusive Schooling
SOC 206 Kids and Contention: The Sociology of Childhood
SOC 225 Sociology of the Family
SOC 263 Juvenile Delinquency

Strategies for Child Advocacy

AFS 200 Ghettoscapes
ANTH 205 Race, Class, and Ethnicity
BIDS 202 Urban Politics in Education
ECON 122 Economics of Caring
ECON 248 Poverty and Welfare
EDUC 170 Race Dialogues for Community and Change
EDUC 306 Technology and Children with Disabilities
EDUC 307 Civil Rights Education

EDUC 333 Literacy
EDUC 336 Special Topics: Self Determination in Education
PPOL 364 Social Policy and Community Activism
SOC 221 Race and Ethnic Relations
SOC 261 Sociology of Education
SOC 290 Sociology of Community
SOC 315 Race and Education
Service-learning courses, individually designed course equivalents, or the Boston and Geneva Collaborative Internships may count toward the Strategies for Child Advocacy core with permission of the child advocacy minor adviser.

ELECTIVES

DAN 230 Community Arts: Wellness, Environment, Culture
EDUC 209 Gender and Schooling
EDUC 221 Understanding Autism
EDUC 370 Multiculturalism
POL 333 Civil Rights
PPOL 219 Sexual Minority Movements and Public Policy
SOC 223 Inequalities
SOC 258 Social Problems
WRRH 170 ASL & Deaf Culture
WRRH 280 Immigrant Experiences: Voices and Discourses
Other liberal arts courses or one independent study course (with appropriate departmental prefix) may count as electives with permission of the child advocacy minor adviser.

Chinese

Program Faculty

Jinghao Zhou, Chinese Language and Culture, Coordinator

Chi-chiang Huang, Chinese Language and Culture

Yi-tung Wu, Visiting Instructor

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

CROSSLISTED COURSES

ASN 209 The Golden Age of Chinese Culture

ASN 210 Buddhism and Taoism through Chinese Literature

ASN 212 Women in Contemporary Chinese Culture

ASN 220 Male and Female in East Asian Society and Culture

ASN 236 Society and Culture in China

ASN 312 Literary and Historical Memory in China

ASN 341 Chinese Literature in Translation

ASN 342 Chinese Cinema: Gender, Politics, and Social Change in Contemporary China

ASN 393 Pacific Century

COURSE DESCRIPTIONS

CHIN 101 Beginning Chinese I An introduction to modern Mandarin Chinese, the course teaches four skills, i.e., listening, speaking, reading, and writing. Students acquire solid training and knowledge in pronunciation, writing, grammar, usage of words, and other fundamentals of general communication skills. The principal text is *Integrated Chinese, Part 1-1, Traditional Character Edition*, which introduces Pinyin Romanization System. Online learning programs, a CD, and a DVD accompanying the text are used to help students learn to read, write, and use approximately 250 traditional characters, their simplified variants, as well as common polysyllabic compounds. Students also acquire skills in Chinese word-processing and are able to use Chinese character input system to type characters and sentences. Instruction consists of three class contact hours and two lab sessions per week. (*Zhou, fall, offered annually*)

CHIN 102 Beginning Chinese II A continuation of CHIN 101, this course introduces an additional 300 traditional characters, new sentence patterns, and new grammatical rules. Students learn to make effective use of their language skills, acquire ability to conduct simple real situation dialogues, write simple notes, and read authentic materials such as signs and newspaper headlines. Students can also enhance their skills in Chinese word-processing and electronic communication. The principal text is *Integrated Chinese, Level 1-1, Traditional Character Edition*. Online learning programs along with a CD and DVD accompanying the text are used. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 101 or the equivalent. (*Spring, offered annually*)

CHIN 201 Intermediate Chinese I This course continues CHIN 102 and instruction is conducted half in Chinese. Students learn an additional 400 characters on top of the 550 characters they learned at the beginning level. They speak and write frequently in class and after class, acquiring a higher level of language proficiency in all four skills. They are expected to do Chinese word-processing and electronic communication with ease. The principal text is *Integrated Chinese, Level 1-2, and Integrated Chinese, Level 2-1 Traditional/Simplified Character Edition*, which is used along with online learning programs as well as CDs and DVDs accompanying the text. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 102 or the equivalent. (*Fall, offered annually*)

CHIN 202 Intermediate Chinese II This course continues CHIN 201 and is conducted primarily in Chinese. An additional 450-500 characters and phrases in both traditional and simplified forms are introduced. Students interact and communicate in Chinese in class and after class. Supplementary readings are used in addition to the principal text, *Integrated Chinese, Level 1-2, Traditional/Simplified Character Edition*. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 201 or the equivalent. (Huang, *spring, offered annually*)

CHIN 301 Advanced Chinese I This course continues CHIN 202 and is conducted exclusively in Chinese. An additional 500-550 characters and phrases are introduced. Students interact and communicate in Chinese in class and after class. Supplementary readings are used in addition to the principal text, *Integrated Chinese, Level 2, Traditional/Simplified Character Edition*. Prerequisite: CHIN 202 or the equivalent. (Staff, *fall, offered annually*)

CHIN 302 Advanced Chinese II This course continues CHIN 301 and is conducted exclusively in Chinese. Approximately 600-700 new characters and phrases are added to the vocabulary repository each individual student has built up. Students interact and communicate in Chinese in class and after class. Supplementary readings are used in addition to the principal text, *Integrated Chinese, Level 2, Traditional/Simplified Character Edition*. Prerequisite: CHIN 301 or the equivalent. (Staff, *spring, offered annually*)

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

CHIN 456 1/2 Credit Independent Study

Classics

Department Faculty

Michael Armstrong, Associate Professor
James Capreedy, Associate Professor, Chair
Leah Himmelhoch, Associate Professor

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

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

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

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

REQUIREMENTS FOR THE CLASSICS MAJOR (B.A.)

disciplinary, 12 courses

Four courses in Greek and four in Latin, including at least one 300-level course in each language. Four additional classics courses or courses approved by the department. No more than two 100-level language courses may count towards the major. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major.

REQUIREMENTS FOR THE CLASSICS MINOR

disciplinary, 5 courses

Three Greek and two Latin courses or two Greek and three Latin. No more than three 100-level language courses may count towards the minor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

REQUIREMENTS FOR THE CLASSICAL STUDIES MINOR

disciplinary, 5 courses

Two courses in either Latin or Greek language; three additional courses, including two courses from one of the classical studies groups and one course from a second group or one from each of three different groups. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

REQUIREMENTS FOR THE CLASSICAL STUDIES MINOR

interdisciplinary, 5 courses

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

REQUIREMENTS FOR THE GREEK MAJOR (B.A.)

disciplinary, 12 courses

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

REQUIREMENTS FOR THE GREEK MINOR

disciplinary, 5 courses

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

REQUIREMENTS FOR THE LATIN MAJOR (B.A.)

disciplinary, 12 courses

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

REQUIREMENTS FOR THE LATIN MINOR

disciplinary, 5 courses

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

CLASSICAL STUDIES COURSES**History and Anthropology**

ANTH 102 World Prehistory
ANTH 206 Early Cities
ANTH 210 Prehistoric Ecology
CLAS 202 Athens in the Age of Pericles
CLAS 209 Alexander the Great and His Legacy
CLAS 230 Gender and Sexuality in Antiquity
CLAS 251 The Romans: Republic to Empire
CLAS 281 Fall of the Roman Empire
CLAS 310 Sparta: Greece's Warrior Society
HIST 220 Early Medieval Europe
HIST 308 The Historian's Craft

Literature and Reception Studies

CLAS 108 Greek Tragedy
CLAS 112 Classical Myths
CLAS 213 Ancient Comedy and Satire
CLAS 228 Classical Epic
CLAS 240 Classics in Cinema
CLAS 290 Classical Law and Morality
GERE 212 The Cave of Western Thought
WRRH 312 Power and Persuasion

Religion and Philosophy

CLAS 125 Greek and Roman Religion
CLAS 320 From Jesus to Constantine
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 303 Roman Art and Politics
CLAS 330 Greek Archaeology

CLASSICAL CIVILIZATION COURSE DESCRIPTIONS

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

CLAS 108 Greek Tragedy This course is a reading in English translation of selected plays of Aeschylus, Sophocles, and Euripide, the earliest examples of one of the most pervasive genres of Western literature. Each play is considered both in its own right and in relation to larger issues, such as the tragic treatment of myth, relevance to contemporary Athenian problems, and the understanding of the world that these plays might be said to imply. Through attention to matters of production, an attempt is made to imagine the effect of the plays in performance in the Athenian theatre. The course considers, in addition, possible definitions of tragedy, with the aid both of other writers – views and of experiences of the texts themselves. (*Offered every four years*)

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

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

CLAS 202 Athens-Age of Pericles This course is a survey of the history of ancient Greece, from the earliest days to the time of Alexander the Great. At the course’s center is the great age of Athenian democracy, so fertile in its influence on our own culture. Particular attention is paid to the social and political history, the intellectual life, the art, and the literature of that period. Issues such as democratic imperialism and the exclusion of certain categories of people from full participation in the democracy are emphasized. The course then traces democratic Athens’ decline under the effects of the Peloponnesian War and Macedonian imperialism. (*Offered every three years*)

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

CLAS 213 Ancient Comedy The goals of the Ancient Comedy course are to introduce students to the comedies and satires of the classical world and come to understand the background and appeal of the comedies to the ancient audience. We will examine ancient comedy and satire as unique forms of expression and compare ancient works to modern notions of comedy. We will read and discuss the ancient works and the questions these plays provoke as a class and work in groups to examine more closely the reception of these works. In class, we will examine the background to and references in the plays and satires. At times, students will be asked to research these on their own. Dedicated and thoughtful participation is required as we laugh—or don’t—at works by Aristophanes, Plautus, Terence, and Juvenal. (*Offered every four years*)

CLAS 228 Classical Epic This course includes epics from ancient Greece and Rome, which arose at critical moments in the development of their respective civilizations. Through a detailed study of these texts students examine the genre of epic poetry—its form and style, assumptions, values, and attitudes—along with the relation of each poem to the culture which produced it, and an eye toward similarities and differences. Epic poetry was, for these civilizations, one of the most significant bearers of their intellectual and cultural history. (*Offered every four years*)

CLAS 230 Gender & 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 toward sex and gender have informed our own. (*Offered every four years*)

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. But why are we so fascinated with historical narratives describing events that took place millennia ago, or narratives that describe the fantastical worlds of mythology? Is it 'just' pure escapism, or is there some other reason why these films regularly draw audiences and make money for studios? 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 the past are important because, as the chief source of popular knowledge about ancient Greece and Rome, they heavily influence how our modern world envisions and 'understands' the ancient one. But from the audience perspective, it is also worth asking: Why do films choose the stories they do (i.e., which historical or mythological narratives are represented, and which are not)? If movies about the distant past are allegedly recreations and interpretations of ancient source material, how accurate are they? How can we verify their accuracy? To whom are film interpretations of the ancient world beholden? What sort of decisions are made, why are they made, and/or what constraints—invisible to the audience's eyes—might also dictate how these interpretations materialize on-screen? Is it possible to recreate an ancient world authentically? If not, should we try? Are films about ancient or Classical subjects really about the past? (*Offered every three years*)

CLAS 251 The Romans: Republic to Empire This class surveys the full course of ancient Roman history: royal, republican, and imperial. At its center is the "Roman Revolution," from 140 B.C. to A.D. 70: the destruction of the Republic by Julius Caesar and Augustus' founding of the Empire. Students trace the political evolution of Rome through the centuries and read several historical 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. (*Offered every three years*)

CLAS 281 The 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 four years*)

CLAS 290 Classical Law and Morality What did the law protect? How did the ancient Greeks and Romans administer justice? How did the courts operate and what were the penalties? How were law and morality connected and, how were they distinct? In this course, we will read court speeches, documents, and philosophies from ancient Athens and Rome. We will examine the ways in which rhetoric and law converged, justice was administered, and where morality and law were connected and, remained distinct. We will, therefore, study how the ancients defined, developed, and exercised law within their own cultural beliefs; law as an idea, then, is as central to this course as the practices and procedures of the ancient court system. (*Offered every four years*)

CLAS 310 Sparta: Greece's Warrior Society 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*)

CLAS 320 Jesus to Constantine This course examines the history of the early Christian Church from its beginnings to the Council of Nicaea in 325 AD. (*Offered every four years*)

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*)

CLAS 450 Independent Study (*by arrangement*)

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

CLAS 495 Honors (*by arrangement*)

Classics Courses Offered Occasionally

CLAS 175 Special Topics

CLAS 221 Rise of the Polis

CLAS 275 Special Topics

CLAS 283 Aristotle

GREEK COURSE DESCRIPTIONS

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

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

GRE 205 The Greek New Testament In this course, students read one of the canonical gospels in the original Greek and the other three in English translation. Class work emphasizes the grammatical differences between koine Greek and Classical Greek. The course considers the numerous 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. Prerequisite: GRE 102 or the equivalent. (*Offered every three years*)

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

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

GRE 250 Ancient Greek Historians In this course, students read selections from Herodotus, Xenophon, or Thucydides, examining both the authors' prose styles and the historical contexts in which they wrote. The course aims to develop the ability to read the original Greek text of an ancient historian with attention given to vocabulary, grammar and style. In addition, students will also examine the ways in which Greek historians recorded their history in a way that was both aesthetically pleasing and useful.

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

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

GRE 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. Prerequisites: 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 450 Independent Study (*by arrangement*)

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

GRE 495 Honors (*by arrangement*)

LATIN COURSE DESCRIPTIONS

LAT 101 Beginning Latin I This course is an introduction to the fundamentals of Latin grammar, accompanied by some practice in reading the language. The aim is to equip students to read the major Roman authors. No prerequisite. (*Fall, offered annually*)

LAT 102 Beginning Latin II This course continues and completes the study of basic grammar and introduces representative samples of Latin prose (e.g., Cicero, Caesar) and poetry (e.g., Catullus, Ovid). By consolidating their knowledge of grammar and building their vocabulary, students are able to read Latin with increased ease and pleasure and to deepen their understanding of ancient Roman culture. Prerequisite: LAT 101 or the equivalent. (*Spring, offered annually*)

LAT 223 Medieval Latin At the end of the Roman Empire, as "classical" Latin grew more formal and artificial, vulgar Latin, the language of the "common people" and the parent of the Romance languages, emerged as a sophisticated literary instrument. Throughout the Middle Ages, an enormous literature was produced in this living Latin: works sacred and profane, serious and flippant. In this course, students read selections, in the original Latin, from works in theology, history, biography, fiction, and poetry. Attention is given to the differences between Medieval and "classical" Latin, but the course emphasizes the creativity of the medieval authors as artists in a living language. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

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. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

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

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. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

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. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

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

LAT 301 Advanced Readings 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 of Cicero, Seneca, Tacitus, Livy; poetry of Horace, Juvenal, Lucretius, Ovid, Propertius, Vergil. Prerequisites: 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 450 Independent Study (*by arrangement*)

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

LAT 495 Honors (*by arrangement*)

Comparative Literature

Program Faculty

Grant Holly, English and Comparative Literature, Chair
Eugen Baer, Philosophy
Biman Basu, English and Comparative Literature
Betty Bayer, Women's Studies
Rob Carson, English and Comparative Literature
Michael Dobkowski, Religious Studies
Laurence Erussard, English and Comparative Literature
May Farnsworth, Spanish and Hispanic Studies
Catherine Gallouët, French and Francophone Studies
Alla Ivanchikova, English and Comparative Literature
Marilyn Jiménez, Africana Studies
Elisabeth Lyon, English and Comparative Literature
Nicola Minott-Ahl, English and Comparative Literature
Patricia Myers, Music
Colby Ristow, History
Caroline Travalia, Spanish and Hispanic Studies
David Weiss, English and Comparative Literature

Students in Comparative Literature pursue a broad literary education that is informed by critical theory and knowledge of comparative methodologies. The study of comparative literature is flexible and interdisciplinary. It may involve art, music, politics, philosophy, history, anthropology and other fields. The program also engages the student with at least one culture and language other than English. The program rests on three principles: foreign language training, individual curricular planning, and comparative methodology. All students in the program must demonstrate foreign language competence, normally defined as passing two courses at the literature level in that language. (In special cases, the comparative literature committee may arrange for the fulfillment of this requirement by examination.) The student must satisfy the prerequisite of ENG 200 and an upper level course comparable to a seminar in comparative literature. This course is selected in consultation with the student's adviser during the second year. The Comparative Literature program offers a disciplinary and an interdisciplinary major and minor. Students interested in majoring in comparative literature should meet with an adviser in the program to plan out a program of study which addresses their particular interests. The courses listed below serve as examples of the types of courses that might be included in such a program.

REQUIREMENTS FOR THE DISCIPLINARY MAJOR (B.A.)

disciplinary, 12 courses

ENG 200, a course designated as a comparative literature seminar, and 10 courses in literature or an allied field that form a cohesive program and include one course in critical theory. The courses selected must provide a coherent and in-depth exploration of the field. The number of nonliterary courses must be approved by the adviser and coordinator. Students majoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

REQUIREMENTS FOR THE DISCIPLINARY MINOR

disciplinary, 7 courses

ENG 200, a course designated as a comparative literature seminar, and five courses in literature or an allied field that form a coherent and in-depth exploration of the field. Students minoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (those may be in different languages).

REQUIREMENTS FOR THE INTERDISCIPLINARY MAJOR (B.A.)

interdisciplinary, 12 courses

ENG 200, a course designated as a comparative literature seminar, and 10 courses in literature or an allied field that form a cohesive program and include one course in critical theory. The courses selected must include work in at least two different departments and include materials and approaches other than literary. The number of nonliterary courses must be approved by the adviser and coordinator. Students majoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

REQUIREMENTS FOR THE INTERDISCIPLINARY MINOR

interdisciplinary, 7 courses

ENG 200, a course designated as a comparative literature seminar, and five courses in literature or an allied field from at least two different departments which include materials and approaches other than literary. Students minoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

EXAMPLES OF CROSSLISTED COURSES

Critical Theory Courses

ENG 301 Cultural Theory
ENG 302 Poststructuralist Literary Theory
ENG 304 Feminist Literary Theory
ENG 305 Psychoanalysis and Literature

Elective Courses

BIDS 213 The French-English Medieval Connection
CLAS 108 Greek Tragedy
CLAS 112 Classical Myths
CLAS 213 Ancient Comedy
CLAS 228 Classical Epic
CLAS 230 Gender in Antiquity
ENG 239 The Eighteenth Century Novel
ENG 346 20th Century Central European Fiction
ENG 370 Who Am I? Identity and World Literature
ENG 375 Nabokov, Borges, Calvino
FRNE 211 Black African Literature
FRNE 215 Existentialist Journeys
FRNE 218 Memory, Culture, Identity in French Caribbean Literature
FRNE 219 Beyond Colonialism: Maghreb Literature
FRNE 341 Boulevard Saint-Germain
FRNE 395 Race, Society and Culture in the Ancient Regime
MDSC 313 Global Cinema
MUS 205 Music at the Movies
MUS 206 Opera As Drama
REL 103 Journeys and Stories
REL 226 Religion and Nature
REL 254 The Question of God/Goddess
REL 256 Tales of Love, Tales of Horror
REL 257 What's Love Got to Do With It?
REL 279 Torah and Testament
REL 321 Muslim Women in Literature
REL 401 Responses to the Holocaust
RUSE 203 Russian Prison Literature
RUSE 237 Russian Folklore
RUSE 350 Dead Russians, Big Books
RUSE 351 20th Century Russian Literature Women Writers
SPNE 330 Latina Writing in the U.S.
SPNE 345 Latin American Contemporary Narrative
SPNE 355 Garcia Marquez: The Major Works
WMST 247 Psychology of Women

Computer Science

In the Department of Mathematics and Computer Science

Jonathan Forde, Associate Professor, Chair

Computer Science Faculty

Stina Bridgeman, Associate Professor

David Eck, Professor

John Lasseter, Assistant Professor

Mathematics Faculty

Jocelyn Bell, Assistant Professor

Jennifer Biermann, Assistant Professor

David Eck, Professor

Jonathan Forde, Associate Professor

T. Alden Gassert, Visiting Assistant Professor

Yan Hao, Associate Professor

Erika King, Associate Professor

Joseph Rusinko, Associate Professor

Computers are an integral part of today's society, and understanding how to effectively use the power of computing is increasingly important. The study of computer science also promotes rigorous thinking and problem-solving ability – beneath the technical knowledge necessary for working with computers, computer science is, at its core, very much the study of how to solve problems. Many students who major in computer science go on to graduate school or to work in related professions. For other students, computer science is a good choice for a second major or minor, in combination with another major from any of the Colleges' academic divisions. Regardless of field, students often find that the skills they have gained studying computer science are highly sought-after by employers. To meet the challenges, opportunities, and responsibilities encountered after graduation, computer science majors are encouraged to obtain a broad but firm foundation in the discipline. In a rapidly growing and changing field, the department offers a range of courses that enable majors to use modern technology, to understand its applications across a broad range of disciplines, and to understand the fundamental and enduring principles underlying those applications.

The Department of Mathematics and Computer Science offers two majors in computer science (B.A. and B.S.) and a minor in computer science. In addition to the specific courses listed below, other courses may be approved by the department for credit toward the major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; credit/no credit courses cannot be taken toward the major or minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

CPSC 124, CPSC 220, CPSC 225, CPSC 229, CPSC 327, CPSC 329; two additional 300- or 400-level computer science courses excluding CPSC 450, CPSC 495, and CPSC 499; two additional computer science or mathematics (MATH 130 or above) courses. This major will also include a capstone experience.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 15 courses

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

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

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

COURSE DESCRIPTIONS

CPSC 120 Principles of Computer Science Designed to appeal to a diverse audience, this course examines some of the fundamental ideas of the science of computing within a particular topic area, which varies from semester to semester. Recent topics have included Graphics and Animation, Multimedia, Robots, and Web Site Development. This course is intended for students with no previous programming experience, and is appropriate for those who are interested in computer science as well as those who might not have considered computer science but are interested in a particular topic area. This course counts towards the major and minor in computer science but cannot be taken concurrently with or after completion of CPSC 124. No prerequisites. *(Offered every semester)*

CPSC 124 Introduction to Programming An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development within the object-oriented paradigm. Topics include control structures, objects, classes, inheritance, simple data structures, and basic concepts of software development. Currently, Java is the programming language used in the course. This course has a required lab component, and is required for the major and minor in computer science. *(Offered every semester)*

CPSC 220 Introduction to Computer Architecture A broad introduction to computer architecture, this course shows students how computers really work and how millions of transistors come together to form a complete computing system. Topics covered include transistors, logic gates, basic processor components, memory, input/output devices, and low-level machine instructions. This course has a required lab component, and is required for the major in computer science. Prerequisite: CPSC 124. *(Offered annually)*

CPSC 225 Intermediate Programming This course builds on CPSC 124, covering some of the more advanced fundamentals of programming including basic data structures (such as lists, stacks and queues, binary trees, and hash tables), recursion, common algorithms (such as searching and sorting), and generic programming. This course also looks more deeply at object-oriented programming, including the use of class hierarchies. Currently, the course is taught using the Java programming language. This course has a required lab component and is required for the major and minor in computer science. Prerequisite: CPSC 124. *(Offered annually)*

CPSC 226 Embedded Computing Small, inexpensive, powerful, and pervasive computers have fostered a revolution in our daily lives. This course makes this revolution tangible through basic electronics theory, building electronic circuits, implementing logic gates and combinatorial circuits, and ultimately designing systems employing microprocessors and peripherals. Practical projects are emphasized, such as designing, building, and programming a microprocessor-controlled mobile robot. Prerequisites: CPSC 225 or permission of the instructor. *(Offered alternate years)*

CPSC 229 Foundations of Computation This course introduces students to some of the mathematical and theoretical foundations of computer science, and to their practical applications to computing. Topics include propositional and predicate logic, sets and functions, formal languages, finite automata, regular expressions, grammars, and Turing machines. This course is required for the major in computer science. Prerequisite: CPSC 124. *(Offered annually)*

CPSC 271 Topics in Computer Science Each time this course is offered, it addresses a topic in computer science that is not covered as a regular course. The topic is covered at a level that is appropriate for any student who has successfully completed an introductory programming course. Possible topics include web programming, human-computer interaction, and Linux system and server administration. This course may be repeated for credit by permission of the department. Prerequisite: CPSC 124 or permission of the instructor. *(Offered occasionally)*

CPSC 327 Data Structures & Algorithms This course continues the study of data structures and algorithms, focusing on algorithm design and analysis and the relationships between data representation, algorithm design, and program efficiency. Topics include advanced data structures, key algorithm design techniques, analysis of the time and space requirements of algorithms, and characterizing the difficulty of solving a problem. Concrete examples will be drawn from a variety of domains, such as algorithms for graphs and networks, cryptography, data compression, strings, geometric problems, indexing and search, numerical problems, and parallel computation. This course is required for the major in computer science. Prerequisites: CPSC 225; CPSC 229 is recommended. *(Offered annually)*

CPSC 329 Software Development This course continues the study of programming by focusing on software design, development, and verification - the skills beyond fluency in a particular language which are necessary for developing large, reliable programs. Topics include object-oriented design, the use of APIs, and testing and verification. Techniques common in modern software development will also be studied. Specific techniques may include GUIs and event-driven

programming, multi-threading, client-server networking, fault-tolerant computing, stream programming, and security. This course is required for the major in computer science. It includes a required lab component. Prerequisite: CPSC 225. (*Offered annually*)

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

CPSC 343 Database Theory and Practice Computer databases are used to store, organize, and retrieve large collections of information. This course introduces the theory and practice of relational databases and relational database management systems (RDBMS). Topics include data modeling and database design, the relational algebra and relational calculus, SQL, and elements of RDBMS implementation such as file structure and data storage, indexing, and query evaluation. Additional topics may include Web-based access to databases, transaction management, reliability, security, and object-oriented databases. Prerequisite: CPSC 225; CPSC 229 is recommended. (*Offered alternate years*)

CPSC 371 Advanced Topics in Computer Science Each time this course is offered, it addresses a topic in computer science that is not covered as a regular course. CPSC 371 addresses topics at a more advanced level than CPSC 271. Possible topics include combinatorics, functional and logic programming, and data visualization and data mining. This course may be repeated for credit by permission of the department. Prerequisite: CPSC 225 and permission of the instructor. (*Offered occasionally*)

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, OpenGL, and Blender. Advanced topics might include ray tracing, global illumination, texture- and bump-mapping, the mathematics of curves and surfaces, volumetric rendering, and animation. This course includes a required lab component. Prerequisite: CPSC 225. (*Offered alternate years*)

CPSC 431 Operating Systems An operating system such as Windows, Linux, or Mac OS X is a fundamental part of any computing system. It is responsible for managing all the running processes as well as allowing the processes to safely share system resources such as the hard drive and network. This course is a general introduction to the design and implementation of modern operating systems. The subjects to be covered include historical development of operating systems, concurrency, synchronization, scheduling, paging, virtual memory, input/output devices, files, and security. Prerequisite: CPSC 225. (*Offered alternate years*)

CPSC 433 Compilers This course explores the implementation of modern programming languages by looking at compiler design and construction. The course focuses mainly on object-oriented programming languages, although it also looks briefly at compilation of languages from other programming paradigms. Major topics in compilation are covered, including scanning, parsing, semantic analysis, and code generation. Time permitting, the course also covers some advanced topics, including garbage collection and optimization. This course has a required lab component. Prerequisites: CPSC 225 and CPSC 229. (*Offered alternate years*)

CPSC 441 Computer Networks & Dist 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, internetworking, end-to-end protocols, network applications, and network security. Prerequisite: CPSC 225. (*Offered occasionally*)

CPSC 444 Artificial Intelligence This course serves as an introduction to some of the major problems and techniques in the field of artificial intelligence. Artificial intelligence generally deals with problems that are too large, complex, or poorly-specified to have exact algorithmic solutions. Topics to be covered might include knowledge representation, natural language processing, machine learning, neural nets, case-based reasoning, intelligent agents, and artificial life. Prerequisite: CPSC 327 or 329. (*Offered occasionally*)

CPSC 450 Independent Study

CPSC 456 1/2 Credit Independent Study

CPSC 495 Honors

CPSC 499 Computer Science Internship

Critical Social Studies

Program Faculty

Jodi Dean, Political Science, Co-Chair
Hannah Dickinson, Co-Chair
Betty Bayer, Women's Studies
May Summer Farnsworth, Spanish and Hispanic Studies
Jessica Hayes-Conroy, Women's Studies
Alla Ivanchikova, English and Comparative Literature
Renee Monson, Sociology
David Ost, Political Science
Paul Passavant, Political Science
Linda Robertson, Media and Society
William Waller Jr., Economics

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

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

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

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

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 11 courses

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

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

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

COURSE DESCRIPTION

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

Dance

Department Faculty

Donna Davenport, Professor, Department Chair
Michelle Iklé, Associate Professor
Kelly Johnson, Assistant Professor
Cadence Whittier, Professor
Cynthia Williams, Professor

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

The dance major may be either disciplinary or interdisciplinary depending upon the courses selected. Three interdisciplinary dance major tracks are offered: Dance Education, Movement Studies, and Theory and Performance Studies. Students may also choose a disciplinary dance minor. All courses toward a dance major or minor must be completed with a grade of C- or higher.

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

disciplinary, 12 courses

DAN 200 or DAN 250; DAN 225; DAN 300; DAN 325 or DAN 305; either DAN 210 or 212 or 214; DAN 460; two full-credit dance technique (DAN) courses at the intermediate or advanced level; a dance ensemble course (DAN 140); and three dance electives in consultation with the adviser, two of which must be at the 200-level or higher.

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

interdisciplinary, 12 courses

Major in Dance: DANCE EDUCATION

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

Major in Dance: MOVEMENT STUDIES

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

Major in Dance: THEORY AND PERFORMANCE STUDIES

DAN 140; Dance History DAN 210, or 212, or 214; Movement Studies DAN 225, DAN 305, or DAN 325; two full-credit dance technique (DAN) courses at the intermediate or advanced level; two DAN electives at the 200-level or higher; Capstone DAN 460; and four courses outside the Department chosen in consultation with the adviser.

REQUIREMENTS FOR THE MINOR

disciplinary, 7 courses

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

COURSE DESCRIPTIONS

DAN 110 Introduction to Global Dance: Dances of the African Diaspora This course introduces students to African and Caribbean culture by engaging in a variety of dance practices. This is a studio-based course. Students develop a theoretical framework of the dances studied through movement experiences, readings, writing assignments and class discussion. No prior dance experience or training is required. (Johnson, *fall, offered annually*)

DAN 140 Dance Ensemble Enrollment in this course is by audition only and requires participation in the faculty dance concert in April. This course follows the creation and performance of dance choreography from audition through final performance. Enrollment is by audition only; auditions are typically held in the fall prior to spring term registration. Students cast in Dance Ensemble learn new or repertory choreography created by dance faculty or guest artists and are frequently active participants in the choreographic process. In addition to developing performance skills, students are introduced to technical theatrical design concepts and are expected to complete pre- and post-production assignments. Concurrent registration in a dance technique course is required. (*Spring, offered annually*)

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

DAN 210 Dance History I This course examines the development of Western theatrical dance from early social dance forms through the flowering of ballet in the 19th century. An emphasis is placed on recognizing how social, political, economic and religious environments and attitudes influenced dance, and were in turn influenced by dance. The course format consists of faculty lecture, student presentations, film and video viewing, and studio workshops. (*Williams, offered alternate years*)

DAN 212 Dance History II This course examines the development of theatrical dance from the late 1800s through the mid-20th century. A special focus of the course is the rise of modern dance and the women who were its creators: Loie Fuller, Isadora Duncan, and Ruth St. Denis, and the women pioneers who followed: Martha Graham, Doris Humphrey, Mary Wigman, and Hanya Holm. Modern Dance developed in America and was greatly influenced by a spirit of rebellion and feminist reform movements; it continues to be associated with social, artistic, and political reform movements in a global context. The course traces the development of modern dance through the tumultuous 1960s, and looks at the changing definitions of modern dance into contemporary times. (*Williams, offered alternate years*)

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

DAN 225 Anatomy & Kinesiology This course covers human skeletal and muscular anatomy and its relationship to movement skills and postural alignment. Once the basic skeletal and muscular anatomy is understood, the course focuses on analysis of action, with particular attention on the action of gravity and its effect on posture and muscular function. Additionally, the course focuses on principles of alignment, conditioning, and injury prevention. The course material is relevant to students interested in the areas of physical therapy, physical education, athletic training, human biology, and other movement sciences. (*Whittier, offered annually*)

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

DAN 250 Dance Improvisation Improvisation in dance—like its counterparts in music and theatre—relies on the technical skills of the performer, a profound mental commitment and focus, the ability to respond to multiple sensory stimuli, and the development of a body/mind synthesis that allows for action and reflection. The ability to improvise frees the performer from technical and choreographic ruts and gives one the opportunity to create and understand

movement from an intensely personal perspective. Students participate in a variety of structured improvisations throughout the semester that are designed to improve their sensitivity to group dynamics, individual movement creativity, and recognition of the expressive capacities for movement expression. While movement is the media, prior dance training is not required. (Williams, *spring, offered alternate years*)

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

DAN 300 Dance Composition II This course explores further the art and craft of making dances with a focus on group choreography. Composition II covers such aspects of choreography as developing a unique movement vocabulary, group compositions, site-specific work, and choreographic process and documentation. Collaborations with musicians, actors, poets, and visual artists are encouraged. Prerequisite: DAN 200 or permission of instructor. (Davenport/Williams, *fall, offered alternate years*)

DAN 305 Somatics Somatics is a term used to describe a broad range of therapeutic and educational practices having to do with integrating the body and the mind, usually with a focus on physical/psychological wellness. In this course we will investigate specific western and eastern body/mind practices such as Feldenkrais Method, Alexander Technique, Ideokinesis, Body/Mind Centering, Rolfing, Bartenieff Fundamentals, Acupuncture, Yoga, Reiki, and Pilates. Students are expected to gain an increased awareness of their body structure, an understanding of individual patterns of movement behavior, develop somatic self-awareness, witness the potential for teaching through touch and gain a comprehensive knowledge of the field. Course format includes movement exploration sessions, reading and reflective writing assignments, and hands-on application of course material. (Ikle, *offered alternate years*)

DAN 325 Movement Analysis Laban This movement-based course introduces the theories of Laban Movement Analysis, which includes studies in Effort, Shape, Space, and the Bartenieff Fundamentals. These theories apply directly to all physical actions of the human body, nonverbal communication, cultural differences, choreography, body wellness and health, live performance, therapeutic practices, and teaching methodology. The course focuses on the personal relevance of Laban theories to the individual student, as well as to the related disciplines such as movement studies/science, theatre, dance, anthropology, psychology, and education. Students are taught how to observe and describe the movement and how to understand their own movement patterns as a way to enhance personal expression, body connectivity, and wellness. (Whittier, *offered alternate years*)

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

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

DAN 456 1/2 Credit Independent Study

DAN 460 Senior Seminar: Advanced Topics in Dance This seminar provides an opportunity for faculty-guided research of a particular area of interest to senior or junior dance majors. (Dance minors admitted with permission of instructor.) Students will work toward the development of choreographic and performance material, in addition to pursuing individual studies of career-related topics such as dance science, somatics, dance anthropology, dance criticism, K-12 dance education, dance administration or other areas of interest. (Iklé/Davenport, *spring, offered annually*)

DAN 495 Honors A course to be completed in partial fulfillment of the requirements for Honors work in dance. Permission of the Honors adviser required.

DAN 499 Dance Internship This internship offers an option for the student who wishes to pursue workplace experience in dance education, arts administration, technical production, and/or professional venues. Specific course content varies with each individual situation, but in general students are expected to spend a minimum of 10 hours a week at their placement under the supervision of a workplace professional. Academic credit is for credit/no credit only, with appropriate mid-term and end of semester assessment agreed upon in advance in consultation with the professor. (*Offered each semester*)

DANCE TECHNIQUE & PERFORMANCE COURSES (DAN/DAT)

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

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

DAN 900 Beginning Dance This course is an introduction to traditional and contemporary dance techniques for the beginning level student. Students explore the basic principles of dance technique: strength, alignment, coordination, spatial and rhythmic awareness, and performance skills within the context of the unique vocabulary and aesthetic of each dance form. Topics each term are determined by the instructor and may include a combination of Jazz/Ballet/Modern/Yoga/Afro-Caribbean styles.

DAN 905 Beginning Technique: Body & Self This beginning dance technique class will focus on the development of both functional movement skills and the body's expressive capacities. Course content will include: developmental movement patterning, introductory Laban/Bartenieff Movement Analysis, and other somatic approaches all of which will be applied to the lived, adult movement experience. Students can expect to move fully during class time and will have reading and writing assignments in which they are asked to relate theoretical movement material to their classroom learning and experiences.

DAN 907 Introduction to Jamaican Dance This is a studio-based dance course in which students are introduced to traditional and contemporary Jamaican dance. Students will study the significance of dance and music in Jamaican society, past and present. By examining and participating in Caribbean movement expressions, students will gain insight into Jamaica's historical journey towards the restoration of a national identity and learn how the island's people turn to dance and artistic expression as a method of cultural survival. No prior dance experience is necessary.

DAN 910 Beginning Ballet I This course is an introduction to the techniques and principles of classical ballet, and therefore focuses on learning ballet vocabulary and steps, as well as developing increased balance, coordination, flexibility, and strength. This class also emphasizes artistic play and the development of each student's expressive potential. Students are challenged to apply body connectivity concepts they learn in class to other movement endeavors. Somatic and kinesiology sound approaches to learning classical ballet technique are prioritized. Classical ballet variations serve as an inspiration for barre and center combinations so that students gain a deeper understanding

of the aesthetic and historical nuances of classical ballet. No prior dance experience is necessary for enrollment in this class. (*Offered alternate years*)

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

DAN 917 Beginning Jazz This is an introductory level jazz technique course designed for the beginning dancer. No prior dance experience is necessary. Students learn to perform basic jazz dance vocabulary through short movement sequences and longer jazz combinations, while developing flexibility, strength, and awareness of rhythmical phrasing, and an understanding of jazz as a varied and ever-changing art form with a rich history. Concert attendance, reading and writing assignments expose students to additional theoretical considerations within the jazz idiom. (*Spring, offered alternate years*)

DAN 918 Tap Dance: Tradition & Innovation Through a combination of experiences including readings, writings, class discussions, video viewings, improvisation, and technical practice, this course examines the history and development of tap dance as a uniquely American dance form rooted in African and European music and dance traditions. Centered around the practice of rhythm tap as a musical dance form, the class format comprises technical patterns and drills, improvisational problem-solving, and repertory sequences that challenge students to develop personal style as percussive dance artists. Focus on the individual artist allows for a range of tap abilities within the course, yet at least one prior dance technique course or previous tap experience is required for registration.

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

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

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

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

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

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

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

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

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

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

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

DAN/DAT 950 Jamaican Dance II Intermediate level dance technique class focusing on both traditional and contemporary Jamaican folk forms, their role in shaping Jamaican national identity and their significance in preserving cultural traditions.

DAN/DAT 955 Global Dance II: Dances of the African Diaspora II This is a studio-based technique course that builds upon prior knowledge of Afro-Caribbean dance aesthetics and aims for sophistication and nuance in both theory and practice. Students are encouraged to investigate how the body is used as a tool for expression and definition of cultural voice. Prerequisite DAN 110 or DAN 907. *(Spring)*

Development Studies

Program Faculty

Jason Rodriguez, Anthropology, Coordinator
Chris Annear, Anthropology
Kevin Dunn, Political Science
Jack Harris, Sociology
Feisal Khan, Economics
K. Whitney Maurer, Environmental Studies
Scott McKinney, Economics
Stacey Philbrick Yadav, Political Science
Filipe Rezende, Economics
Charles Temple, Education
Elizabeth Thornberry, History
Vikash Yadav, Political Science

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

REQUIREMENTS FOR THE MINOR

Interdisciplinary, 6 courses

Four core courses in four different disciplines: at least one course from the Core Theory list; three additional courses, from either the Core Theory or Core list; and two additional courses from either the Core or Elective lists. At least two of the six courses must be from a department or program outside the social sciences (e.g., Africana Studies, Latin American Studies, English, French, History, Religion, and Spanish).

DEVELOPMENT STUDIES COURSES

Core Theory Courses

ANTH 212 NGO's and Development: Diagnosing the World
ECON 344 Economic Development and Planning
ENV 120 Human Geography and Global Economy
POL 248 Politics of Development
POL 289 Political Economy of Development

Core Courses

AFS 310 Black Images/White Myths
ANTH 205 Race, Class and Ethnicity
ANTH 213 Culture of India
ANTH 221 Human Rights and Indigenous People
ANTH 279 Diagnosing the World
ANTH 280 Environment and Culture: Cultural Ecology
ANTH 296 Africa: Beyond Crisis, Poverty, and Aid
ANTH 332 Ethnographies of Capitalism
ANTH 354 Food, Meaning, Voice
ECON 135 Latin American Economies
ECON 212 Environmental Economics
ECON 240 International Trade
ECON 435 Political Economy of Latin America
EDUC 308 Comparative and International Education
ENV 110 Topics in Environmental Studies

ENV/ASN 215 Environment and Development in East Asia
ENV 309 Environmental Change in the Indigenous World
HIST 151 History of the World Food System
HIST 190 History of East Asia
HIST 226 Colonial Latin America
HIST 283 South Africa in Transition
HIST 284 Africa: From Colonialism to Neocolonialism
HIST 285 The Middle East: Roots of Conflict
HIST 354 The African Predicament
HIST 396 History and the Fate of Socialism
HIST 465 Seminar: Revolution in the Third World
LTAM 210 Perspectives on Latin America
POL 140 Introductions to Comparative Politics
POL 255 Politics of Latin American Development
POL 258 Comparative Politics of the Middle East
POL 259 African Politic
POL 281 Politics of South Asia
POL 387 States and Markets

Elective Courses (Additional courses may be proposed)

ANTH 110 Introduction to Cultural Anthropology
ANTH 297 Peoples and Cultures of Latin America
ASN 220 Male and Female in East Asian Societies
ASN 401 Asia Colloquium
ECON 146 Russian Economy: From Plan to Market
ECON 221 Population and Society
ECON 466 Seminar on Population Issues
ECON 480 Economic Globalization
ENG 316 Hearts of Darkness
ENV 330 Sustainable Consumption and Asia
FRE 243 Topics in Francophone Cultures
FRE 351 Francophone African Fiction
FRE 352 North African Literature: Narrative of Dissent and the Search for Identity
FRNE 211 Black African Literature: The Quest for Identity
FRNE 218 Memory, Culture and Identity in French Caribbean Literature
FRNE 219 Beyond Colonialism: North African Cinema and Literatures
HIST 202 Japan Since 1868
HIST 203 Gender in Africa
HIST 205 Modern Mexican History
HIST 231 Modern Latin America
HIST 261 20th Century Russia
HIST 298 Exploring Modern China
HIST 380 History of North Africa
HIST 390 The Modern Transformations of China and Japan
HIST 394 Russia and Central Asia
HIST 472 Seminar: Africa through the Novel
LTAM 210 Perspectives on Latin America
PHIL 159 Global Justice
POL 202 Politics of Afghanistan
POL 208 Gender and Politics in MENA
POL 254 Globalization
POL 257 Russia/China Unraveled
POL 258 Comparative Politics of the Middle East
POL 281 Politics of South Asia
POL 285 International Politics of the Middle East
POL 387 States and Markets
POL 401 Yemen: Politics on/of the Periphery

REL 159 Tongues of Fire: Pentecostalism Worldwide
REL 470 Nationalism
SOC 253 Global Cities
SOC 279 South African Apartheid: Before and After
SOC 291 Society in India
SOC 299 Sociology of Vietnam
SPAN 308 Culture and Identity in Spanish America
SPAN 317 Arte y Revolución
SPAN 321 Cuentos de America Latino
SPAN 365 Literature and Music of the Hispanic Caribbean
SPAN 392 Latin American Women's Writings
SPAN 420 Contemporary Latin American Novel
SPNE 311 The Latino Experience
SPNE 322 Theatre and Social Change in Latin America
SPNE 330 Latina Writing in the United States
SPNE 345 Latin American Contemporary Narrative
SPNE 355 Garcia Marques: The Major Works

Economics

Department Faculty

William Waller Jr., Professor, Chair
H. Evren Damar, Assistant Professor
Thomas E. Drennen, Professor
Alan I. Frishman, Professor Emeritus
Geoffrey Gilbert, Professor Emeritus
Keoka Grayson, Assistant Professor
Joshua Greenstein, Assistant Professor
Christopher Gunn, Professor Emeritus
Warren Hamilton, Assistant Professor
Christina Houseworth, Assistant Professor
Feisal Khan, Professor
Judith McKinney, Associate Professor
Scott G. McKinney, Professor
Jo Beth Mertens, Associate Professor Emeritus
Elizabeth A. Ramey, Associate Professor
Kellin Stanfield, Assistant Professor
Jennifer Tessoroff, Instructor
Gül Ünal, Assistant Professor

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

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

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

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

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

ECON 160; two topics/issues courses at the 100- or 200-level (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 (MATH 130) or equivalent 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) must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

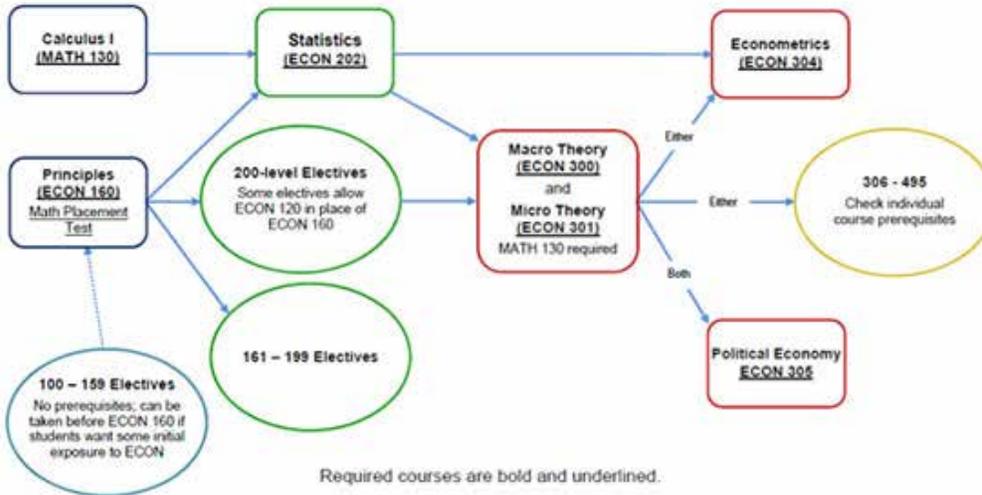
ECON 160; two topics/issues courses at the 100 or 200 level; ECON 300; ECON 301; and one additional course at the

300- or 400-level. Calculus I (MATH 130) or equivalent is a prerequisite for ECON 300 and 301. All courses (including Math 130) must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the minor.

PATHWAYS TO THE MAJOR

Roadmap for Economics Majors

(Only two 100/200-level electives count towards the Major or the Minor.)
 (Both ECON 300 and 301 require CALCULUS I, ECON 160, and one 200-level elective as prerequisites.)
 (Three electives at the 306+ level are required for the Major.)



POSSIBLE PATHWAYS TO AN ECONOMICS MAJOR

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

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

Courses	Year 1		Year 2		Year 3		Year 4	
	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.
Starting Major in Year 1, with Off-Campus								
Econ 160		X						
100-200 Level Topics	X							
200 Level Topics			X					
Calculus I		X						
Econ 300				X or	O F F	X		
Econ 301				X or	C A M P U S	X		
Econ 305							X	
Econ 202						X		
Econ 304							X	
300 - 400 Level Elective						X		
300 - 400 Level Elective								X
300 - 400 Level Elective								X

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

COURSE CONCENTRATIONS

Introductory Theory Course

ECON 160 Principles of Economics

Quantitative Reasoning Courses

ECON 202 Statistics

Topics/Issues Courses

ECON 120 Contemporary Issues

ECON 122 Economics of Caring

ECON 135 Latin American Economies

ECON 196 Principles of Accounting

ECON 198 Business Law

ECON 203 Between Labor and Management: Unions

ECON 207 Economics of Education

ECON 212 Environmental Economics

ECON 213 Urban Economics ECON 218 Introduction to Investments

ECON 219 Behavioral Finance

ECON 227 Women and International Development

ECON 230 History of Economic Thought

ECON 233 Comparative Economics

ECON 236 Introduction to Radical Political Economy

ECON 240 International Trade

ECON 243 Political Economy of Race

ECON 245 Political Economy of Food and Agriculture

ECON 248 Poverty and Welfare

Core Theory Courses

ECON 300 Macroeconomic Theory and Policy

ECON 301 Microeconomic Theory and Policy

ECON 304 Econometrics

ECON 305 Political Economy

Upper-Level Courses

ECON 307 Mathematical Economics

ECON 308 Corporation Finance

ECON 309 Portfolio Analysis

ECON 310 Economics and Gender

ECON 311 Economics of Immigration

ECON 313 African American Economic History

ECON 315 Managerial Economics

ECON 316 Labor Market Analysis

ECON 320 Media Economics

ECON 324 Money and Financial Markets

ECON 325 Economics of Inequality and Distribution

ECON 331 Institutional Economics

ECON 344 Economic Development

ECON 348 Natural Resources and Energy Economics

ECON 415 Game Theory

ECON 425 Seminar: Public Macroeconomics

ECON 435 Seminar: Political Economy of Latin America

ECON 474 Seminar: Current Issues in Political Economy

ECON 476 Political Economy of the Middle East and North Africa

ECON 480 Seminar: Current Issues in Macroeconomics

POLICY ON TRANSFER COURSES AND AP CREDIT

Students taking courses in an off-campus program not led by HWS faculty may count up to two courses toward the major. To qualify as an upper level elective course, the course must require either intermediate macroeconomic theory or intermediate microeconomic theory (or its equivalent) and the student must have completed these prerequisites prior to taking the course in the off-campus program.

Currently enrolled HWS students may transfer core courses other than ECON 304 taken at other accredited institutions, subject to the rules of the Colleges. Students should obtain prior approval from the department chair to transfer the course, using the appropriate form (http://www.hws.edu/offices/pdf/HOBDean_request_for_approval.pdf) from the Hobart or William Smith Dean's office. The department does not count AP credit toward the major.

COURSE DESCRIPTIONS

ECON 120 Introduction to Economics Introduction to economics through the application of different analytical tools and perspectives to a variety of contemporary policy issues, such as inflation, unemployment, the environment, regulation, urban problems, economic development, and the role of women and minority groups in the economy. (*Offered occasionally*)

ECON 122 Economics of Caring There is more to economics than the wealth of nations. A good society is more than its wealth; it has the capacity and is willing to care for those who cannot completely provide for themselves. In this course students explore, analyze, and assess how our society cares for those who cannot provide all of the necessities of life for themselves; including children, the infirm, and the elderly. They examine public policies and debates concerning poverty, health care, education, child protection, and adoption. (Waller, *offered annually*)

ECON 135 Latin American Economies In this course we study the Latin American Economies, their troubled history, their boom-and-bust tendencies, the economic policies that have been implemented and their painful consequences in terms of poverty, inflation and debt. We begin with an overview of the settlement of the Americas and the economic systems that developed and end with a look at the rise of Brazil and the Chinese challenge of the 21st century. (S. McKinney, *offered annually*)

ECON 160 Principles of Economics This course is the first course in economic theory. Microeconomic topics include supply and demand, comparative advantage, consumer choice, the theory of the firm under competition and monopolies, and market failure. Macroeconomic topics include national income accounting, the determinants of national income, employment and inflation, the monetary system and the Fed, and fiscal policy. This course is required for all majors and minors in economics. (*Offered each semester*)

ECON 196 Principles of Accounting This course explores the theory and application of accounting principles in recording and interpreting the financial facts of business enterprise. The course covers such topics as the measurement of income, capital evaluation, cost accounting, budgeting, and financial analysis. Prerequisite: ECON 160 with a minimum grade of C-. (Hamilton, *offered annually*)

ECON 198 Business Law This course is the study of the basic law of contracts with emphasis on agency, negotiable instruments, property, etc. The system of courts is also studied. Prerequisite: ECON 160 with a minimum grade of C-. (*Offered annually*)

ECON 202 Statistics This course offers an introduction to the methods of descriptive and inferential statistics that are most important in the study of economics. The intent of the course is to help students understand and apply these tools. The course includes basic descriptive statistics, probability distributions, sampling distributions, statistical estimation, and hypothesis testing, as well as an introduction to computer software for statistical analysis. Students complete a semester project in which they apply the tools taught in the course to generate, interpret, and discuss a statistical analysis of their own. Prerequisite: ECON 160 with a minimum grade of C-. MATH 130 strongly recommended. (*Offered each semester*)

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

ECON 207 Economics of Education This course applies the tools of economic analysis to the issue of education in the United States. It will use both current events and economic and sociological literature to provide an introduction to various aspects of the topic such as the history of education and governance in the U. S. , higher education as an investment decision, teacher quality and school type, and class and demographic issues (e. g. , race, ethnicity, gender, inequality and the importance of family). Finally, the course will also evaluate the U. S. education system in relation to other countries. Prerequisite: ECON 160 with a minimum grade of C-. (Houseworth)

ECON 211 The Economics of Energy, Development and Climate Change This course will explore the underlying economics of the global energy sector. A few of the questions we will explore are: how prices are determined among the various energy sources, is development of Third-world countries energy constrained, can the rest of the world consume energy at USA levels and if so what are the implications regarding climate change, can renewables support all our energy needs or will it require a drastic change in living conditions. The aim of this course is to provide a set of tools to approach and answer these and other fundamental question in energy and climate economics.

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

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

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. Prerequisite: ECON 160 with a minimum grade of C-. (Hamilton, *offered annually*)

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. Prereq. ECON 160 with a minimum grade of C-. (Hamilton, *offered annually*)

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

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

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

ECON 240 International Trade This course provides an introduction to the theory of gains from trade, comparative advantage and international monetary relations using the analytical tools of micro-and macroeconomics acquired in ECON 160 Principles of Economics. It uses this theory to examine issues such as protectionism, economic integration (e.g., NAFTA and the European Union), and international investment, with an emphasis on how economic and financial relations among countries have very different consequences for different groups of people. Prerequisite: ECON 160 with a minimum grade of C-. (J. McKinney and Tessendorf, *offered each semester*)

ECON 243 Political Economics of Race Persistent racial inequalities in income and wealth remain a fact of life in the USA and throughout the Americas. In this course, we explore the interaction between race, gender, and ethnicity in labor and product markets, and we consider the theory and evidence for present-day debates over discrimination and policies such as affirmative action. Finally, we examine how different understandings of "race" color economic theories that seek to explain differences in economic outcomes. Prerequisite: ECON 120 or 160 with a minimum grade of C-. (Grayson, *offered annually*)

ECON 245 Political Economics of Food & Agriculture This course provides an overview of the global food economy - its development, current issues and problems, alternatives and policy options. Students will learn about the following: (1) the interrelated sets of processes by which food is produced, transformed by processing, distributed for purchase, and consumed; (2) problems and debates associated with these processes; (3) solutions and alternative food practices and policies. Questions addressed include: What is the role of the food system in social development, industrialization, and economic growth? How is food produced and what are the impacts of different production systems? What are the global patterns of food consumption, security, and trade? How do government policies shape the global patterns of food consumption, security, and trade? How do government policies shape the global food system? How might alternative policies and movements generate solutions to world food problems? Prerequisite: ECON 120 or 160 with a minimum grade of C-. (Ramey)

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

ECON 300 Macroeconomic Theory & Policy This course examines in detail the major elements of aggregate economic analysis. The major focus is on the development of theoretical economic models that examine the interrelationships within the economic system. Once these models have been developed, they are used extensively to examine the current macroeconomic problems in the economic system, e.g., inflation, unemployment, economic growth, international balance of payments, the business cycle, and others. Prerequisite: ECON 160 and MATH 130 or equivalent, with a minimum grade of C-. (*Offered each semester*)

ECON 301 Microeconomic Theory & Policy A study of pricing and resource-allocating processes in the private economy, this course examines the theories of demand and production, and the determination of prices for commodities and factors of production in competitive and non competitive markets. The concept of economic efficiency is central to the course. Prerequisites: ECON 160 and MATH 130 or equivalent, with a minimum grade of C-. (*Offered each semester*)

ECON 304 Econometrics The subject of this course, broadly speaking, is regression analysis. After a brief review of the simple linear model, the course develops the theoretical framework for the multivariate linear model. Various special topics are studied while students complete individual research projects that demonstrate comprehension of the steps in conducting an econometric analysis. Prerequisites: ECON 202 and ECON 300 or ECON 301, with minimum grades of C-. (*Offered each semester*)

ECON 305 Political Economy This course analyzes alternative ways of understanding economics and political economy. It investigates debates on economic theory and discourse within a broad context of critical issues in the foundations and development of the social sciences. Theoretical foundations of major schools of economic thought (e.g., neoclassical, Keynesian, Marxist) are explored, as well as questions of ideology and method in economic thought. Feminist economics is introduced. Prerequisites: ECON 300 and ECON 301 with minimum grades of C-, or permission of the instructor. (*Offered each semester*)

ECON 307 Mathematical Economics This course has two objectives. First, to acquaint the student with the various mathematical tools widely used in theoretical economics today. These tools include simple linear algebra, matrix algebra, and differential calculus. Second, to utilize these tools to demonstrate and examine the fundamental concepts underlying microeconomic and macroeconomic theory. Prerequisites: ECON 300 and ECON 301, with minimum grades of C-. (*Grayson, offered alternate years*)

ECON 308 Corporation Finance This course deals with the strategic decision-making process relative to three main areas: capital budgeting; capital structure; and working capital management. One important role a financial manager plays is to create value for the shareholder within legal and ethical constraints in a rapidly changing enterprise environment. Topics include the time value of money, risk and return, security valuation, capital budgeting, cash and liquidity management, management of current liabilities, dividend policy, cost of capital, capital structure policy and the evaluation of alternative methods of financing. Prerequisites: ECON 196 and either ECON 300 or 301, with minimum grades of C-. (*Offered annually*)

ECON 309 Portfolio Analysis This course addresses the principles and practice of managing investment portfolios. It presumes an understanding of the main forms of financial instruments and markets, as well as a familiarity with basic financial models and mathematics. Prerequisites: ECON 218 and ECON 301 with a minimum grade of C-, or permission of instructor. (*Hamilton, offered alternate years*)

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

ECON 311 The Economics of Immigration The immigration issue is such a hot political topic that it is often hard to think about it analytically, but such an approach is essential if we are to adopt wise and appropriate policies. In this course we examine the international movement of people using the tools of economic analysis. We consider both the causes and the consequences of international migration, focusing on contemporary USA but using both historical experiences and those of other countries to help inform our understanding. Prerequisite: ECON 301 with a minimum grade of C-. (*Houseworth, offered alternate years*)

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

ECON 315 Managerial Economics This course provides students with an applied competence in utilizing basic microeconomic principles, methodologies, and techniques to solve managerial problems relating to costs, prices, revenues, profits and competitive strategies. Using managerial economic techniques, four basic areas of finance are addressed: risk analysis, production analysis, pricing analysis and capital budgeting. This course further explores how economic and financial forces affect a firm's organizational architecture relative to both its internal and external environment, as well as within a global context. Prerequisite: Econ 301 with a minimum grade of C-. (*Hamilton, offered alternate years*)

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

ECON 320 Media Economics Course also listed as MDSC 320. This course uses economic analysis to study the media industry, including TV, video, print, music and new media. The course begins by reviewing/ introducing basic economic concepts. Then develop the framework for industry studies in the field of industrial organization. Students will then prepare industry studies. These will be used to explore public policy questions involving the media. Readings and other materials: Colin Hoskins, Stuart McFadyen & Adam Finn, *Media Economics*, Sage Publications, 2004 (0-7619-3096-5) or Alan B. Albanan *Media Economics*, wiley-Blackwell, 2002 (978-0813821245); Ben H. Bagdikian, *The New Media Monopoly*, Beacon Press, 2004 (0807061875); Ronald Behis & Jeanne Lynn Hall, *Big Media, Big Money*, Rowman Littlefield, 2003 (978-0742511309); David R. Croteau & William Hognes, *The Business of Media*, 2nd Edition, Pine Forge Press (978-1412913157) Prerequisites: Economics 301 OR Media and Society 100 with a minimum grade of C-. (Fall)

ECON 324 Money & Financial Markets This is a basic 'money-and-banking' course that integrates macroeconomic theory and monetary theory, with special emphasis on how interest rates are determined and their role in the overall economy, the changing structure and function of financial markets, the role of the Federal Reserve System, the relationship between the domestic and international monetary system, and how and why financial crises develop and their impact upon the economy. Prerequisites: ECON 300 with a minimum grade of C-. (Khan, Damar, *offered annually*)

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

ECON 331 Institutional Economics This course explores the economic thought by Institutional Economists. This approach emphasizes the cultural components of economic behavior and the evolution of economic provisioning processes. The course also examines the institutionalists' critique of neoclassical economic theory. The readings for the course include classic and contemporary texts from both original institutional economics and the "new institutional" economics. Prerequisite: ECON 305 with a minimum grade of C- or permission of instructor. (Waller, *offered annually*)

ECON 333 The Political Economy of Money and Globalization This course will explore the underlying economics of globalization and how the dollar hegemony drives it. A few of the questions we will explore are: what is money and why does a global reserve currency exist, how does this global reserve currency affect indebtedness and development, are there alternative theories of money and what are their consequences, is globalization truly good or harmful, can the Chinese Yuan be the next global currency? The aim of this course is to provide a set of tools to approach and answer these and other fundamental question regarding money and globalization economics.

ECON 334 Political Economics 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 minimum grade of C-, one may be taken concurrently. (Khan, *offered occasionally*)

ECON 344 Economic Development This course examines how Low and Lower-Middle Income countries have attempted to develop their economies since WWII. Some topics that are discussed include: the roles of agricultural and industrial development, investment and growth, urbanization, infrastructure, foreign trade, foreign aid and debt, and the debate over market versus government planning. The course evaluates the importance of the distribution of income, education, the transfer of technology, population control, and neo-colonialism. Countries from Africa, Asia, and Latin America are used frequently and extensively as examples. Prerequisite: ECON 300 with a minimum grade of C-. (Khan, *offered annually*)

ECON 348 Natural Resources & Energy Economics Designing winning solutions to the complicated issues affecting the environment requires a strong interdisciplinary approach. The course covers the basic theoretical models of natural resource use as well as the implications of these models for policy decisions. Topics include opposing views of natural resource use and depletion; basic criteria and methods for decision analysis; property rights and externalities; the linkage between population growth, resource use, and environmental degradation; energy options; successes and limitations of recycling; resource scarcity; economic growth and resource use; and sustainable development. Students construct simple simulation models to explore the basic relationships discussed in this course. Prerequisite: ECON 301 with a minimum grade of C-. (Drennen, *offered alternate years*)

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. Prerequisite ECON 300 with a minimum grade of C-. (Damar, *offered annually*)

ECON 415 Game Theory This course is an introduction to game theory. Game theory is the study of strategic behavior among parties having interests that may be quite similar or in direct opposition. The student will learn how to recognize and model strategic situations, and how to predict when and how actions influence the decisions of others. We will begin with an analysis of normal form games in which we have a static setting and players move simultaneously. Concepts such as a player’s best response, dominant strategies, and the Nash equilibrium are presented, along with various applications. Then we will turn to extensive form games to analyze games in which players move sequentially. Lastly, we will study situations in which players have less than full information. Prerequisite: ECON 301 and MATH 130 with a minimum grade of C-. (Grayson, *offered alternate years*)

ECON 435 Political Economy of Latin America In this seminar we study the interaction of domestic economic structure, society and politics, and global pressures in Latin America by means of case studies of particular places and periods. The case studies change from year to year: they have included the coffee sector in Central America, the manufacturing sector in Brazil during the rise of Embraer and Vale, the influence of China and the rise of the multinationals in the 21st Century. Prerequisites: ECON 135 or ECON 240 or ECON 305 with a minimum grade of C-. (S. McKinney, *offered alternate years*)

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

ECON 456 1/2 Credit Independent Study

ECON 474 Topics in Political Economy This course focuses on different topics each year, such as the changing nature of work, and globalization. Prerequisite: ECON 305 with a minimum grade of C-, or permission of instructor. (Staff, *fall, offered occasionally*)

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 alternate years*)

ECON 481 Seminar Current Issues in Microeconomics In this seminar, students consider a variety of current

microeconomic and global issues. Examples of such issues might be international trade, regulation, market structure, welfare and poverty, intellectual property rights, demography, and education. Students are expected to be active participants, write a substantial paper, and make class presentations. Prerequisites: ECON 301 with a minimum grade of C-. (*Offered alternate years*)

ECON 495 Honors The Honors program usually consists of one course per term for two or three terms. These courses can be used by student majors to fulfill an upper-level core requirement and the department's senior seminar requirement.

Education

Mary Kelly, Associate Professor, Chair
Diana Baker, Assistant Professor, MAT Director
Sherry Gibbon, Clinical Professor of Adolescence Education
Jennifer Harris, Clinical Professor of Childhood Education, Coordinator of Field Supervisors
Khuram Hussain, Associate Professor
Paul Kehle, Associate Professor
James MaKinster, Professor
Audrey Roberson, Assistant Professor
Naomi Rodriguez, Assistant Professor
Charles Temple, Professor
Laurie Asermily, Director of Teacher Certification and Student Placement
Chris Fitzgerald, Academic Coordinator

The Education Department at Hobart and William Smith Colleges has two missions. One is to provide courses of study in education. The other is to offer programs that lead to New York State certification as teachers of most subjects in public primary and secondary schools.

The Education Department offers a disciplinary major, disciplinary and interdisciplinary minors, a Teaching English as a Foreign Language (TEFL) Certificate, an undergraduate program leading to teacher certification, and a fifth-year graduate program that extends the undergraduate program to a Master of Arts in Teaching (MAT) degree.

THE MAJOR IN EDUCATIONAL STUDIES

Education happens in many places—in museums and national parks, in open air schools in developing countries, via campaigns for environmental sustainability, in family counseling clinics and youth centers, in public and private schools, in community colleges and universities, through services for citizens with disabilities, and in policy development caucuses, to name a few. Those who would work in any of these contexts need some common understandings, such as: the aims and possibilities of education; the variety of learners and their ways of learning; how knowledge, skills, and values are crafted into curricula; and the pedagogies that are presently available or might be invented.

The Colleges' major in educational studies is intended to help students develop competence as students, researchers, and practitioners of education in a variety of settings. However, the major in educational studies cannot lead to certification to teach in public schools. Students interested in teacher certification are referred to the Department's Teacher Certification Programs that are detailed below.

REQUIREMENTS FOR THE MAJOR IN EDUCATIONAL STUDIES

disciplinary, 10 courses

At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better, and no more than two may be taken CR/NC. At least four courses must be at the 300-level or higher. Up to 3 courses may be chosen from outside the Education Department, with permission of the adviser. The 10 courses consist of: 1 foundations course; 1 diversity course; 4 concentration courses; 3 electives; and 1 capstone experience: EDUC 420, or an approved independent study, honors, or internship. The four concentration courses support a particular focus or theme within the broad field of educational studies.

Representative Foundation Courses

EDUC 100 Perspectives on Education
EDUC 201 Schooling and Social Equality
EDUC 202 Human Growth and Development
(or others approved by adviser and chair)

Representative Diversity Courses

EDUC 170 Race Dialogues for Community and Change
EDUC 203 Children with Disabilities
EDUC 209 Gender and Schooling
EDUC 230 Teaching English Language Learners

EDUC 330 Disability and Transition

EDUC 331 Rethinking Families

(Or others approved by adviser and chair)

Students and their advisers identify a concentration based on four interrelated courses supporting a theme. Examples include:

- Inclusive education (e.g., providing services to people with disabilities, disability rights advocacy, etc.)
- Language and literacy (e.g., teaching English as a second or foreign language; writing or publishing children's literature; producing curriculum materials, etc.)
- Technology in education (e.g., designing and managing technology-based curriculum materials, developing assistive technology for people with disabilities; using technology to bring the world into classrooms and to create new learning environments; citizen science projects; multimedia-mediated teaching and learning; etc.)
- Global education (acquainting people with places, cultures, and languages; preparing to teach overseas; supporting cultural-exchange programs; etc.)
- Environmental education (including education, policy development, or advocacy for environmental conservation and sustainability)
- Educational policy (via government agencies, foundations, and other advocacy groups concerned with issues that intersect education)
- Education for development (with an international focus, for example, via Save the Children, International Rescue Committee, or foreign-aid agencies; etc.)
- Child services (including social work, recreation work, community-based education, parent/caregiver education, and any work that intersects with children and education)
- Informal education (including in museums, as park naturalists, and any other public or private activity focused on education and/or outreach)
- Social justice in education (examining issues of related to inequality and injustice in education; education and youth-focused community engagement and activism; etc.)
- Social innovation for youth (using creative, new approaches to address issues related to youth and education)

REQUIREMENTS FOR THE MINOR IN EDUCATION

interdisciplinary, 6 courses

Six courses: at least two, but not more than three, in education. Courses in this minor must contribute to a theme grounded in education courses; courses outside education must be conceptually related to the education courses. At least four of the six courses must be at the 300-level or above. Only one independent study may be counted toward the minor. At least three courses must be unique to the minor. All courses must be passed with a grade equivalent to a C- or better.

REQUIREMENTS FOR THE MINOR IN EDUCATION

disciplinary, 5 courses

Any five education 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*, and DAN 335 *Arts and Human Development* may substitute for 300 or above 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.

REQUIREMENTS FOR THE TEFL CERTIFICATE

Interdisciplinary, 6 courses

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 apply. Requirements include courses in three areas: Foundations in Linguistics (EDUC 115 *Introduction to Linguistics* and EDUC 336 *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.

UNDERGRADUATE TEACHER CERTIFICATION PROGRAMS

The Education Department offers programs leading to New York State initial certification in childhood education (grades

1-6), childhood and students with disabilities (1-6), visual arts (PreK-12), music (PreK-12), TESOL (PreK-12), and several disciplines in adolescent education (7-12). New York State certification is recognized in most other states. In all HWS certification programs, students learn to teach by teaching, and devote the majority of their coursework to academic study outside of the department. Students in teacher certification programs may major in almost any discipline or program offered by the Colleges, with the proviso that those seeking adolescent certification, or certification to teach art or music, must major in the subject area in which they wish to be certified (e.g., mathematics, chemistry, art, English).

Students typically apply for admission to the undergraduate certification programs in the spring of their first year. Those admitted begin in their sophomore year. Students who are willing to complete student teaching during a ninth semester after graduation may apply as sophomores to start their junior year. Students who transfer into the Colleges are admitted on a rolling basis. Admission to the program is competitive and is based on good academic standing, a demonstrated interest in teaching, and personal traits such as initiative, punctuality and responsibility.

All students admitted to a certification program are required to complete four semesters of fieldwork (education practica) in local classrooms. Students must spend at least 40 hours per semester working in a classroom in which they are placed by the department. Tutors (sophomores) are expected to observe their cooperating teachers, work with individuals and small groups, and occasionally teach a whole class. Assistant teachers (juniors) take on increased responsibilities and regularly teach whole classes. Students are supervised as they teach and are offered personal guidance and encouragement to develop their own best teaching styles. In addition, all students must complete at least six teacher seminars that run concurrently with the fieldwork. Teacher seminars generally meet once a week and address issues of pedagogy. Tutoring, assistant teaching, and the seminars are non-credit bearing and are taken in addition to a full course load in other subjects.

One semester in the senior year is devoted to full-time student teaching. Four course credits are granted for student teaching and an accompanying seminar. Student teaching is the only part of the certification program that is awarded course credit.

All teacher-certification students may take courses leading to a minor in education.

The major in Educational Studies cannot be used as the basis for any HWS teacher-certification program. Teacher-certification students may complete a major in Educational Studies as a second major, provided their first major is the appropriate basis for their teacher-certification program.

All candidates for teacher certification in New York State must also, at their own expense, take and pass the examinations required by New York State and be fingerprinted.

Distribution Requirements for Certification

In addition to completing the practica and seminars noted above, all students pursuing certification must fulfill the following distribution requirements: one natural science course (biology, chemistry, geoscience or physics, lab recommended), one social science or history course (two recommended), one fine arts course (art history is acceptable), one literature course (e.g., English, French, Spanish, German, Russian, or classics) and two courses in a language other than English (or equivalent placement). Some certification areas require additional coursework in these or other subjects (see below). Note: Distribution requirements are subject to change as New York State publishes new rules for certification. A list of acceptable courses is included in the *Teacher Education Program Handbook*.

Adolescent Teacher Certification (7-12)

Students may prepare to teach at the secondary level (grades 7-12) by completing the adolescent teacher certification program. The fieldwork in this program is conducted in the subject area in which students are preparing to teach. The department is licensed to prepare teachers of biology, chemistry, earth science, English, French, Latin, mathematics, physics, social studies, and Spanish. Adolescent certification candidates must meet certain requirements regarding their areas of concentration, and must student teach at the seventh-grade level or higher in the subject area in which they seek certification.

Art Teacher Certification (P-12)

Students may prepare to teach art in preschool through grade 12. Students pursuing certification in art complete their fieldwork in art classrooms in kindergarten through high school, and student teaching is carried out at both the

elementary and secondary levels. In addition to the requirements noted above, students pursuing certification in art must also complete a 12-course major in studio art as described elsewhere in the Colleges' Catalogue with the proviso that the major include either four art history courses, or three art history courses and a course in aesthetics (PHIL 230); and that the art history courses address at least two historical periods or cultures.

Childhood Teacher Certification (1-6)

Students may prepare to teach at the childhood level (grades 1-6) by completing the childhood teacher certification program. Education practica in this program are completed in a variety of public and private elementary school settings in the Geneva area and local Finger Lakes region. Student teaching must be completed in the first through sixth grades. In addition to the distribution requirements noted above, students pursuing childhood certification must also complete a college-level course in mathematics (or receive placement into MATH 130 on the Colleges' Math Placement exam). Students may pursue any major at the Colleges except Educational Studies, Studio Art, Theatre, and Writing and Rhetoric.

Childhood and Students with Disabilities Teacher Certification (1-6)

Dual certification in special education and in childhood education is available by completing the program in childhood and students with disabilities (grades 1-6). In addition to completing all of the requirements described above for childhood certification, students pursuing special education certification take four courses in special education offered by the education, psychology, and sociology departments, and complete two additional teacher seminars in special education. Student teaching is carried out in both general elementary classrooms and in special education settings. The special education program at the Colleges is intended to prepare students to work in a variety of school settings with children with and without disabilities.

Music Teacher Certification (P-12)

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

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

Students may prepare to teach English to speakers of other languages (TESOL) in preschool through grade 12. In addition to requirements noted above, students pursuing TESOL certification must take four courses in one or more foreign languages, and EDUC 230 and EDUC 231; and must major in anthropology, arts and education, English, French & Francophone studies, history, individual studies (BA), international relations, psychology (BA), sociology, Spanish & Hispanic studies, theatre, or writing & rhetoric.

REQUIRED TEACHER SEMINARS

The following teacher seminars are professional seminars that generally meet weekly. In order to register for any of these seminars, students must be enrolled in a teacher certification program. Teacher seminars carry no academic credit, but do appear on transcripts and are counted toward teacher certification by New York State.

Tutor Seminars

EDUC 072-01 Teaching Students with Special Needs: Elementary

EDUC 072-02 Teaching Students with Special Needs: Secondary

EDUC 081-01 Teaching for Equity

EDUC 082-01 Teaching Reading and Writing—Elementary

EDUC 083-02 Teaching Secondary Science

EDUC 083-03 Teaching Secondary Social Studies

EDUC 083-04 Teaching Secondary English

EDUC 083-05 Teaching Secondary Foreign Language

EDUC 083-06 Teaching Secondary Math

EDUC 083-07 Teaching the Arts: Visual Art
EDUC 083-10 Teaching the Arts: Music
EDUC 083-11 Teaching TESOL

Assistant Teacher Seminars

EDUC 082-02 Teaching Reading and Writing—Secondary
EDUC 083-08 Teaching Elementary School Mathematics
EDUC 083-09 Teaching Elementary School Science
EDUC 084 Curriculum and Instruction
EDUC 085 Protecting the Dignity and Safety of All Children

TEACHER SEMINARS IN SPECIAL EDUCATION

In addition to the required teacher seminars listed above, students pursuing certification in special education must complete the following two seminars:

Assistant Teacher Seminars

EDUC 073 Assessments and IEPs
EDUC 074 Collaboration and Management

EDUCATION FIELD PRACTICA

The following education practica must be completed by all students in a teacher certification program. Students must be enrolled in a teacher certification program in order to register for these practica. Education practica carry no academic credit, but do appear on transcripts and are counted toward teacher certification by New York State. Students in these practica are required to spend at least 40 hours a semester working in local classrooms.

Tutor Practica

EDUC 091 Tutor Practicum I
EDUC 092 Tutor Practicum II

Tutor practica are completed by students during their first two semesters in a teacher certification program. Students are required to spend at least 40 hours a semester in a local classroom. In addition to observing experienced teachers at work, tutors are expected to help individual students with academic work, monitor the completion of guided practice by students, and plan and teach lessons to small groups of students. Practica run concurrently with seminars, and provide the field component for those seminars.

Assistant Teacher Practica

EDUC 093 Assistant Teacher Practicum I
EDUC 094 Assistant Teacher Practicum II

Assistant teacher practica are completed by students during their third and fourth semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. Students are required to spend at least 40 hours a semester working as assistant teachers in local classrooms. Assistant teachers are expected to teach lessons to small groups of students and to help individuals as needed. While taking on further responsibility for the entire classroom, they are expected to teach an increasing number of large group lessons. Practica run concurrently with seminars, and provide the field component for those seminars. On occasion, a student may be required to complete an additional practicum in preparation for the rigors of student teaching.

THE MASTER OF ARTS IN TEACHING PROGRAM

The MAT program is open on a competitive basis to students who are enrolled in one of the eligible Teacher Education programs at Hobart and William Smith Colleges. The program is designed to be completed in one academic year following graduation, during which students continue their liberal arts studies at the same time as they prepare for teaching certification. Eligible programs include Adolescent Education, Childhood Education, and dual Childhood Education/Students with Disabilities. The MAT program has not yet been expanded to include the three newer certification programs: Art, Music, and TESOL.

Requirements of the MAT Program

The MAT program consists of nine graduate course credits. Candidates must pass all of the courses in the graduate program with a grade of B- or better and maintain at least a 3.0 GPA during the graduate year. Students admitted to the MAT program take EDUC 420 *Research in Education* during the spring of their senior year, student teach in the fall semester of their 5th year, and take a set of required and elective courses and complete an MAT Project during the spring semester of their 5th year. At the conclusion of the program, students are eligible to apply for an initial New York State teaching certificate, which may be raised to the professional level after three years of full-time teaching.

COURSE DESCRIPTIONS

Note: Courses numbered 072 to 095 (teaching seminars and field practica) may be taken only by students who have been admitted to a teacher-certification program. They carry no academic credit but are recorded on the student's official transcript.

EDUC 072 Teaching Special Education In this course, students examine a variety of ways that teachers understand learners and design instruction in response to those learners. Students explore a range of strategies used by teachers to accommodate the needs of all students and discuss ways to evaluate student learning strengths and needs. In addition, the seminar outlines a framework for special education, IDEA, and curricular and instructional adaptations. (Kelly, Harris, *fall, offered annually*)

EDUC 073 Assessments & IEPS This seminar focuses on the appropriate uses and limitations of some of the assessment tools used in special education. Alternate and adaptive assessment approaches are considered. Students are also introduced to the process of developing an IEP. (Kelly, *spring, offered annually*)

EDUC 074 Collaboration and Management This seminar investigates a variety of collaborative and management approaches effective teachers utilize. Students first explore the special education teacher's participation as a member of school district and building level interdisciplinary teams and as a team collaborator with general education teaching colleagues. Students then carefully consider the special education teacher's role as an advocate for students with special needs and their families. Finally, students examine classroom management strategies that promote a positive teaching-learning environment that supports all students. (Baker, *offered each semester*)

EDUC 081 Teaching for Equity This seminar establishes the foundations for effective teaching. As students develop keen observation skills they examine human development processes as manifested in classrooms. They explore the teacher's complex role as well as the social context of schools. They are introduced to learning processes as they relate to motivation, lesson planning, and classroom management, and they also study student diversity issues to insure that the needs of all students are met. (Hussain, MaKinster, Rodriguez, *fall, offered annually*)

EDUC 082 Teaching Reading & Writing These seminars address the NYS Eng. Lang. Arts Learning Standards and the P-6 Common Core Learning Standards for Eng. Lang. Arts and Literacy. Along with the field placement they show approaches for assessing and teaching reading and writing. Consideration is given for students with special needs and teaching speakers of other languages. Topics include emergent literacy and beginning reading, as well as encouraging reading for pleasure and promoting reading and writing to learn. 082-01 - Attention is given to issues of vocabulary, phonological awareness, phonics, word recognition, fluency, and comprehension for a range of children. 082-02 - Attention is given to developing vocabulary, fluency, and comprehension in reading, and to strategies for writing to learn.

EDUC 083 Teaching These seminars focus on the pedagogical approaches to teaching specific content areas. Students analyze and assess their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. They are encouraged to be reflective about their practice. Local, state and national resources are available, with the emphasis on the New York Learning Standards. (Spring, offered annually). 083-08&09 focus on how children develop mental and manipulation skills that help them construct science and math meanings. Emphasis is on process skills, employing a variety of teaching models, and technology. Students assess, analyze, and adapt curriculum for science and math. They are encouraged to be reflective about their practice. Local, state, and national resources are available with emphasis on New York State Learning Standards. (Kehle, MaKinster, *fall, offered annually*)

EDUC 084 Curriculum and Instruction In this seminar, students examine long-term curriculum development. After discussing curriculum theory students choose a theme in an area of the curriculum which they wish to explore and develop a "curriculum project" (short course or teaching unit) which could be used to teach their specific theme over a

period of several weeks. Attention is given to aligning curricula with New York State Learning Standards and developing integrated curricula as well as adapting curricula for students with special needs. Students also examine a number of models of teaching. Groups of students are assigned different models of teaching, design lesson plans illustrating those models, and present those lessons for analysis. Assessment is also discussed in terms of the curriculum projects which students develop. (Gibbon, *offered each semester*)

EDUC 085 Protect Dignity & Safety of Children This seminar focuses on three main areas of special need: substance abuse, identification and reporting of child abuse and maltreatment, and families in conflict. Students are informed about alcohol and other drugs, the physical and behavioral indicators of substance abuse, and mandated reporting procedures. The seminar provides an array of options for teachers who are confronted by problems raised by substance abuse and bullying. Students are given alternative means for creating safe and nurturing learning environments for all students, including instruction in fire and arson prevention, preventing child abduction, and providing safety education. Family dynamics, factors in the home, and the development of a sense of community and mutual respect are given special consideration. (Gibbon, *offered each semester*)

EDUC 091 Tutor Practicum I Tutor practica are completed by students during their first two semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. Students are required to spend at least 40 hours (3-4 hours a week for the entire semester) working as tutors in local classrooms. In addition to observing experienced teachers at work, tutors are expected to help individual students with academic work, monitor the completion of guided practice by students, and plan and teach lessons to small groups of students. These practica run concurrently with EDUC 081 and 082 or 083, and provide the field component for those seminars. (Asermily, *offered every semester*)

EDUC 092 Tutor Practicum II Tutor practica are completed by students during their first two semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. Students are required to spend at least 40 hours (3-4 hours a week for the entire semester) working as tutors in local classrooms. In addition to observing experienced teachers at work, tutors are expected to help individual students with academic work, monitor the completion of guided practice by students, and plan and teach lessons to small groups of students. These practica run concurrently with EDUC 081 and 082 or 083, and provide the field component for those seminars. (Asermily, *Offered every semester*)

EDUC 093 Assistant Teacher Practicum I Assistant teacher practica are completed by students during their third and fourth semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. Students are required to spend at least 40 hours (3-4 hours a week for the entire semester) working as assistant teachers in local classrooms. Assistant teachers are expected to teach lessons to small groups of students and to help individuals as needed. While taking on further responsibility for the entire classroom, they are expected to teach an increasing number of large group lessons. These practica run concurrently with EDUC 083 and 084, and provide the field component for those seminars. (Asermily, *offered every semester*)

EDUC 094 Assistant Teacher Practicum II Assistant teacher practica are completed by students during their third and fourth semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. Students are required to spend at least 40 hours (3-4 hours a week for the entire semester) working as assistant teachers in local classrooms. Assistant teachers are expected to teach lessons to small groups of students and to help individuals as needed. While taking on further responsibility for the entire classroom, they are expected to teach an increasing number of large group lessons. These practica run concurrently with EDUC 083 and 084, and provide the field component for those seminars. (*Offered every semester*)

EDUC 095 Assistant Teacher Practicum Assistant teacher practica are completed by students during their third and fourth semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. Students are required to spend at least 40 hours (3-4 hours a week for the entire semester) working as assistant teachers in local classrooms. Assistant teachers are expected to teach lessons to small groups of students and to help individuals as needed. While taking on further responsibility for the entire classroom, they are expected to teach an increasing number of large group lessons. These practica run concurrently with EDUC 083 and 084, and provide the field component for those seminars. (Asermily, *offered every semester*)

EDUC 100 Perspectives on Education This course takes an interdisciplinary approach to critically examining the fundamental nature of American education. Students will draw on history, sociology, public policy and theory to make

critical inquiries into educational problems – including multiculturalism, contemporary school reform, and equality of educational opportunity. Further, 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-to-self’ in relation to educational apparatuses. Ultimately, this course aims to provide students 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. (Hussain, *fall, offered annually*)

EDUC 115 Introduction to Linguistics This course provides an introduction to the scientific study of language. We will address questions related to the nature of language as a means of communication, and then focus on the core areas in linguistic analysis, including phonetics and phonology (the structure and patterns of sounds), morphology (word structures), syntax (sentence structure), semantics (meanings of words), and pragmatics (words in use). We will also briefly discuss topics in language variation, consider the importance and types of data in linguistics, and identify implications for education. (Roberson, *offered alternate years*)

EDUC 170 Race Dialogues for Community & Change “Race Dialogues for Community and Change” puts Hobart and William Smith (HWS) students and Geneva High School (GHS) students in critical dialogue about race, community and social justice. Both GHS and HWS students will participate in weekly conversations that address issues of race and racism and develop a civic program for community action. Participants will learn a language and capacity for dialogue by which to reflect upon and learn about self and others and they will identify and plan individual and collective actions to empower and engage students on HWS and GHS campuses. This service-learning course will meet at Geneva High School. (Hussain, *offered alternate years*)

EDUC 200 Philosophy of Education This course is designed to help students articulate and critically examine their own philosophical notions of education. It addresses questions such as: What is education? What are the aims of education? What does it mean to be educated? What are the processes of education? What should be the relationship between education and society? Throughout the course, an emphasis is placed upon conceptual analysis of the problems of education in terms of contemporary educational practice. This course is run as a seminar; with the guidance of the instructor, students are responsible for preparing and presenting units of study to be discussed by the entire class. (Staff, *offered occasionally*)

EDUC 201 Schooling and Social Equality This course traces a social and political history of American schooling. Beginning with the meteoric rise of formal schooling in the 19th century, the course examines how the common schooling movement radically transformed the economic and political significance of education in America. Next the course follows the schooling experiences of groups systemically targeted by policy makers: European immigrant, working class, Indigenous, Chicano/a, Black, new immigrant and women of each group. We shall seek to understand the significance of schooling for various communities as well as the reforms produced from resistance and contestation. (Hussain, *offered alternate years*)

EDUC 202 Human Growth & Development This is a survey of the major theories of human development. Topics include the progression and determinants of the development of personality, intelligence, language, social competence, literacy, and artistic and music ability. Readings are taken from works by Freud, Erikson, Piaget, Gardner, Gilligan, and others. (Harris, *fall*)

EDUC 203 Children With Disabilities The intent of this course is for students to develop a thorough understanding of and sensitivity to children and youth who experience disabilities. The course examines the following questions: How does society determine who is 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 do we create more inclusive communities for children with disabilities? This is a service learning course. (Baker, Kelly, *offered each semester*)

EDUC 205 Youth Migrations This course examines the processes surrounding youth migrations, with a focus on racial formation and inequality, citizenship, cultural conflict, and the politics of mobility. We will examine these strands by considering schooling experiences, community involvement, and family relationships. This course will address questions of how the movement of youth across borders of nation, language, culture, and race shape their experiences and shed light on social institutions such as schools, immigration , policy, and the law. We will examine how racial positions shift as students move across national borders, how language ability impacts roles and relations within family settings, and how immigration policy, schooling practices, and economic conditions shape the trajectories of migrant youth. (Rodriguez, *offered alternate years*)

EDUC 209 Gender & 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. (Rodriguez, *offered alternate years*)

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

EDUC 221 Understanding Autism This course provides an introduction to the complexities and controversies surrounding Autism Spectrum Disorders. The course begins with an examination of behavioral, social, language, and cognitive characteristics of Autism, Asperger Syndrome, and other conditions referred to under the umbrella of Pervasive Developmental Disorders. The controversy surrounding possible causes of autism is discussed. The course also involves an in-depth study of research regarding current educational and behavioral intervention strategies for Autism, including the controversies surrounding various treatment approaches. (Baker, *offered alternate years*)

EDUC 222 Learning, Teaching, Schools & Mathematics Contemporary society - through the sciences, many careers, industries, health issues, economic theories, technologies, and informed citizenship, depends upon mathematics and quantitative literacy. Mathematical understanding has been part of human culture since the earliest civilizations. Being more informed about formal and informal mathematics education helps students be more responsive to contemporary educational issues. Student interest determines emphases such as: effective pedagogy, the cognitive aspects of mathematical problem solving, roles of mathematics in education and society, state and federal policy and standards, comparative education, curriculum, assessment, and equity. (Kehle, *spring, offered alternate years*)

EDUC 225 Educational Leadership Educational settings are being newly defined by technology and globalization. As access to global networks continues to spur an interconnectedness, today's educators must navigate environments where complex social challenges exist, resource allocations are unpredictable and systems are consistently impacted by external forces, such as new policy or laws from state or federal governments. Contemporary educational leaders must engage across difference, identify critical needs, build coalitions, manage uncertainty and collaborate with stakeholders. This course is designed to provide a conceptual framework of leadership theory as well as introduce a variety of change models that can be applied within educational settings. (MaKinster, *offered alternate years*)

EDUC 230 Teaching English Language Learners While the number of school children speaking a language other than English at home has been growing exponentially over the last few decades, their level of academic achievement has lagged significantly behind that of their language-majority peers. This course aims to contribute to preparing future teachers for working in culturally and linguistically diverse classrooms. One of its major goals is to give students a better understanding of the cognitive, linguistic, and emotional challenges involved in being schooled in a second language. In the first part of the course, therefore, through readings and discussions, students will become acquainted with some key theoretical frameworks for understanding second language and literacy development as well as sociocultural issues particularly relevant to the education of English language learners. The second major goal of the course is to provide students with pedagogical strategies for adjusting instruction to meet the needs of English language learners in the mainstream classroom. This goal will be achieved in the second part of the course, which will consist predominantly of lesson planning workshops and teaching demonstrations. The course will have a service learning component consisting of 15-20 hours of tutoring an English language learner. (Roberson, *offered alternate years*)

EDUC 231 Linguistics & English Grammar for ESL This course aims to provide an introduction to the study of language to all students interested in the way language works. Students will learn linguistics by "doing linguistics", that is, by analyzing language data both in contrived exercises and in "live" samples (billboard signs, newspaper headlines, etc.). They will gain a basic understanding of phonology, morphology, syntax, semantics, pragmatics, and language variation, and of the ways in which language is represented in writing. The course also aims to develop students' awareness of

basic English grammar and to enable them to explain its rules to learners of English as a second or foreign language. (Roberson, *offered alternate years*)

EDUC 304 Representations and Meanings Learning, teaching, research, artistic expression, and everyday life all involve making sense of aspects of the world around us. In these activities, and across diverse disciplines, humans employ the same fundamental cognitive mechanisms and processes but generate very different results: mathematical proofs, poetry, scientific or historical explanations, paintings, etc. Students use cognitive science frameworks to trace the roles played by different ways of representing and connecting thoughts, and to explore how they simultaneously enable and constrain understanding. Students analyze episodes of sense-making and become more aware of their own cognition and better able to help others construct meaning. (Kehle, *spring, offered alternate years*)

EDUC 306 Technology And Disability This course will actively explore the use of assistive technology (AT) and universal design (UD) for children with disabilities. We will focus on social, legal, and ecological factors relating to the use of AT and UD in education and community settings. Participants will explore various technologies from non-electronic ‘low-tech’ to ‘high-tech’ devices, and learn strategies to assess AT and the strengths and needs of children with disabilities. We will examine issues of mobility, speech communication, independent living and self-determination, along with Universal Design principles. Participants will have hands-on opportunities to use AT. (Kelly, *offered alternate years*)

EDUC 307 Civil Rights Education Since the Supreme Court’s 1954 ruling in *Brown v. Board*, educational equality has been central to the ongoing struggle for civil rights in the U.S. This course will explore the origins and legacy of civil rights activism with regard to educational opportunity, with a focus on current issues of racial and socioeconomic justice. Taking a social history perspective, the course will evaluate major debates between civil rights leaders in the 1930’s and the movements that dramatically emerged in the 1960s and continue today. Of particular interest to this course is an analysis of why schooling in particular has been central to civil rights struggles. (Hussain, *spring, offered annually*)

EDUC 308 Politics of Care Rescue, donation, aid, teaching, and other forms of “helping” are wrapped up in forms of inequality. From orphanages to drug rehabilitation clinics, individuals and organizations who aim to help others find themselves entangled in complex relations of power. This course examines contemporary ethnographies that engage with issues of advocacy, social justice, and care work. We’ll explore theories of dependency and the politics of care, relationships between state and private organizations, and the complex position of an ethnographer working as both a researcher and an agent of “change.” How do narratives of “serving” and “saving” demarcate lines between those who “have” and those who “need?” We’ll consider ethnographies of drug rehabilitation clinics, homeless shelters, immigration advocacy organizations, transgender support groups, homes for the elderly, and mental institutions as we explore the ethics and politics of care. (Rodriguez, *offered annually*)

EDUC 320 Children’s Literature Children’s literature is roughly as old as the United States, and in recent years it has evolved into the most energetic branch of the publishing industry, with works in the genres of folk tales, poetry, picture books, “easy readers,” informational books, chapter books, and novels for middle grades and young adults. Children’s books regularly spawn films, and even as we speak the medium is rapidly becoming digital. Children’s books can be read carefully for their literary qualities, and are an interesting testing ground for skills in literary criticism. Children’s books have been part of the effort to promote multicultural education and social justice in the schools, too; and with the recent robust push-back of conservative religious and political books for children, it is useful to examine the political and social dimension of children’s literature. This course examines a set of children’s books from many angles, and is suitable for those interested in writing or publishing for children, for future teachers, and for people interested in literature generally. (Temple, *offered alternate years*)

EDUC 321 Creating Children’s Literature In this course, students will write and share manuscripts in several genres of fiction and nonfiction for children and young people after examining several exemplary children’s books for their features. Students will consider issues of child development and the social and pedagogical purpose of children’s literature in relation to appealing literature for children. And they will consult with practicing writers, illustrators, book designers, editors, and critics of children’s books, both live and in print. In the process, students will channel their creativity as well as their disciplinary knowledge into works that may be of value to children. (Temple, *offered annually*)

EDUC 323 Comparative & International Education Schools in Finland do a far better job of educating students from all corners of society than American schools, by pursuing approaches that are virtually the opposite of what policy-makers in the US are currently demanding. Research methods from comparative education can guide us as we ask

what other countries do that might succeed in our own context. In recent decades the Education for All initiative has brought millions more students into the primary school classrooms of poor countries. Yet in 2013 few sixth graders in Mali could read a sentence, and of the high school seniors in Liberia who took university entrance exams, none passed. International education is the study of what the children's educational needs are in developing countries, what is being done about them, and what is working. This course is a survey of both comparative and international education, with case studies from countries with both high and low educational achievement. (Temple, *offered alternate years*)

EDUC 330 Disability and Transition This course will explore issues related to transitions in the lives of individuals with disabilities, with a focus on transitions between school and adulthood. Current and emerging issues related to equal access for people with disabilities in post-secondary educational, vocational residential, and community settings will be explored. Educational policies and practices related to students with disabilities will also be examined, including self-determination and self-advocacy, IEP planning, assistive technologies, and accommodations. (Kelly, *offered alternate years*)

EDUC 331 Rethinking Families This course is an exploration of the concept of the family in relation to the policies and institutions that shape our daily lives. We will explore the ways that multiple family formations challenge our conceptions of what makes a family and consider how families are impacted by categories of race, class, citizenship, ability, and sexuality. We will then examine how the family institution has been positioned as a key political site, and explore how families are shaped by public education, law, and social welfare policies, among other institutions. This course asks students to develop an understanding of the family as a political institution, to consider a variety of diverse family formations, and to critically examine the policies and institutions that shape the lives of children and families in the contemporary United States. (Rodriguez, *offered annually*)

EDUC 333 Literacy Sixty million adult Americans are said to be functionally illiterate. So are nearly a billion other adults on the planet. In this course, we consider what these people are missing, in terms of ways of thinking and seeing the world as well as in civic and economic life. Then we will plunge into what we might do to help them. Solutions are not simple. We will need to explore the history of the English conventions of writing and spelling, the linguistic basis for reading skill, and 'best practices' of teaching reading and writing. Since promoting literacy is a major concern of the international development community, the course will briefly consider international literacy efforts like Education for All, EGRA, and the work of CODE-Canada, and other agencies. The course is relevant to those interested in educational aspects of public policy, international development, and teaching in the schools. It will also be useful to students involved in tutoring projects such as America Reads. (Temple, *offered annually*)

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

EDUC 336 Special Topics: The purpose of this series of courses is to investigate a variety of specific, salient social issues in the field of education. Current topics include Second Language Acquisition; Self-Determination in Special Education. (Repeatable) (Staff)

EDUC 338 Inclusive Schooling This course focuses on children with special needs within the larger context of general education and public school. Students discuss and debate the following issues: Who are schools for? How has society historically perceived children with disabilities? In what ways has the creation of special education impacted the field of education? Are inclusionary schools too idealistic to work? Is the merger of general and special education beneficial for all students? The class examines models of inclusive classrooms and schools with teachers, parents, students, and administrators who presently work in inclusive settings. Site visits are included. (Staff, *offered occasionally*)

EDUC 346 Technology in Education This course explores the relationship between the evolution of educational technology and the teaching potential of various tools and technologies. Beginning with an examination of educational technology throughout the 20th century students explore ways in which educational technology is currently used, and might be used, to create opportunities for meaningful learning. Some of the topics explored are historical patterns of technology use, identity in online environments, communities of practice, the digital divide, apprenticeship, geospatial technologies, and Web 2.0 technology. (MaKinster, *spring, offered alternate years*)

EDUC 348 Our National Parks The U.S. National Park Service functions to preserve unique and invaluable cultural resources throughout the country. At the same time, our parks serve a number of more personal purposes. They renew our spirits, provide endless formal and informal educational opportunities and are diverse settings for recreational activities. Students explore our National Park system from educational, historical, sociological, cultural, scientific, political and economic perspectives. Controversies abound when one examines the history and current state of our parks. At the same time, contemporary threats to our parks include financial troubles, overuse by the public, pollution, industry pressures and political agendas. The complexity of these situations create a series of educational challenges in terms of helping visitors, regional citizens and politicians make well-informed personal and political decisions. This course may require one weekend field trip. (MaKinster, *fall, offered alternate years*)

EDUC 351 Teaching with Citizen Science This course will explore the ways in which emerging opportunities and technologies enable students and teachers to contribute to and use citizen science data. Citizen science initiatives enable any person to make scientific observations, gather data and submit those data to web or app-based databases. These data are then available for use, visualization and analysis by both professional scientists and the average citizen. The increasing availability of these technologies creates enormous potential for educators, teachers and students, especially with regard to environmental science, biodiversity conservation, and technology-enhanced field studies. Students will explore a variety of citizen science projects, engage in their own data collection, collaborate with teachers from across the state, and explore the variety of teaching, learning and pedagogical opportunities available to educators. Discussions, projects and topics relate to environmental studies, environmental ethics, public policy, conservation and sustainability. (MaKinster, *offered alternate years*)

EDUC 360 Teaching Environmental Sustainability Teaching to help solve environmental problems must occur across all segments of society: homes, schools, places of work, business and industry, laboratories, political arenas, and recreational venues. Teaching is defined very broadly as any action directed at people or institutions to promote a sustainable environment. Students examine the roles of ethical reasoning and critical pedagogy in helping address educational challenges posed by conflicting value systems. Students design projects to meet related environmental education needs on campus or in the surrounding community. Prerequisites: At least one course in environmental studies. Crosslisted with Environmental Studies. (Kehle, MaKinster, *offered alternate years*)

EDUC 370 Multiculturalism This course examines the institution of schooling, broadly conceived, as it is positioned in a multicultural and diverse society. It looks at historical and contemporary debates surrounding the concept of multiculturalism and explores how the ideas are played out in U.S. education systems and in our everyday, public and private social experiences. Students examine the relationship of schooling to other societal institutions in order to understand the academic, political, and social effects on students and society. Throughout the course students tackle topics with an eye for meaningful incorporation of personal and systemic dimensions of diversity and broaden their knowledge about being responsible citizens of the world. (Hussain, *offered occasionally*)

EDUC 401 Analysis Secondary Teaching This seminar accompanies EDUC 402 403, student teaching in the secondary schools and is open only to adolescent teacher certification participants engaged as full-time student teachers. It provides a structure within which participants critically examine their classroom experiences of teaching, learning, and curriculum development, with the goal of becoming reflective practitioners. Texts and readings are selected from those that provide analysis of the experience of secondary school education, as well as those that provide rationales for the methods and purposes of the academic disciplines. This course must be passed with a C or better in order to be recommended for certification. (Gibbon, *offered each semester*)

EDUC 402 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. (Gibbon, *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 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. (Gibbon, *offered each semester*)

EDUC 404 Analysis of Elementary and Special Education Teaching This course is open only to participants in the childhood or dual childhood and students with disabilities teacher certification programs engaged as full-time student teachers. It provides student teachers with an opportunity to critique education as it is offered in school settings for all children. Participants focus on becoming reflective practitioners as they critically examine teaching, learning, and curriculum development. Emphasis is placed on application of the above to the teaching of reading English Language Arts. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Harris, *offered each semester*)

EDUC 405 Elementary Practicum Students plan and direct instructional and ancillary activity in an elementary school classroom setting for an academic term. It is expected that the student take on all responsibilities normally accepted by elementary teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, participation in professional conferences or in service training sessions, and budgeting. EDUC 405 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. This course is taken on a credit/no credit basis. (Harris, *offered each semester*)

EDUC 406 Elementary Practicum Students plan and direct instructional and ancillary activity in an elementary school classroom setting for an academic term. It is expected that the student take on all responsibilities normally accepted by elementary teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, participation in professional conferences or in service training sessions, and budgeting. EDUC 406 is open only to seniors who participate in the childhood teacher certification program. This course is taken on a credit/no credit basis. (Harris, *offered each semester*)

EDUC 407 Special Education Practicum This is full-time student teaching, taken in tandem with EDUC 405 during the second seven weeks of the semester. Students complete student teaching (as described in EDUC 405 above) in elementary special education settings. This course is taken credit/no credit. Prerequisites: Completion of all other teacher certification requirements. (Kelly, Baker, *offered each semester*)

EDUC 410 Analysis of Teaching in Disciplines This professional field-based seminar focuses on the development of a deeper understanding of the disciplinary content the student teacher is teaching. Through weekly conversations with 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 take the edTPA student teacher assessment. Occasional group meetings may be held. (*Offered each semester*)

EDUC 412 Analysis of Teaching the Arts This course is open only to students pursuing certification in visual arts or music who are engaged in full-time student teaching. It provides a structure within which students critically examine their classroom experiences of teaching, learning, and curriculum development within the arts, with an eye towards helping students become reflective practitioners. Emphasis is placed upon helping students meet the developmental needs of all students (p-12) while also exploring means of helping all learners meet the New York State Learning Standards in the Arts. This course must be passed with a grade of C or better in order to be recommended for certification. (*Offered each semester*)

EDUC 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. The practicum requires full time presence in a local school from early morning until mid afternoon or later, five days per week. While enrolled in a student teaching practicum, students normally take no other courses except for two seminars in the Education Department that are designed to accompany the placement. 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 Education Department. This course is taken on a credit/no credit basis. (*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. While enrolled in a student teaching practicum students normally take no other courses except for two seminars in the Education Department that are designed to accompany the placement. 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 Education Department. This course is taken on a credit/no credit basis. (*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. 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. (*Offered each semester*)

EDUC 420 Seminar Research in Education Open only to students enrolled in the Master of Arts in Teaching Program or Educational Studies majors, this course is a survey of educational research methods with a special emphasis on qualitative and teacher-generated research. (*Spring, offered annually*)

EDUC 601 Analysis of Teaching in Secondary School Grades Open only to students enrolled in the Master of Arts in Teaching program and taken concurrently with student teaching, this seminar provides a structure within which students critically examine their classroom experience in planning, teaching, assessing, and managing a productive environment. Students focus on successfully teaching all learners, including responding to those with diverse needs and from diverse backgrounds. Emphasis is placed on using instructional technology, as well as using reading and writing to learn. Typical readings: Damon, Greater Expectations; Sizer and Sizer, The Students are Watching (Gibbon, *fall, offered annually*)

EDUC 602 Prac: Secondary School Teach-GMAT Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages students in a full-time practice teaching experience in a secondary school classroom. Students take on all of the responsibilities expected of secondary school teachers, including planning and carrying out lessons and assessments, managing productive classrooms, assisting with extra-curricular activities, collaborating with other school staff, and reporting to parents. This course is taken on a credit/no credit basis. (Gibbon, *fall, offered annually*)

EDUC 603 Prac: Secondary School Teach-GMAT Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages students in a full-time practice teaching experience in a secondary school classroom. Students take on all of the responsibilities expected of secondary school teachers, including planning and carrying out lessons and assessments, managing productive classrooms, assisting with extra-curricular activities, collaborating with other school staff, and reporting to parents. This course is taken on a credit/no credit basis. (Gibbon, *fall, offered annually*)

EDUC 604 Analysis: Elementary & Special Education Teaching Open only to students enrolled in the Master of Arts in Teaching program and taken concurrently with student teaching, this seminar leads students to reflect on their teaching experience in light of readings and discussions of literature about teaching. Students consider additional methods of teaching and assessing learning, with special emphasis on teaching reading. Students focus on successfully teaching all learners, including responding to those with diverse needs and from diverse backgrounds. Emphasis is placed on using instructional technology, as well as using reading and writing to learn. (Harris, *fall, offered annually*)

EDUC 605 Elementary Practicum - GMAT Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages students in a full-time teaching experience in an elementary classroom. Students take on all of the responsibilities expected of elementary school teachers, including planning and carrying out lessons and assessments, managing productive classrooms, collaborating with other school staff, and reporting to parents. This course is taken on a credit/no credit basis. (Harris, *fall, offered annually*)

EDUC 606 Elementary Practicum - GMAT Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages students in a full-time teaching experience in an elementary classroom. Students take on all of the responsibilities expected of elementary school teachers, including planning and carrying out lessons and assessments, managing productive classrooms, collaborating with other school staff, and reporting to parents. This course is taken on a credit/no credit basis. (Harris, *fall, offered annually*)

EDUC 607 Special Education Practicum - GMAT This course is open only to graduate students engaged as full-time student teachers in the dual childhood and students with disabilities teacher certification program. This is full-time student teaching, taken in tandem with EDUC 605 during the second seven weeks of the semester. Students complete student teaching (as described in EDUC 605 above) in elementary special education settings. This course is taken on a credit/no credit basis. (Kelly, Baker, *offered each semester*)

EDUC 610 Analysis: Teaching in Disciplines Only open to students enrolled in the Masters of Arts in Teaching program, this professional field-based seminar focuses on the development of a deeper understanding of the disciplinary content the student teacher is teaching. Through weekly conversations with his or her student-teaching college supervisor, the student will develop a more advanced understanding of how content knowledge combines with pedagogical content knowledge in effective teaching. Weekly observations of the student teacher by the supervisor and readings selected from educational journals and books will support these conversations. This seminar supports students as they prepare for and take the edTPA student teacher assessment. (Staff, *offered each semester*)

EDUC 801 Master's Project (*Offered annually*)

EDUC 803 Master's Project (*Offered annually*)

EDUC 820 Graduate Seminar in Education Research Only open to students enrolled in the Masters of Arts in Teaching program, students continue their study of research paradigms and procedures and produce a literature review. Topics for reading and discussion are drawn from the research interests of the students. (*Spring, offered annually*)

EDUC 821 Educational Foundations Only open to students enrolled in the Masters of Arts in Teaching program, the course takes an interdisciplinary approach to critically examine the fundamental nature of American education. Students will draw on theoretical frameworks from education, history, sociology, public policy and philosophy to make critical inquiries into educational problems, such as multiculturalism, contemporary school reform, and equality of educational opportunity. Students will explore the interplay of various actors that inform educational experiences, such as children, policy makers, and families, as well as critically engaging "text and self" in relation to educational apparatuses. Ultimately, this course aims to provide pre-service teachers with a rich understanding of the sociopolitical context of schooling and education and the necessary analytical tools to support ethical and responsive teaching and research. (*Spring, offered occasionally*)

English

Program Faculty

Nicola Minott-Ahl, Associate Professor, Chair
Geoffrey Babbitt, Assistant Professor
Biman Basu, Associate Professor
Alex Black, Assistant Professor
Taylor Brorby, Trias Teaching Fellow
Rob Carson, Associate Professor
Melanie Conroy-Goldman Hamilton, Associate Professor
Stephen Cope, Assistant Professor
Kathryn Cowles, Associate Professor
Anna Creadick, Professor
Laurence Erussard, Associate Professor
Grant I. Holly, Professor
Alla Ivanchikova, Associate Professor
David Weiss, Professor

The discipline of English is as dynamic and far-ranging as the language itself. In an English class, you might analyze a medieval poem or produce your own piece of flash fiction. You might consider literature's relationship to historic social change or trace its role in contemporary political conflict. You will investigate the meanings of life, build unassailable arguments, and find your own voice.

Students majoring or minoring in English gain the critical reading, thinking, writing, and communications skills necessary for bright futures in a range of fields. Our majors go on to careers in education, law, business, publishing, non-profit work, activism, filmmaking, information technology, journalism, and the arts.

The English Department offers a wide variety of courses, including many without prerequisites that are open to non-majors. We offer majors and minors in both English and Comparative Literature, and a concentration in Creative Writing.

The English curriculum is designed to give students maximum flexibility while ensuring both breadth and depth of study. Most students begin with one or two courses at the 100-level, then take ENG 200 Critical Methods: the required gateway course for those ready to declare the major or minor. Electives at the 200- and 300-level are chosen in consultation with an adviser. The major is completed with a capstone, typically a 400-level seminar taken in the junior or senior year.

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

disciplinary, 12 courses

Introductory course - ENG 200; 10 elective courses plus a capstone experience, typically a 400-level seminar taken in the junior or senior year. Of the 10 electives, three must be at the 300-level or above, and no more than two 100-level courses may count toward the major. Up to three courses taken outside the department may count towards the major and the fulfillment of requirements, with permission of the adviser. Requirements include the following areas: one Early Period course (pre-1800); one American Literature course; one Global Literature course; one UK/European Literature course, and a three-course concentration. A single course may fulfill more than one requirement.

Concentrations may be defined by genre, literary history, theme, or field of study. A genre concentration could, for example, include three courses on poetry, while a literary history concentration might provide an overview of Modernism, or focus on one particular era, such as nineteenth-century British fiction. Thematic concentrations bring together coursework on a central topic, such as globalization, gender, or poetics. Field of study concentrations in creative writing, film studies or theory are also options for students with particular interest in those areas.

REQUIREMENTS FOR THE MINOR IN ENGLISH

disciplinary, 6 courses

Introductory course - ENG 200; three elective courses, one of which may be from outside of the department with permission of the adviser, no more than one at 100-level; two courses at the 300-level or above.

Cognate Courses Outside the Department Students may take a maximum of three courses outside the department for major credit, with adviser permission. Up to one course outside the department may be counted toward the minor with adviser permission. The following list is a representative sample of “cognate” courses that could be approved to fulfill the requirements of the English major and minor. AFS 305 African American Autobiography; AMST 330 Digital Humanities; CLAS 108 Greek Tragedy; MDSC 313 Global Cinema; RUSE 352 Nabokov; SPNE 404 Lorca and Almodovar; THTR 309 Feminist Theatre; WMST 219 Black Feminism and Theater; WRRH 201 Grammar and Style; WRRH 327 Literary Journalism.

TRANSFER CREDITS FOR THE MAJOR OR MINOR

Courses taken at other institutions, 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 English degree. Petition forms for transfer courses can be downloaded here: http://www.hws.edu/offices/pdf/request_transfer_credit.pdf.

COURSE DESCRIPTIONS

While all English Department courses are geared to the integrated goals of teaching and developing critical reading and thinking, as well as honing written and oral communication skills, many also partially or substantially address the aspirational goals of the Hobart and William Smith Colleges curriculum. ENG courses are numbered at the 100-, 200-, 300-, and 400-levels according to the level of research, analytical, and writing expertise required to engage effectively with the material. Within each of these “centuries,” however, we have also subdivided our courses by “decade” according to the subject matter they cover. The logic for these divisions is:

00-09 Core Courses, Genre Courses, Theory Courses

10-29 Thematic Courses

30-39 British Literature to 1800 (or so)

40-49 British Literature since 1800

50-59 American Literature to 1900 (or so)

60-69 American Literature since 1900

70-79 Global Literature

80-89 Film

90-99 Creative Writing Courses

100-level courses in English introduce students to textual and literary study, focus on critical analysis and close reading skills, and build a foundation for critical writing in the disciplines of English and Comparative Literature. 100-level courses are suitable for first-years, sophomores, or non-majors. Students interested in the major may take 100-level courses or may also opt to begin with ENG 200 and other courses at the 200-level. No more than two 100-level courses may be counted toward the major.

ENG 106 The Short Story This course introduces the short story genre, including attention to its history and development. Students read a broad range of examples, including at least one single-author collection or cycle. Assignments allow students to learn the fundamental skills of literary criticism through the practice of formal analysis. (Staff)

ENG 108 Literary Science Fiction/Fantasy This course will begin with a survey of the origins of science fiction and fantasy, the development of the genres in the post-Enlightenment era, and twentieth-century trends, but its main focus will be the relationship between mainstream literary fiction and science fiction/fantasy, and the ultra-contemporary trend of crossover between the two. We will consider the relationship between science and the genres, the exile of science fiction from canonical literature, and what the increasing openness of literary writers and academic circles might mean. Readings may include: Evans, *The Wesleyan Anthology of Science Fiction*; Tolkien, *The Lord of the Rings*; Herbert, *Dune*; Miéville, *The City and the City*; VanderMeer, *City of Saints and Madmen*; Mitchell, *Cloud Atlas*; Lethem, *Chronic City*; Link, *Magic for Beginners*. (Hamilton)

ENG 110 Partial Magic In the second half of Don Quixote, Don Quixote meets characters who have read the first half of the novel. That would include us. Lewis Carol describes a map of England which represents everything in England, which would include the map, and on that map, a map of the map, and so on into infinity. In this course we will explore these disconcerting examples of what we are calling “partial magic,” in both literature and the visual arts, in an effort to see that they are not unusual, but are in fact, fundamental to the way art endeavors to immerse us in its world. We will also consider the consequences of this immersion. In what sense is what Coleridge called “the willing suspension of disbelief,” a loss of our critical faculties? In what sense is art related to propaganda and advertising? (Holly)

ENG 111 Experience of War in Literature We will read in the literature of war from one of its earliest representations, The Iliad, all the way through verse and film that address the realities of post-9/11 warfare. We will read chronologically and consider, after Homer, the nineteenth century Napoleonic warfare in *War and Peace*, the especial traumas of WW I and WW II, and late twentieth and twenty-first century warfare of the Vietnam conflict and the wars in Afghanistan and Iraq. Special attention will be paid to the experience of soldiers, male and now female, civilians and nurses, to the ethos, psychologies, ideologies and bureaucracies that drive warfare, and to the efforts of writers to capture the toll taken by those experiences. Texts may include *The Iliad*, sections of *War and Peace*, *All Quiet on the Western Front*, *Catch-22*, *Slaughterhouse Five*, *The Things They Carried*, *Billy Lynn's Long Half-Time Walk*, *Redeployment*. (Weiss)

ENG 113 Environment in Global Literature What is nature? What is ecology? The “environment”? What do we mean when we talk about “environmental literature” in the era of climate change and widespread ecological crisis? With a focus on twenty-first century literature from around the world, the course will address these questions by putting literary texts in conversation with some of the following concepts: “nature,” “energy, biodiversity, sustainability, global interconnectivity, and environmental justice. We will examine texts that deconstruct the idea of nature and open up new ethical and aesthetic possibilities-for imagining and living in the era of the Anthropocene. Topics to be discussed include: ecology without nature; wilderness and nature writing; writing the environment in realist versus speculative fiction (weird fiction); the poetics of trash; the secret life of rust and dust; nuclear currents; multispecies ecologies and posthumanism. (Ivanchikova)

ENG 114 Sickness, Health & Disability This course explores narrative techniques and representational strategies in narratives and other literary representations of illness, health, and various forms of disability (cognitive, physical, emotional, and so forth). Through readings in different genres and from different periods and cultures, we will examine, critique, and deconstruct the ways in which sickness, health and disability - as well as normalcy - are defined in literary and cultural contexts, and how these definitions often intersect with definitions of (and assumptions about) race, class, gender, sexuality, morality, criminality, and other markers of citizenship and identity. (Cope)

ENG 115 Literature & Social Movements Can books change the world? In the U.S., readers of slave narratives and Stowe's novel *Uncle Tom's Cabin* were swayed to the abolitionist cause. The counterculture went On the Road with Kerouac. Second-wave feminists clutched copies of *The Bell Jar*, while anti-Vietnam War protestors were fluent in Heller and Vonnegut. Ayn Rand's fiction has been a powerful force for new conservatives, while Malcolm X's autobiography helped radicalize the Civil Rights movement. And why were Occupy protestors wearing masks made famous by a graphic novel? This course considers how literature has shaped and been shaped by social movements. Weaving together contextualizing historical readings and primary documents with poetry, memoir, novels, and other literary forms, students will investigate the relationships between revolution and the word. (Creadick)

ENG 116 Literature and Politics How and why do literary texts represent political persons, philosophies, and events? What is the effect (if any) of their doing so? Are a writer's politics necessarily reflected in their writing? What do we mean by politics anyway? For that matter, what do we mean by literature? When we define these terms, are we already making a political determination? This course seeks to respond to these questions by exploring two separate but related issues: 1) the representation of political persons, events, and ideas in literature and 2) the politics (cultural, social, and otherwise) of literature: who gets published and why? What do we expect when we read? How does reading inspire (or compel) us to rethink our political commitments? Our responses to these questions will engage such issues as the politics of affect, empathy, and emotion; the philosophical and political status of literature's representation of 'possible worlds'; utopian and dystopian tendencies in literature and political thought; the politics of representation; the politics of elitism and marginalization; essentialist and anti-essentialist discourses in literature in politics; literature in the marketplace; literature's role in the revolution against (or maintenance of) political and national structures; the 'cultural' politics of race, class, gender, and sexuality. Texts will include novels, poems, stories, and plays, as well as relevant theoretical and critical essays from a range of literary and critical cultures and traditions. (Cope)

ENG 130 Medieval Genres This course approaches the Middle Ages through its representation of different genres in an array of texts, manuscript illuminations, music and other artistic expressions. It exposes the cultural and social conditions that are illustrated by these texts. Students will evaluate the social, religious and gender politics that are revealed by each genre. The investigation will begin with texts originally written in Latin. It will start around 700 with the writings of an Anglo-Saxon monk, the Venerable Bede. Students will follow Saint Brendan in the adventures that probably led him from his Irish monastery to the coast of America, many centuries before Columbus. Students will then reach the continent and discover the troubadour Bernard de Ventadorn and other poets from France. They will travel between France, England, Italy and Germany to evaluate the genres of fables, popular romance, fabliaux and dramatic farce. (Erussard)

ENG 136 Shakespeare on Screen So far as we can tell, Shakespeare's plays were written for the stage rather than for the page. In other words, they were meant to be experienced in an embodied public performance of sights and sounds, rather than read silently and in solitude. In this introduction to Shakespeare's work, we will draw upon the rich archive of Shakespeare on film to study six of his most influential plays in multiple performances, exploring how different directors brought these plays to life in different ways, working in a new medium and within different social and political contexts in the twentieth and twenty-first centuries. (Carson)

ENG 152 American Revolutions From Declaration of Independence to the Declaration of Sentiments, America's revolutionaries and reformers have written their own literature. This course will explore the history of politics and culture in the United States from the American Revolution to the Civil War. We will study the work of writers who were for the rights of women and against the removal of Indians from their lands, who were for the liberation of enslaved people of African descent and against the use and abuse of alcohol. We will also read the writings of the early labor and environmental movements. Like the figures we study, we will experiment with different forms to express our ideas and arguments. (Black)

ENG 165 Introduction to Afro-American Literature I We begin with a slave narrative from the nineteenth century, but this course concentrates on African American narratives of the twentieth century, from the Harlem Renaissance through the "protest" novel and black nationalism to black women writers. Students focus on a central concern of the African American traditions, the tension between the political and the aesthetic. Students pay attention to both the aesthetic properties of the literary text and to its political dimensions. In addition to the concerns with race, class, gender, and sexuality, students examine the intricate set of intertextual relations between different writers which constitute the tradition of African American writing. (Basu)

ENG 170 Global English Literature What comprises global English literature? Colonialism was not only an economic, but a cultural, technological, linguistic, and demographic phenomenon. Movements of westerners to colonial spaces evoked counter-movements of people from around the globe traveling to the west. These flows resulted in a new body of literature in western languages written by people from other parts of the globe. In this course students will study examples of this world literature written in English. Readings will typically include works from Africa, the Caribbean, Asia, and the Indian subcontinent. In order to consider how these literatures have been influenced by western aesthetic values and forms, and how might they, in turn, transform and reinvent western traditions, students may also study key narratives from England and/or the United States. Following decolonization movements of the mid-twentieth century, the study of these diverse literatures spawned key terms such as postcolonialism, globalization, diaspora, transnationalism, alterity, and so on; these concepts will also be part of the course. Throughout these literary works, students will find characters who must continue to live with the alien and alienating legacies of colonialism, even in a modern and globalized world. (Basu, Ivanchikova)

ENG 175 Travel Literature The mobilities of populations have been crucial to the ways in which human beings have been organized across the planet - in empires, in nations, on continents, in hemispheres. Several factors encourage or deter mobility or travel - technological, economic, demographic, and so on. But travel inevitably introduces an encounter with otherness. We begin and end the course with an encounter with "America." We will encounter embodiments of racial and gendered otherness, but we will also examine the encounter between the human and the machine, the technological otherness of the android. 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)

ENG 185 From Novel to Film Film today is in a position in our culture analogous to the position the novel once held in literary tradition. It is still largely a medium that belongs to popular culture, and its sense of emotional immediacy, the persuasive power of visual storytelling, and filmmakers' ability to respond to current ideas and trends of thought often means that modern film is a useful window on the age in which a film is made. We will address narrative technique, ask how filmmakers use the visual medium to transform difficult but profoundly arresting narratives into engaging and comprehensible films, while also asking what makes an adaptation effective? Why bother if the book is satisfying? Can an adaptation ever be as good as the book? There is another focus here as well; we also want to raise important questions about how and by whom meaning is made in both novels and films and about the role of the imagination of the reader and viewer in completing the picture. Readings and films may vary. (Minott-Ahl)

ENG 190 Creative Writing for FYs & SOs This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Some exercises are

assigned, some individual invention is expected. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Students who complete ENG 190 may not take ENG 290. (Babbitt, Cowles, Hamilton, Staff)

ENG 200 Critical Methods This course is required of all majors and minors to prepare students for upper-level study in English and Comparative Literature, and may not be exempted. This course will train students in the concepts, vocabulary and research methods required for advanced textual analysis and writing in the discipline. Required books include core reference texts in the discipline and will be supplemented by individual professors. (Staff)

ENG 201 History of the English Language The purpose of this course is threefold. First, it surveys the development of English from its earliest forms to its functions and varieties since it emerged as an official language after the decline of French. This history starts with the 5,000-year-old reconstructed Indo-European language; it then moves from the Germanic branch of languages to the Old English literary vernacular in the British Isles and to the interplay of Old English, Norman French and Latin and the advent of Middle English. It follows the evolution through the “great vowel shift” and looks at the rise of the English literary vernacular as it appears in the works of Shakespeare, in the King James Bible, and Samuel Johnson’s dictionary. Second, it familiarizes students with the “scientific tools” of linguistic studies: articulatory phonetics and phonology, the mechanics of language changes, socio-linguistics, and comparative philology. Finally, this course will also deploy ways to look at language and language change, at the status of standards, at the descriptive or prescriptive roles of dictionaries. It will dismantle Babel by exposing some of the commonly believed myths about language. (Erussard)

ENG 203 The Lyric This is a course about The Secret of Poetry. That secret has everything to do with the powers of language and what those powers are being harnessed to do. The premise of this course is that there is something about the use of language in lyric poetry that sets it apart from other forms of language-use. We will begin the course by considering the concept of mimesis as a way to begin discovering that secret and understanding how it is enacted. In this course we will try to get fix on what lyric poetry really is. Is it poetry that aspires to the condition of music, for example? And if it is, why? If “a poem is not the record of an event but the event itself,” as Robert Lowell put it, how is that possible; that is, what makes that possible? We’ll explore the way poetry doesn’t refer to experience but incarnates it. Texts include Ovid’s *Metamorphoses*, the odes of John Keats, and the poems of Gerard Manley Hopkins, Randall Jarrell, Marianne Moore, Denise Levertov, George Herbert, among others. (Weiss)

ENG 205 Narrative 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)

ENG 211 Monstrous Femininity This course will focus on the social and intellectual history behind the ideas that link femininity with hysteria, masquerade, the pathological, and the monstrous. Visions of pathology and monstrosity could be deployed to contain and oppress women or they can be creatively mobilized to empower and liberate women. For instance, Bertha, the “madwoman in the attic” in the 1848 English novel *Jane Eyre*, is presented as a monster to be contained. By contrast, Lady Gaga in her 2010 video “Bad Romance” mobilizes the idea of the “monstrous feminine” to challenge rigid gender boundaries. We will explore representative works written by female writers who are considered “canonical” (such as Jean Rhys, and Charlotte Perkins Gilman) while also discussing the work done by contemporary artists and pop cultural icons (such as Cindy Sherman and Lady Gaga, among others). (Ivanchikova)

ENG 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. (Staff)

ENG 229 18th Century Novel This course is designed to be a survey of significant themes and techniques in the novels of the period, with some attention paid to continental influences and development and metamorphoses of eighteenth century themes in the novels of the nineteenth and twentieth centuries. Special attention is given to novels by and about women. (Holly)

ENG 231 Comparative Medieval Literature This course surveys some of the major forms of medieval literature - the epic, the romance, and the fable - and attempts to relate these works to the earlier classical tradition. In addition, it attempts to make both cross-cultural connections and connections with the social, historical, and philosophical levels of medieval culture. (Erussard)

ENG 232 Medieval Romance This course focuses on Old French, Anglo Norman, Viking and Middle English popular romances which are not well known, such as: Floriz and Blancheflur, Amis and Amiloun, Aucassin and Nicolette, King Horn, Havelock the Dane, Sir Orfeo, and Sir Bevis. All texts will be read in Modern English translations. These romances will be compared and contrasted with some canonical works intended for an aristocratic audience. (Erussard)

ENG 233 Medieval Drama This course offers a panorama of Medieval dramatic genres. It surveys works from the tenth to the fifteenth centuries. The stylistic diversity includes the sadomasochistic plays of the Saxon canoness Hrotsvit of Gandersheim, the proto-opera form of Hildegard of Bingen, some English mystery plays from different cycles and a selection of French sexual farce. The study is based on both historicist and formalist critical analysis and on occasional classroom performance. (Erussard)

ENG 234 Chaucer: Topics Chaucer composed his poetry in the historical context of peasant 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 *Filostrato*. Both courses investigate issues surrounding the authorship, language, audience, and ideologies of Chaucer's work within the larger cultural, social, and political context of late medieval England. (Erussard)

ENG 235 The Once and Future King This course tries to answer some questions about the development of stories concerning Arthur and the Knights of the Round Table. How did the possibly historical and legendary figure of Arthur and his fictitious knights come to inspire so many stories? Why do Arthurian myths continue to flourish in literature and films today? This course follows Arthur, Guinevere and the Knights of the Round Table from the sixth century and the medieval mists of Tintagel through their Romantic revival and to the edge of the twenty-first century. The main focus is the exploration of the emergence and the development of the legends of King Arthur and their relationship to the imaginative literature and the glorious chivalric mentality of the Middle Ages. All texts and their textual characteristics are studied within their historical and socio-cultural contexts. Therefore, the basic approach is both formalist and historicist. (Erussard)

ENG 236 Shakespeare: Comedies An introduction to Shakespeare, focusing in particular on seven of his best-known comedies. We will adopt a myriad-minded approach to our readings: sometimes we will read the plays historically, paying particular attention to the ways in which plays offer us insight into the early modern English culture that produced them (and vice versa); at other times we will focus on them theatrically, exploring their dramaturgical choices, or else poetically, examining their literary aesthetics on the page; and at other times still we will attend to their politics, especially with respect to their handling of questions of gender, sexuality, class, race and ethnicity. (Carson)

ENG 237 Shakespeare-Tragedies An introduction to Shakespeare through his five best-known tragedies: *Romeo and Juliet*, *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. We will approach these plays from a wide variety of critical angles, so that the course will not only provide a survey of Shakespearean tragedy but also offer a survey of contemporary critical methodologies. (Carson)

ENG 239 18th C. Literature & Art This course offers a topology of desire in the 18th century as it manifests itself in literary, architectural, and graphic productions. This course pays special attention to fantasies of power; architectural fantasies and imaginary landscapes; the oppositions of Gothicism and Classicism; the garden and the city; the sublime and the beautiful; and the relationship of the teleology of desire to narrative form. (Holly)

ENG 240 Victorian Poets The poets of the nineteenth century lived in an age of rapid change, as well as the questioning and re-thinking of once-established truths. They saw themselves as participants in the collective (though not-always concerted) effort of their age to make sense of their changing world and influence the direction their society would take in politics, religion, morality, and art, to name a few areas of concern. This course introduces students to the works of well-known Victorian poets, such as Alfred Tennyson, Elizabeth and Robert Browning, and W. B. Yeats. It will also focus on Thomas Hardy, Charles Dickens, and Charlotte Bronte, writers we are accustomed to think of as novelists. (Minott-Ahl)

ENG 241 English Romantic Poets This course is a comprehensive look at Romanticism and its proponents, its aesthetic context and the charged political environment in which it developed and thrived. The poets of this movement saw themselves thinkers and as agents of important change in the world. The poems they wrote were 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)

ENG 242 Victorian Literature This course investigates origins of the modern world view as anticipated and expressed in nineteenth century English literature: the breakdown of traditional religious beliefs; the alienation and isolation of the individual; changing attitudes toward nature; the loss of communication; the role of education; and the affirmation of art. (Minott-Ahl)

ENG 243 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 244 19th-Century British Novel This course will focus on the intimate, socially and emotionally complex connections between marriage, capitalism, and politics in the nineteenth century. We will explore these ideas in the context of the intertwined public and private lives of women and examine the works of at least three women writers. In addition, we will also examine the development of the novel itself in the Victorian period as it becomes increasingly focused not only on popular entertainment and the chronicling of rapidly changing times, but also on initiation and shaping of important discussions about what kind of civilization the British wanted to have in a new age. (Minott-Ahl)

ENG 246 The Literature of Decadence This course offers an exploration of the phenomenon of decadence in its literary aspect, characterized primarily by the pursuit of heightened experience (sensory and imaginative) in the face of the social and ethical constraints of late nineteenth and early twentieth century European culture. Although our primary emphasis will be on the phenomenon of literary decadence in English, we will read a number of seminal French texts (in translation) and discuss a number of European painters and composers by which late nineteenth century English writers were inspired. We will explore the ways in which decadence can be situated historically in terms of such broader social and cultural phenomena as imperialism, poverty, the emergence of the metropolis, the emergence of socialism, the establishment of commodity capitalism, the "advent" of feminism and the New Woman, and debates about sexuality. (Cope)

ENG 247 Irish Literature Renaissance This course is designed as a sustained and extensive study of the major texts (poetic, novelistic, dramatic, essayistic) of the "Irish Renaissance" and an Irish Modernism in which thematic concerns with cultural and political nationalism converged with an abiding interest in radical forms of literary experimentation. We will look at these texts in terms of what Seamus Deane has called "Irish Renaissances": those periods of Irish literary flourishing that both inspired and were inspired by Irish Modernism. (Cope)

ENG 248 Modern British Novel This course consists of an exploration of the development and transformation of the British Novel in the late 19th and early 20th centuries as exemplified by the work of three British writers. Our emphasis will be on the ways in which definitions of British culture and identity were reflected by these novelists' representations of the city, the country, and the colony as the defining social and geographical features of the British Empire. We pay close attention to the ways in which race, class, gender, and other markers of social difference and inequality are represented and redefined in the novels as the opportunities and encroachments of Modernity - increased social and geographical mobility, the emergence of commodity Capitalism, first-wave Feminism, colonial exploration and exploitation. World War - radically transform the social and cultural landscape of Britain, Europe, and the world as a whole. Novelists may include: Joseph Conrad, E.M. Forster, George Gissing, Thomas Hardy, D.H. Lawrence, Jean Rhys, Virginia Woolf. (Cope)

ENG 249 Contemporary British Fictions In this class we will read a survey of recent British fiction, a selection of first-rate novels and short stories that examine changes in British identity from 1945 to the present. And we will situate these texts within a media-rich historical account of post-war Britain, by watching British films and television programs, listening to British music and reading British news media through term. George Bernard Shaw once quipped that “England and America are two countries divided by a common language.” He makes an excellent point: because there are so many superficial similarities between the two cultures run. Our goal will be to dig deep with our cultural analysis, exploring some of the paradoxes at the core of contemporary Britain and reflecting, in turn, on what this might reveal to us about the state of America in the present. (Carson, Hamilton)

ENG 250 Early American Literature This course surveys the development of U.S. literature up to and including the Civil War period. Literary works will be analyzed in terms of both their textual qualities and the social contexts that produced them. Readings may include Whitman, Dickinson, Thoreau, Hawthorne, Melville. Not open to students who have taken “American Literature to Melville.” (Black)

ENG 251 19th Century American Fiction What’s so great, or so American, about the Great American Novel? To answer this question, we will read a number of novels from the period - the nineteenth century - in which the idea of the G.A.N. (as Henry James, whose own works contended for that title, abbreviated it) was first introduced. We will also discuss historical shifts in literary valuation that would cause Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, the nominee of the critic who first came up with the idea, to be supplanted by Herman Melville’s *Moby Dick* as the Great American Novel. In addition to Stowe and Melville, we may read fiction by writers like Nathaniel Hawthorne, Mark Twain, Charles Chestnutt, and Sarah Orne Jewett.

ENG 252 American Women Writers This course focuses on a selection of women writers who have made important contributions to U.S. literature. Authors, genres, and periods will vary depending on the instructor’s area of interest and expertise. (Creadick)

ENG 254 19th 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 260 Modern American Literature This course surveys American Literature written during the first half of the twentieth century, from the Civil War to the 1940s. Focusing on the novel, we will trace the overlapping literary movements of this era, including realism, naturalism, and especially modernism. We will chart the personal, social, and political forces (such as industrialization, immigration, war, feminism, urbanization, depression) that shaped the production and reception of these literary works. Not open to students who have taken “American Literature from Crane.” (Creadick)

ENG 261 Popular Fiction When a novel acquires a mass readership, does it lose aesthetic value? What is the difference between “literary fiction” and “popular fiction”? Focusing on a genre fiction, cult bestsellers, middlebrow blockbusters, “pulp” or “trash” fiction produced across American history, this course invites students to consider the politics of taste and hierarchies of literary value embedded in popular reading practices. Students will read these literary works alongside a number of primary and secondary texts in order to illuminate the pleasures and anxieties of reading. (Creadick)

ENG 263 Jewish-American Fiction This course will trace chronologically the course and development of Jewish American fiction in the 20th century and survey the work of some of its great writers. We will tackle the issues of the immigrant, the outside and the condition of minority status. We will address the issues and problems around assimilation to do with identity, language, religious belief and values, class and anti-Semitism. We will address the changing experience of women in the confrontation with a new culture and with an evolving American culture. We will also examine the effects of the Holocaust on Jewish-American identity and its ramifications in the children-of-survivors generation. Authors may include Yezierska, Roth, Malamud, Bellow, Paley, Elkin, Ozick, and Shteyngart. (Weiss)

ENG 264 Southern Fictions An introduction to fiction from the American South as well as to fictions of the American South from the late-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. Through readings that cluster around subgenres of southern fiction and contemporary “grit lit” movements, we will work to unpack the tensions around sex, race, class and religion that have haunted southern fiction from its beginnings. (Creadick)

ENG 266 Modernist American Poetry This course is a study of selected major early twentieth century figures, including Gertrude Stein, T.S. Eliot, H. D., Jean Toomer, Ezra Pound, Marianne Moore, and William Carlos Williams. (Cowles)

ENG 267 Post WWII American Poetry An introduction to contemporary American poetry, this course emphasizes both the close reading of poems and the placing of recent American poetry within its social and literary contexts. (Cowles)

ENG 270 Globalization & Literature Globalism as a contemporary phenomenon has been in the ascendancy. It is, among other things, an economic, cultural, technological, and demographic phenomenon. Students examine globalism and its related metaphors of hybridity, cosmopolitanism, migrancy, exile, and so on against nationalism and its privileged metaphors of rootedness and identity. If the production of a national subject is no longer the purpose of “discipline,” what does it mean to produce a transnational subject? These are some of the concerns of the fiction students read for this course. We typically begin with two famous American novels, Upton Sinclair’s *The Jungle* and Don DeLillo’s *White Noise*, to examine the impact of globalization on the United States. We then move to two South Asian novels, Salman Rushdie’s *Midnight’s Children* and Hanif Kureishi’s *Black Album*. We end with two important novels by black women writers, Tsitsi Dangarembga’s *Nervous Conditions* and Toni Morrison’s *Tar Baby*. (Basu)

ENG 272 India and the Global The course typically begins with two novels by famous English writers, E. M. Forster’s *A Passage to India* (1924) and George Orwell’s *Burmese Days* (1934). We then move to several highly acclaimed award-winning recent novels by Indian writers which are set in the United States, England, and India. Among them are *The Namesake* (2003; Pulitzer prize; also a film), *The God of Small Things* (1997; Booker Prize), *Transmission* (2004), and *The White Tiger* (2008; Booker Prize). These primary readings will be supplemented by articles and essays which will help to contextualize the primary texts in a study of diaspora. We situate the earlier novels in the context of colonialism and the more recent ones in that of postcolonialism and globalization. We will begin by speculating about the place of “India” in the global imagination. India has many names: Bharat, Hindustan, India, British India, the Subcontinent, the Jewel in the Crown, South Asia. Many places and peoples other than India(ns) are named after India: the East Indies, the West Indies, and of course, American Indians. Indians now inhabit Asia, Africa, Europe, America. What and who are India(ns)? (Basu)

ENG 273 Crime Fiction This course will explore the genre that’s variously called crime fiction, murder mystery, the detective novel. We will look at its origins in the 19th century, beginning with Edgar Allan Poe, as a response to the Enlightenment and the positivist optimism about the powers of logic, reason and rationality to explain and know. And the genre wades into the historical nature v. nature debate, which is also the Rousseau/Hobbes debate: is “badness” innate or is it societally induced (so the ills of society make its individual members ill or corrupt). As Prospero says of Caliban: “a born devil, on whose nature nurture can never stick.” Our seminal text will be Dostoevsky’s *Crime and Punishment*, whose focus is on crime as transgression and the consequences of a “trans-valuation of values.” The novel is a meditation on the nature of goodness and cruelty and weakness, self and selflessness. We will then look at some of the fine instances of the genre in the 20th century. Students will be encouraged as part of their coursework to write their own crime story as a way to understand the forces that the genre engages and works out, and to better appreciate the artfulness of the form. (Weiss)

ENG 276 Imagining the Middle East This course will examine representations of the Middle East, its geography, its culture, and its peoples in literature and film. The Greater Middle East is a loosely defined geopolitical entity that extends from Pakistani-Indian border to the Northern shores of Africa. Students will learn about the region as seen and imagined through the eyes of both foreigners and natives, Western and non-Western writers, travel journalists, soldiers, bloggers, colonists, refugees, and migrants. The course will explore the stereotypes that define representations of the Middle East in the West; most specifically, we will address Edward Said’s claim that the Middle East became trapped in swarm of interrelated notions he defined as Orientalism. Said insists that Orientalism is a fiction produced by the western mind and subsequently used to justify colonial exploration, validate the need for human rights interventions, while also constructing the region as a site of an exotic adventure. (Ivanchikova)

ENG 286 The Art of the Screen Play Screenplays are the blueprints of movies. In this course students read screenplays and study the films that have been made from them. Special attention is paid to such elements as story, structure, character development, and to the figurative techniques for turning written text into moving image. Prerequisite: ENG 200. (Holly)

ENG 287 Jane Austen in Film Because Jane Austen's novels are essentially her own, written creations and films based on them are collaborative and characterized by sound, motion, and visual detail, the two media approach narrative in fundamentally different ways. We will consider to what extent a film version of a Jane Austen novel is an entirely new work that is artistically independent of the original. We will also examine the consequences of viewing such films as translations of Austen's novels both for the filmmakers who approach their projects this way and for critics who read the films from this perspective. While we will certainly take into account the techniques employed by directors and screenwriters to create a coherent and effective narrative that captures the original story—according to their notions of what this means—as they strive to keep the finished film within a reasonable running time, it is important to note that this is not a film course. The focus here is on the interplay between two methods of storytelling that results when novels written by an author who deliberately avoids description are made into films. (Minott-Ahl)

ENG 290 Creative Writing This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Prerequisite: at least one other ENG course. Not open to students who have taken ENG 190. (Hamilton, Cowles, Staff)

ENG 294 Intermediate Craft of Fiction A workshop devoted to the creation and critiquing of student fiction, this course is suitable for students with some experience with college-level fiction writing. Students are expected to produce a portfolio of polished stories; reading will explore the history of the short story, and the establishment of conventions of craft. Prerequisite: Permission of instructor, based on writing sample. ENG 190/290 is generally required.

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. (Cope)

ENG 301 Cultural Theory 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 reception theory have expanded understandings of literary meaning to include production and reception of those texts as well as their ideological content and consequences. Students read theoretical essays by such thinkers as Marx, Gramsci, Althusser, Foucault, White, Butler, and Baudrillard, as well as examples of scholars applying these ideas to the study of literature and other cultural forms. Students will then become the critics, applying these theories to the contemporary literary, material and popular culture "texts" that surround them - stories, poems, film, photographs, toys, fashion, sports, and music. (Creadick)

ENG 304 Feminist Literary Theory/Criticism This course is designed to introduce students to feminist literary theories and critical practices that are considered to be of crucial importance in the field of feminist literary theory today. It focuses on such issues as female sexualization, representations of violence and madness, and subjectivity. During the course of the term we will read and discuss a large variety of texts and methodologies written by some of the most influential feminist theorists today. Students will also become familiarized with the context in which these texts were written and learn how these various methodologies can be applied to the study of literary works. The course is an excellent opportunity to broaden your horizons and learn about new ideas. It is also an opportunity to acquire advanced critical thinking skills through an encounter with very complex and dense texts. As a result of this course, students should be able to have a better understanding of contemporary feminist and post-feminist culture by placing contemporary cultural practices in the context of feminist intellectual tradition. (Ivanchikova)

ENG 305 Psychoanalysis & Literature Aside from its aspirations to being medicine or a science, psychoanalysis constitutes a powerful theory of reading, which, in its emergence at the beginning of the twentieth century, corresponds to the revolution in interpretation which continues into our own time. The aim of this course is to study this theory of reading in order to show how it is the foundation of such interpretive concepts and procedures as close reading, text, and the intentional fallacy, as well as being both the source and critique of the modern handling of such interpretational elements as image, myth, and meaning. (Holly)

ENG 310 Power, Desire, Literature The course uses a sadomasochistic framework to examine the relationship between power and desire as it is represented in literature and popular culture. The term “sadomasochism” (commonly, S&M) collapses two terms, sadism (after the famous French writer, the Marquis de Sade) and masochism (after the famous German writer, Leopold von Sacher-Masoch). A sadist is one who derives (sexual) pleasure from inflicting pain and/or degrading another. A masochist is one derives (sexual) pleasure from being subjected to pain and/or degradation by another. We will use Nietzschean, Freudian, and Marxist theories to read some of the classic texts of sadomasochism. We will also try to understand its pervasiveness in contemporary culture in texts as disparate as *Fifty Shades of Grey*, film, television, commercials, videos by Rhianna, Britney Spears, and others. Some of the readings will contain explicit descriptions of violence and sex. (Basu)

ENG 311 Story and History Fiction writers have long been enchanted with the writing of historians, at times imitating, at times stealing, and even at times attempting to pass their inventions off as legitimate history. Since the 1960s, historians have also considered the role of fiction in their work. To what extent is history fiction? This course examines the evolution of the relationship between history writing and fiction, moments of cross-over such as falsified documents and hoaxes, and the way contemporary writers wrestle with the murky territory between the two. (Hamilton)

ENG 312 Bible as Literature The Bible is a formative text of major religious, political, philosophical, and, in some cases, national significance, but the Bible is also a phenomenal literary project that has influenced generations of readers and writers. This course surveys the main books of the Old and New Testaments through a literary prism by focusing on the rhetorical, formal, narrative, and generic aspects of select biblical stories. Students will be introduced to the historical and theological contexts that allowed the formation of the Bible, but this course aims to look beyond those contexts and read the Holy Scriptures as a literary work. By exposing students to different genres within the biblical texts such as creation myths, poetry, prophecies, parables, and visions, we will try to define a “biblical aesthetic,” and explore the relationship between content and form. (Erussard)

ENG 316 Hearts of Darkness This course explores the European encounter with the non-Western world; in the encounter with that which is alien, an exploration of Western culture and the Western psyche takes place. Conrad’s *Heart of Darkness* is the archetype of this encounter. In the 100 years since it was written, Western and non-Western writers have constructed versions and counter-versions of it. Colonialism, identity, love, religion, freedom, justice, the nature of the self, and the complex character of western civilization itself are all subjects. Students read each fiction by the light of its own structure and intent as well as in dialogue with Conrad. Authors may include V.S. Naipaul, Norman Rush, David Malouf, Peter Matthiessen, Tayeb Salih, Barry Unsworth, Nadine Gordimer, J.M. Coetzee, Graham Greene and others. (Weiss)

ENG 317 Shakespearean Adaptation Shakespeare’s plays are not isolated and fixed points, but instead exist within a broad textual continuum: he almost always adapted his material from earlier texts and, in turn, his plays have often been adapted into other works of fiction, poetry, drama, music, dance, film, and television. In this class, we will pay some attention to Shakespeare as an adapter, but mostly we will explore how Shakespeare plays have been appropriated and repurposed over the past 400 years. For example, we might compare stage versions of *King Lear* from the sixteenth, seventeenth, and twentieth centuries with Akira Kurosawa’s samurai film *Ran* and Jane Smiley’s novel *A Thousand Acres*. What makes Shakespeare so adaptable? How can we determine where “Shakespeare” stops and where “adaptation” begins on this continuum? And how do different cultures and different eras make their mark on Shakespeare by means of adaptation? (Carson)

ENG 330 Male Heroism in the Middle Ages This course studies a broad array of ideals of heroic masculinity in a variety of medieval cultural contexts. Examining questions of epic violence, heroic extravagance, dramatic sainthood and impetuous love, this course follows heroes of legend, romance and history from the battlefield to the woods, from the bedroom to the hermitage. The cast of characters will include Beowulf, Guthlac, El Cid, Siegfried, Amadis of Gaul, Perceval, the outlaws of Icelandic sagas, Saint Francis and many more. (Erussard)

ENG 331 Iconoclastic Women Since the last third of the twentieth century, feminist literary criticism has paid attention to the realm of medieval women which, for diverse reasons, had “previously been an empty space” (Showalter) This course looks at a variety of unconventional female lives in hagiography, fiction, history and legend from Perpetua, the 3rd century saint, to Joan of Arc, the fifteenth century warrior. Though this is not an historical survey, we will respect the chronology in order to recognize evolutions and evaluate influences as we read the story of *Silence* and the writings of Hrotsvit, Hildegard, Marie de France, Eloise, Margery Kempe, Christine de Pizan and others. Most texts will focus on medieval Europe, but we will also explore the point of views of some Asian female writers. This will allow us to compare

and contrasts the views of educated, court women in different parts of the world, during the same historical period. (Erussard)

ENG 336 Shakespeare: Topics Course material varies with the topic presented.

ENG 338/438 Milton: Paradise Lost This course will devote itself to reading *Paradise Lost*. Our work will be to understand *Paradise Lost*, its poetics, its structure, its story, its political, theological and sexual ideas; its historical moment of the English revolution. To do this we will read some criticism and history, some of Milton's prose, in the Norton, which he devoted the middle years of his life to writing before *Paradise Lost*, and we will read some sonnets and early poems to familiarize ourselves with Milton's style and more generally, how a poem makes its meaning. (Weiss)

ENG 340 The Architectural Novel This course focuses on how Sir Walter Scott, Victor Hugo, William Ainsworth, and Alexandre Dumas use fictional narrative to make sense of the realities of their age. From about 1792 to the late 1840s, when revolution was again in the air in Europe, the last remnants of feudalism in England and France, in particular, were swept away by the tides of political unrest, technological advances, and economic change. These novelists supply architecture, history, legend and landscape as the basis for understanding the events of their own present. In their novels, the gothic building becomes a point of reference for exploration of the nature of the novel itself, the relevance of medieval architecture in post-feudal societies, the vanishing of ancient buildings, landscapes, and traditions in the face economic change and industrial revolution, as well as the idea of a national art - and of nation itself. (Minott-Ahl)

ENG 342 Modernist Experiments Poems with footnotes, portraits in prose, characters in search of authors, manifestoes praising plastic surgery and the demolition of museums, translations from the Chinese (redacted by editors who don't know the Chinese language): these are some of things modernism is known for. In the first half of the twentieth century writers working in a variety of genres, visual artists, and musicians were convinced that the available forms of artistic expression were outmoded. Our focus: the ways they experimented with language and literary form to represent a distinctly "modern" experience, one that needed to accommodate the realities of world war, the "discovery" of the unconscious, advances in transport and communication technologies, mass production and consumption, and the rise (and fall) of empires. (Cope)

ENG 344 Joyce Joyce wrote about nothing but Ireland for his entire life, but he did it living in European cities of Trieste (1904-15; 1919-20), Zurich (1915-1919; 1940-41), and Paris (1920-40). This course situates Joyce's life and works in the culture, history, language, and political contexts of these cities: *Dubliners* in Dublin, *A Portrait of the Artist as a Young Man* in Trieste, *Ulysses* in Zurich, and *Finnegans Wake* in Paris. We will examine how these adopted European environments played a formative role in the way that Joyce imagined and represented Ireland in his fiction. We will complement our analysis if the individual works with history of his critical reception. In particular, we will focus on the ways that critics over decades have cast him as European cosmopolitan humanist or the politically engaged, provincial Irishman. It will be our task to figure out what can be gained from seeing Joyce as an "Irishman" or a "European" and consider whether or not these positions can, or should, be reconciled. (Bulson)

ENG 345/445 Ulysses Often considered the greatest novel of the twentieth century (and considered by some the greatest novel in history), James Joyce's *Ulysses* is also among the most difficult novels to read. At once thrilling, edifying, frustrating, baffling, bemusing, seductive, repulsive, compassionate, confounding (the list could go indefinitely), few novels have commanded the scholarly attention of James Joyce's penultimate novel. In this class, we will read the novel in terms of some of the question that have animated Joyce criticism over the past half-century: is *Ulysses* exemplary of cosmopolitan Modernism or is it a post-colonial novel? Is it an exercise in misogyny or a proto-Feminist intervention? Elitist or populist? Because the book is so relentlessly allusive, it will be necessary for us to refer to some of the literary, philosophical, and historical materials Joyce incorporated into his novel, including Irish history, Jewish history, Shakespeare's *Hamlet*, the geography of Dublin, and Thomist philosophy. Although it is not necessary, students who have not already done so might wish to familiarize themselves with *Dubliners* and *A Portrait of the Artist as a Young Man*, as well as the *Odyssey* and *Hamlet*, as these are all important foreground materials for Joyce's experiment. (Cope)

ENG 346 20th Century Eastern European Fiction This course explores the modernist reinvention of the novel that occurred in those countries of Europe that until recently were part of the Soviet Bloc: Poland, Hungary, East Germany, Romania, Yugoslavia, and Czechoslovakia. The course begins with Franz Kafka and his harrowing dreams of the modern world, and the place of the individual in it, which anticipate many experiences of this century. The works read register the historical experiences of the first and second World Wars and of the totalitarian states that emerged after 1945. (Weiss)

ENG 351 Archives of American Literature Ralph Waldo Emerson once wrote that “language is the archives of history.” This course will explore early American history through literature. In addition to reading historical fiction, autobiography, epic poetry, and other genres that revisit and revise the past, we will investigate how researchers come to know it. In other words, we will study the theory and practice of archives. What do these literary examinations of the country’s past say about its present? How is the historical record created and preserved for, and how will it be accessed in, the future? Who and what gets left out, and why does it matter? Our authors, who may include Nathaniel Hawthorne, Frederick Douglass, Lydia Marie Child, and Pauline Hopkins, will use writing to reckon with the past. And so will we. (Black)

ENG 352 Shakespeare History We begin by reading three history plays that Shakespeare used for source material and inspiration, and then move on to consider his five most important English history plays, arguably the most impressive work from the first half of his career. We will read the plays with a great deal of attention to their relationship to early modern political theory, to early modern historiography, and also to the remarkable dramaturgy Shakespeare employs to extract such compelling stories from the raw fabric of history. These plays have fared better on screen than most of Shakespeare’s plays, and so depending on class interest, we may well schedule regular screenings to accompany our readings. (Carson)

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. (Black)

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)

ENG 362 Body, Memory, Representation We begin with a slave narrative from the nineteenth century, and we then turn to a twentieth century narrative form that has been called the neo-slave narrative. Black women writers have initiated an important line of inquiry in these reconstructions of slavery in fiction. In these texts, they represent the desires of slaves, and, at a fundamental level, the course examines the relationship between power and desire and the suggestion that desire itself cannot be evacuated of power relations. We will compare these narratives to sadomasochistic narratives and end the semester by comparing them to Masoch’s *Venus in Furs*. (Basu)

ENG 370 Geographies of Nowhere This course examines representations of the frontier, its structure, its role in our collective imagination, and the part it played in Western colonial expansion by focusing on twentieth and twenty-first century world literature and film. A frontier is usually imagined as a place that is far away from the “center”: it is where civilization meets wilderness and humans face nature. The frontier is thus usually a contested space, a place of tension and uncertainty. In this course, we will focus on spaces that can be called global frontiers, among them the High Arctic (Alaska and Northern Canada), the Global South (interior Africa), and the Mysterious East (Afghanistan). All these spaces are fantasy locations that we view as either uncharted territories where nothing goes on (such as the Arctic) or as all-too-chaotic locations where too much goes on (such as Afghanistan). (Ivanchikova)

ENG 375 Nabokov, Borges, Calvino In this close examination of the works of these three most important modern writers, special attention is paid to parallels between their works and movements in the visual arts, and to the implications of self-conscious narrative. (Holly)

ENG 376 Who Am I? Identity in World Literature Can stories shape our understanding of who we are and help us find our own unique place in the world? By engaging with a variety of contemporary narratives from around the globe, students will examine how personal and collective identities are constructed, expressed, and transmitted. We will talk about identity in its relationship to desire, power, asceticism, consumption, faith, and nihilism. We will consider the ways in which narratives of identity shed light on one of life’s greatest mysteries - the mystery of the self. (Ivanchikova)

ENG 390 Trias Topics Workshop The Trias Workshop is an intensive, practice-based studio course based in the resident's genre. Students are expected to read assignments in contemporary literature, complete writing exercises, read and critically respond to other students' work, and produce a portfolio of polished, original writing. Students will be expected to attend all Trias events in the fall and to engage with the work of visiting writers. Admissions to the workshop is by application only. (Trias Writer-in-Residence)

ENG 391 Advanced Poetry Workshop For students highly motivated to write poetry, this course offers the opportunity to study, write, and critique poetry in an intensive workshop and discussion environment. Students will produce multiple poems, write critically in response to contemporary works of poetry, and produce, workshop, and revise a chapbook-length collection of poems as a final project. Class time is divided between discussions of contemporary poetry and workshops on student writing. Prerequisite: Permission of instructor, based on writing sample. ENG 190/290 is generally required. (Cowles)

ENG 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. ENG 260 is generally required. (Hamilton)

ENG 394 Workshop: The Craft of Fiction An intensive workshop devoted to the creation and critiquing of student fiction, this course is suitable for students strongly committed to fiction writing. Students are expected to produce a portfolio of polished stories. Prerequisite: Permission of instructor, based on writing sample. ENG 190/290 is generally required. (Hamilton)

ENG 394 Small Press Book Publishing 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 396 The Lyric Essay HWS is the birthplace of the lyric essay. It was in the introduction to the Fall 1997 issue of *Seneca Review* that esteemed HWS professor Deborah Tall and Hobart alumnus John D'Agata gave the lyric essay its most seminal and enduring definition, which begins by characterizing the new hybrid form as "a fascinating sub-genre that straddles the essay and the lyric poem, give[s] primacy to artfulness over the conveying of information, [and] forsake[s] narrative line, discursive logic, and the art of persuasion in favor of idiosyncratic meditation." We will begin our course examining the essays of Tall, D'Agata, and writers published in *Seneca Review*. And in order to gain an appreciation of the lyric essay as an inherently innovative, ever-evolving, genre-busting art form, we will proceed to study a wide range of essayists. Students will both create their own lyric essays and respond critically to each other's creative work in regularly held workshops. (Babbitt)

ENG 397 Creative Non-Fiction Workshop This is a writing course in creative nonfiction designed for English majors or others seriously interested in working to develop their own voices in the medium of the personal essay. Students read and discuss essays by major contemporary American essayists. They also read and discuss each others' essays in a workshop with an eye toward revision. Participants should be prepared to write one essay a week. Prerequisite: permission of instructor, based on a writing sample. (Babbitt, Staff)

ENG 398 Screenwriting I This course offers a workshop in the fundamentals of writing the motion picture. Weekly writing assignments move students through a process of script development - from brainstorming and the movie in a paragraph to the treatment/outline, beat sheet, the creation of a scene, and the first act. Students share work and engage in a variety of exercises designed to help each tell his or her stories. Prerequisites: ENG 286. (Holly)

ENG 399 Hybrid Forms Workshop New publication methods and technologies change art. From the printing press, to the typewriter, the record player, the camera, or the film reel, artists have used new technologies to expand our notions of art and to skirt borders of genres and media. In the advent of the internet and digital technologies, the possibilities for expansion and experimentation have again exploded, and contemporary artists are involved in a renaissance of hybrid forms that has become bigger than the technologies that started it. Poets are using cameras and bullhorns, musicians are using kitchen utensils, translators are using languages they don't actually speak, artists are using old books and exacto knives, sculptors are using live (and not live) human bodies, film directors are using colored pencils and moth wings, dancers are using dirt and armchairs. In this creative writing workshop, the focus will be on hybrid texts that include language in some form. We'll track a strange vein of precedent for contemporary hybrid texts across decades and even centuries, we'll explore what artists and writers are producing right now, and we'll create and workshop our own hybrid texts. We'll learn new critical language for talking about such texts, and we'll participate in collaborative and guerilla art projects. Artists from outside the English Department who are interested in working with language in some way are encouraged to ask for permission, even if they have not taken ENG 290. Prerequisites: ENG 190/290 or permission of the instructor. (Cowles)

ENG 432 Malory: Morte D'Arthur In the fifteenth-century, as the Eastern part of the Roman Empire collapsed and as England suffered the consequences of the plague and strained under the repeated threats of multiple wars, Sir Thomas Malory found himself in prison and wrote his monumental *Le Morte d'Arthur*. This course centers on the development of the Arthurian story in Malory's fiction. The text of *Le Morte d'Arthur* will be read in its original fifteen century prose and in relation to its specific historical, political, and cultural contexts. It will also be read as prison literature and as an example of derivative literature. Because students will be reading and comparing different accounts of similar narratives, this course will emphasize close readings and source studies research. The first printing of Malory's work was made by Caxton in 1485. Only two copies of this original printing are known to exist and one of them can be seen in the collections of the Morgan Library & Museum. We will try to organize a trip to NY City to look at the original 15th century edition. (Erussard)

ENG 437 The Faerie Queene Has anyone ever written a poem that is more awe-inspiring than Edmund Spenser's *The Faerie Queene*? A rollicking adventure story, a powerful national epic, a searching philosophical meditation and guide for moral conduct, a profound exploration of renaissance theology, a pointed critique of traditional attitudes toward gender and class, a 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 438/338 Milton: Paradise Lost This course will devote itself to reading *Paradise Lost*. Our work will be to understand *Paradise Lost*, its poetics, its structure, its story, its political, theological and sexual ideas; its historical moment of the English revolution. To do this we will read some criticism and history, some of Milton's prose, in the Norton, which he devoted the middle years of his life to writing before *Paradise Lost*, and we will read some sonnets and early poems to familiarize ourselves with Milton's style and more generally, how a poem makes its meaning. (Weiss)

ENG 441 Writing Women 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)

ENG 445/345 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)

ENG 458 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)

ENG 465 Reading Faulkner William Faulkner (1897-1962) sits comfortable atop a hierarchy of Great American Writers. Famous for his modernist prose experimentation in such classic works as *The Sound and The Fury* or *Absalom, Absalom!*, Faulkner also boldly explored dark and disturbing themes of race and place in America through works like *Light in August*, *Go Down, Moses*, and *Intruder in the Dust*. But Faulkner also wrote Hollywood screenplays, wrote short stories for cash, and wrote other sorts of novels--works of picaresque comedy, doomed romance, and potboiler noir criminality. Faulkner himself "read everything," from pulps to classics, and that reading, inevitably, shaped his own writing. In this course we will "read Faulkner" by investigating a broader range of his literary production, from the most canonical works to the more marginalized ones. We will situate his works by incorporating a book-length critical biography of Faulkner into our reading, as well as exploring an array of literary criticism. (Creadick)

ENG 470 Representing 9/11 Wars Representing 9/11 Wars will interrogate the corpus of cultural texts (novels, film, memoirs, drama, travel writing) about Afghanistan that was published in the aftermath of 9/11 and the subsequent U.S. led invasion of Afghanistan in 2001. By examining the frames of cultural reference, images, themes, and aesthetics that emerge in these texts, students will gain a richer understanding of the post-9/11 global novel and the place mediated wars in the global post-9/11 imaginary. Students will learn how the global novel recasts, reframes, and remediates scenes of war-induced suffering we are already exposed to 24/7 in a hypermediated world, positioning the reader as a witness to wars that are, paradoxically, both distant and close. The post-9/11 global novel exhibits a specific aesthetic sensibility that is a sedimentation of its historical context: it registers the global state of war and the proximity of distant suffering; maps cartographies of casualties; tackles the issues of scale (closeups of the suffering body versus the large scale of the world); grapples with understanding the extent of militarization of ordinary lives as well as new configurations of power in today's world; and addresses the issues of empathy, developments in critical theory. Students will be required to write an extensive research paper on one of the topics discussed in the course.

ENG 490 Trias Tutorial Under the direction of the Trias Writer-in-Residence, students will work towards the production of a full portfolio of creative writing, suitable for publication or submission as a writing sample to graduate school in the field. Students will pursue individualized reading lists, produce new work on a bi-weekly basis, and complete substantial revisions of their efforts.

ENG 493 Jr/Sr 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. ENG 190/290 is generally required. (Hamilton)

ENG 450 Independent Study

ENG 456 1/2 Credit Independent Study

ENG 495 Honors

Entrepreneurial Studies

Thomas Drennen, Professor, Economics, Environmental Studies, Chair

Amy Forbes, Director, Centennial Center for Leadership

Warren Hamilton, Assistant Professor, Economics

Craig Talmage, Assistant Professor, Entrepreneurial Studies

The HWS Entrepreneurial Studies Program challenges students to become well-rounded leaders and resourceful innovators who are globally aware and community-centric. With an emphasis on the conceptual understanding, practical skills and ethical structure necessary for business or civic leadership, the Entrepreneurial Studies Program cultivates agents of change across a wide-range of causes and careers. These future leaders of the 21st century explore and hone the analytical and critical thinking skills of a liberal arts education as they stoke their passions and animate their ideas – whether creating new non-profit or for-profit enterprises, or leading innovation within existing organizations.

The Entrepreneurial Studies Program offers an interdisciplinary minor.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

Three required core classes: ENTR 101 Entrepreneurial Leadership, ENTR 120 Economic Principles for the Entrepreneur OR ECON 160 Principles of Economics, ENTR 201 Quantitative Tools for the Entrepreneur; one ethics class; two electives from two different departments; capstone course ENTR 400. 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:

ENG 234 Chaucer: Topics

ENG 235 The Once and Future King

ENG 312 Bible as Literature

ENG 432 Malory: Morte D'Arthur

PHIL 150 Justice and Equality

PHIL 151 Crime and Punishment

PHIL 152 Philosophy and Feminism

PHIL 154 Environmental Ethics

PHIL 155 Morality and War

PHIL 156 Biomedical Ethics

PHIL 159 Philosophy and Contemporary Issues: Global Justice

PHIL 162 Ethics of Civic Engagement

PHIL 234 Moral Theories: Understanding Right and Wrong

PHIL 235 Morality and Self Interest

PHIL 315 Social Justice

REL 108 Religion and Alienation

REL 219 Intro to Islam

REL 225 Japanese Philosophy and Religious Thought

REL 226 Religion and Nature

REL 228 Religion and Resistance

REL 238 Liberating Theology

REL 239 Nihilism East and West

REL 242 Islamic Mysticism

REL 253 Creation Stories: Why They Matter

REL 255 Peace and Violence in the Qur'an

REL 257 What's love got to do with it?

REL 271 The Holocaust

REL 273 Jewish Thought

REL 278 Modern Judaism

REL 286 Islam and the Environment

REL 288 Religious Extremism
REL 311 Mahabharata
REL 345 Tradition Transformers
REL 401 Responses to the Holocaust
REL 461 Seminar: Theory in Religious Studies
SJSP 100 Intro to Social Justice
WMST 204 Politics of Health
WMST 212 Gender and Geography
WMST 305 Food Feminism and Health

ELECTIVES

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.

AEP 335 Arts and Human Development
AFS 326 Black Popular Culture
ANTH 206 Early Cities
ANTH 212 NGOs and Development
ANTH 247 Urban Anthropology
ANTH 280 Environment and Culture
ANTH 298 Modern Japan
ANTH 330 Anthropology of Creativity
ANTH 323 Ethnographies of Capitalism
ANTH 340 Anthropology of Global Commons
ARTS 115 Three-Dimensional Design
ARCH 312 Theories of Modern Architecture and Urbanism
ARCH 351/ENV 402 Sustainable Community Development Methods
ARCS 405 Senior Seminar: Arch Portfolio Design
ASN 236 Contemporary China Literature
ASN 268 China Goes Global
DAN 230 Community Arts
ECON 196 Principles of Accounting
ECON 198 Business Law
ECON 203 Between Labor and Management: Unions
ECON 212 Environmental Economics
ECON 219 Behavioral Finance
ECON 240 International Trade
ECON 315 Managerial Economics
ECON 316 Labor Market Issues
ECON 331 Institutional Economics
ECON 338 Economics of Non-Profits
ECON 348 Natural Resource Economics
ECON 344 Economic Development
ECON 415 Game Theory
EDUC 225 Educational Leadership
EDUC 321 Creating Children's Literature
ENG 270 Globalization and Literature
ENV 201 Environment and Society
ENV 202 Human Values and the Environment
ASN/ENV 215 Environmental Development in East Asia
ENV 330 Sustainability, Commodities and Consumption
ENV 402/ARCH 351 Sustainable Community Development Methods
HIST 215 American Urban History
HIST 234 History of American Thought from 1865
HIST 256 Technology and Society
HIST 310 Rise of Industrial America
HIST 311 20-Century American
HIST 312 The United States Since 1939

HIST 473 Britain in the Age of Industry and Empire
 MDSC 200 Cultures of Advertising
 MDSC 206 Script to Screen
 PHIL 158 Debating Public Policy
 PHIL 220 Semiotics
 POL 180 Introduction to International Relations
 POL 211 Visions of the City
 POL 236/326 Urban Politics
 POL 248 Politics of Development
 POL 254 Globalization
 POL 387 State and Markets
 POL 401 Senior Research Seminar (topic: Varieties of Capitalism)
 PPOL 364 Social Policy and Community Action
 PSY 220 Intro to Personality
 PSY 227 Intro to Social Psychology
 PSY 231 Cognitive Psychology
 PSY 245 Intro to Cross Cultural Psychology
 ROM 219 Italian Food, Culture, and Society
 SOC 100 Introduction to Sociology
 SOC 223 Inequalities
 SOC 225 Working Families
 SOC 226 Sociology of Sex and Gender
 SOC 242 Sociology of Business
 SOC 251 Sociology of the City
 THTR 280 Stage Management
 THTR 290 Theater for Social Change
 WRRH 311 Introduction to Publishing
 WRRH 225 Professional Writing

COURSE DESCRIPTIONS

ENTR 101 Entrepreneurial Leadership As technology and globalization continue to spur interconnectedness, leaders must navigate tumultuous environments where change is rapid, discontinuous and unpredictable. Innovation, ingenuity and an ability to add value by solving problems are necessary. This course will examine the attributes required of successful entrepreneurs in contemporary leadership roles. Students will learn how to take an idea to impact. They will consider important concepts, such as ethics, sustainability, economic Darwinism, and managing uncertainty. They will discuss product invention, service implementation, economic choice, risk and return, scale and scope, value creation, and small business generation. As a significant course assignment, students will develop a strategic plan for a product, service, startup or organization that is worthy of implementation. No prerequisites required. (Forbes, Hamilton, *offered annually*)

ENTR 120 Economic Principles The course seeks to provide students with the foundational understanding of microeconomic theory necessary to pursue entrepreneurial enterprises in contemporary markets. Students will acquire the analytical tools for solving complex organizational or policy issues. Key topics will include: economic principles guiding various types of organizations; rational behavior; competition vs. monopoly power; simple game theory; pricing strategies; and production costs and behavior in the short and long-term. This course will be more applied than a traditional intro to economics class, relying on entrepreneurial case studies and news reports as appropriate.

ENTR 201 Quantitative Tools This course teaches the basic accounting, statistical, and Excel skills necessary for success in the Entrepreneurial minor. All of the examples will be done using Excel. The accounting techniques covered will include: accounting terminology; the accounting equation; how to prepare and analyze financial statements (the balance sheet, income statement, and statement of cash flows); operational costing considerations; cost behavior and cost-volume-profit analysis; differential analysis and product pricing; and budgeting. The statistical concepts which will be covered include: data collection; basic measures of summarizing data; presenting data in tables and charts; hypothesis formulation and testing; sampling techniques; normal distributions; and simple regressions techniques.

ENTR 203 Doing Well and Doing Good: Ethical Perspectives of Entrepreneurship Ethical structures are a necessary feature of any proper entrepreneurial endeavor. In the liberal arts tradition, this course brings together, in a rich

dialectic, a series of fascinating entrepreneurial narratives and a set of profound ethical writings. We will pursue such questions as : How do we act with ethical awareness in entrepreneurial activity? What lessons can we learn from historical experience? How might ethical writings inform our entrepreneurial ventures? Narratives include: the racial integration of Major League Baseball; the global expansion of McDonald's hamburgers; the founding of Genentech and the biotech industry; the management of difficult emotions in family businesses; the domination of cigarettes in U.S. cultural history; the construction of the worldwide pornography industry. Ethics readings include selections from: Aristotle's *Nicomachean Ethics* (virtue ethics); Machiavelli's *The Prince* (political ethics); Kant's *Groundwork of the Metaphysics of Morals* (deontological ethics); J.S. Mill's *Utilitarianism* (utilitarianism); Karl Marx's *Economic and Philosophic Manuscripts of 1844* (Marxist ethics); Carol Gilligan's *In a Different Voice* (feminist ethics). Also featured will be guest presentations by entrepreneurial HWS graduates, including previous winners of The Pitch. This course fulfills the "ethic course" requirement for the Entrepreneurial Studies minor.

ENTR 220 Social Innovation for the Entrepreneur This course considers the two convergent streams of conceptual thought, activity, and impact associated with the emerging field of social innovation and entrepreneurship. First, we will discover who are social entrepreneurs defined as change agents and pioneers of social innovation. We will together try to understand the knowledge, courage, hope, dreams, personalities, cognition thought-patterns, behaviors, strategies, processes, and acumen of today's social entrepreneurs. Second, this understanding leads to our thinking about the application of entrepreneurship principles to social issues. Furthermore, the uniqueness of the nonprofit form in relationship to government and commercial enterprises is 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.

ENTR 400 Senior Capstone for Entrepreneurial Minor Students in this senior capstone experience will identify and tackle real-life challenges in the social, economic and global environment using skills developed in other courses in the minor (and likely from their major). Capstone projects could include the development and launch of a product, service or organization (for-profit or non-profit). Projects will be required to demonstrate positive social and environmental impact regardless of legal structure. Students will be required to pitch their ideas for social, environmental, or economic innovation to HWS and local community experts. They will use this feedback to ensure their ideas and subsequent innovations have lasting community impact. This course will provide students with opportunities to think systematically and critically to identify and analyze real-world social, environmental, and economic issues. It will provide students with opportunities to brainstorm and construct sustainable and responsible solutions. This course not only focuses on the economic processes and outcomes (e.g., wealth generations and job creation) of entrepreneurship; but also, it explores other domains and bottom lines (e.g., social, environmental, etc.) that must be addressed for the betterment of our world and our diverse societies. Students will be challenged to discover where they fit in regarding bettering our world and society.

ENTR 450 Independent Study

ENTR 456 1/2 Credit Independent Study

Environmental Studies

Department Faculty

Thomas Drennen, Chair, Professor, Economics and Environmental Studies
Kristen Brubaker, Associate Professor, Environmental Studies
John Halfman, Professor, Environmental Studies and Geoscience
Beth Kinne, Associate Professor, Environmental Studies
Robin Lewis, Assistant Professor, Environmental Studies
Darrin Magee, Associate Professor, Environmental Studies
Whitney Mauer, Assistant Professor, Environmental Studies

Contributing Faculty

Christopher Annear, Anthropology/Sociology
Nan Crystal Arens, Geoscience
Betty Bayer, Women's Studies
Jeffrey Blankenship, Art and Architecture
Walter Bowyer, Chemistry
Scott Brophy, Philosophy
Meghan Brown, Biology
Sigrid Carle, Biology
Lisa Cleckner, Finger Lakes Institute
Bradley Cosentino, Biology
Tara Curtin, Geoscience
Susan Cushman, Biology
Christine de Denus, Chemistry
Mark Deutschlander, Biology
David Finkelstein, Geoscience
Jessica Hayes-Conroy, Women's Studies
Clifton Hood, History
Paul Kehle, Education
Kristy Kenyon, Biology
Neil Laird, Geoscience
Steven Lee, Philosophy
Brenda Maiale, Anthropology/Sociology
James MaKinster, Science Education
Kirin Makker, Art and Architecture
Stanley Mathews, Architecture
Nicholas Metz, Geoscience
Josh Newby, Chemistry
Erin Pelkey, Chemistry
Steve Penn, Physics
Elizabeth Ramey, Economics
Craig Rimmerman, Public Policy
James Ryan, Biology

Earth's environment is maintained through complex feedback mechanisms which, over geologic time, have created an environment replete with myriad life forms and incredible biological, geological, and cultural diversity. Humans have always affected their environment, but since industrialization, the nature and scope of human impact has increased dramatically.

Our current use of natural resources is spiraling due to consumption-based economies and increasing demand by humans for necessities such as food, energy, and fresh water. Human activities have led to widespread air, water, and soil pollution, and set in motion long-term and troubling changes in our climate, new extinctions, unsustainable patterns of resource extraction and waste creation. Poverty and racism further exacerbate resource access disparities and threaten the livelihoods and survival of many humans around the world.

Environmental concerns will be with us for generations as we work toward a more sustainable way of life. The Environmental Studies program structures a liberal arts education around these concerns and prepares students for entry-level positions, as well as graduate study, in fields related to environment and sustainability. The program offers an interdisciplinary major and minor combining study in the natural sciences, humanities, and social sciences. The natural sciences offer an understanding of how the environment works and how human activities affect it. The social sciences consider the social and political implications of environmental policy and the economic tradeoffs involved. The humanities offer an understanding of the concepts and values that shape our perception of, and interaction with, the environment. These approaches are combined explicitly in our introductory integrative course and the senior integrative experience. Program faculty and graduates highly recommend two majors: a major in Environmental Studies that provides a breadth of understanding of a wide array of environmental issues, along with a disciplinary major that brings depth and focus to the study of those issues. All courses counting toward an Environmental Studies major or minor must be passed with a grade of C- or higher.

Environmental Studies Program Majors and Minors

Environmental Studies is an interdisciplinary program. Careful selection of core and elective courses is key to developing a coherent area of concentration within the student's program of study.

REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MAJOR (B.A.)

interdisciplinary, 13 courses

ENV 110 or ENV 101; ENV 400 or ENV 401; two ES Core courses from different departments in each division; one ES Tools course; and four ES Elective courses from the ES Core and/or ES Elective course lists at the 200-level or above. The ES Tools course cannot also count as an ES Core or Elective. Students are asked to carefully select ES Core and Elective courses to define a focus, such as environmental science, public policy, aquatic studies, social ecology, or natural resources, and complement their ES degree with another major in a discipline. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major.

REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MINOR

interdisciplinary, 6 courses

ENV 110, ENV 101 or substitute one additional ES Core course; one ES Core course from each division; and two ES Elective courses from the ES Core and/or ES Elective course lists at the 200-level or above. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

Environmental Studies Core Courses

Humanities Core

AFS 211 Black Earth
EDUC 348 Our National Parks
ENG 213 Environmental Literature
ENV 202 Human Values and the Environment
ENV 245 Radical Environmentalism
HIST 111 Tides of History
HIST 151 Food Systems in History
HIST 215 American Urban History
HIST 246 American Environmental History
HIST 286 Plants and Empire
PHIL 154 Environmental Ethics
REL 226 Religion and Nature
REL 286 Islam and Environment
WMST 309 Ecofeminism
WRRH 325 Rhetoric and Place

Natural Sciences Core

BIOL 167 Introductory Topics in Biology
CHEM 110 Introductory General Chemistry
ENV 200 Environmental Science
GEO 140 Environmental Geology
GEO 141 Science of Climate Change
GEO 142 Earth System Science

GEO 143 Earth and Life through Time
GEO 144/PHYS 115 Astrobiology
GEO 182 Intro to Meteorology
GEO 184 Intro to Geology
GEO 186 Intro to Hydrogeology
PHYS 252 Green Energy

Social Sciences Core

ANTH 210 Prehistoric Ecology
ANTH 280 Environment and Culture
ECON 212 Environmental Economics
ECON 245 Economics of Food and Agriculture
EDUC 360 Teaching for Sustainable Environment
ENV 201 Environment and Society
ENV 204 Geography of Garbage
ENV 205 Intro to Environmental Law
ENV 215 Environment and Development in East Asia
ENV 237 American Indians and Environmentalism
ENV 309 Environmental Change in the Indigenous World
ENV 320 Natural Resource Law
ENV 330 Sustainability, Commodities and Consumption
ENV 340 Water and Energy in China
PPOL 101 Democracy and Public Policy
PPOL 328 Environmental Policy
SOC 202 Agriculture, Food, and Society
WMST 212 Gender and Geography

Tools Courses

BIOL 212 Biostatistics
CPSC 225 Intermediate Programming
ECON 202 Statistics
EDUC 351 Teaching and Learning with Citizen Science
ENV 203 Fundamentals of GIS
ENV/GEO 207 Environmental Statistics
ENV 210 Qualitative Methods and the Community
ENV 310 Advanced GIS
ENV 351 Sustainable Community Development Methods
MATH 232 Multivariable Calculus
MATH 237 Differential Equations
PHYS 285 Math Methods
POL 261 Research Methods
PSY 210 Statistics and Research Methods
SOC 211 Research Methods
WMST 305 Food, Feminism and Health
WRRH 300 American Print Journalism
WRRH 310 Reporting Online
WRRH 325 The Science Beat
WRRH 351 Writing in the Natural Sciences
WRRH 352 Writing in the Professional Workplace

Environmental Studies Elective Courses

ANTH 206 Early Cities
ANTH 228 Physical Anthropology
ANTH 247 Urban Anthropology
ANTH 285 Primate Behavior
ANTH 290 Pharaohs, Fellahin & Fantasy
ANTH 296 Africa: Beyond Crisis, Poverty, and Aid

ANTH 297 Peoples and Cultures of Latin America
ANTH 326 Patterns and Processes in Ancient Mesoamerican Urbanism
ANTH 340/440 Anthropology of the Global Commons
ANTH 354/454 Food, Meaning, Voice
ARCH 311 History of Modern Architecture
ARCH 312 Theories of Modern Architecture and Urbanism
ARCH 313 History of Modern Landscapes
ARCS 301 Design II: The Immediate Environment
ARCS 302 Design III: The Wider Environment
ARCS 400 Geneva Studio
ARTH 336/436 Arts of the Landscape and the Garden in China and Japan
ARTS 265 Intermediate Imaging
ARTS 365 Imaging Workshop
BIOL 212 Biostatistics
BIOL 215 Population Genetics
BIOL 225 Ecology
BIOL 227 Behavioral Ecology
BIOL 228 The Biology of Plants
BIOL 238 Aquatic Biology
BIOL 316 Conservation Biology
BIOL 320 Agroecology
BIOL 336 Evolution
BIOL 356 Ornithology
CHEM 240 Introduction to Organic Chemistry
CHEM 241 Intermediate Organic Chemistry
CHEM 260 Environmental Chemistry
CHEM 280 Chemical Reactivity
CHEM 310 Quantitative Chemical Analysis
CHEM 318 Inorganic Chemistry
CHEM 448 Biochemistry I
ECON 202 Statistics
ECON 213 Urban Economics
ECON 221 Population and Society
ECON 232 U.S. Economy: A Critical Analysis
ECON 301 Microeconomic Theory and Policy
ECON 316 Labor Market Analysis
ECON 348 Natural Resources and Energy Economics
ENG 241 English Romantic Poets
ENG 250 American Literature to Melville
ENG 257 Dickens and His World
ENG 350 Poe, Dickinson, Frost
GEO 210 Environmental Hydrology
GEO 220 Geomorphology
GEO 230 Problems in Earth History
GEO 240 Mineralogy
GEO 255 Global Climates
GEO 260 Weather Analysis
GEO 270 Paleoclimatology
GEO 280 Aqueous Geochemistry
GEO 290 Paleontology
GEO 299 Geoscience Field Studies
GEO 320 Sediments and Sedimentary Rocks
GEO 330 Limnology
GEO 360 Applied Climatology
GEO 365 Environmental Meteorology
HIST 204 History of American Society
HIST 208 Women in American History

HIST 253 Renaissance and Reformation
 HIST 256 Technology and Society in Europe
 HIST 264 Modern European City
 HIST 310 Rise of Industrial America
 HIST 311 20th Century America: 1917-1941
 HIST 313 Darwin and the Darwinian Revolution
 HIST 341 Beyond Sprawl
 HIST 397 Seminar: Environmental History
 MATH 214 Applied Linear Algebra
 MATH 232 Multivariable Calculus
 MATH 237 Differential Equations
 MATH 350 Probability
 MATH 353 Mathematical Models
 PHIL 232 Liberty and Community
 PHIL 234 What Should I Do?
 PHIL 235 Morality and Self Interest
 PHIL 236 Philosophy of Law
 PHIL 238 Philosophy of Natural Science
 PHIL 321 Environmental Theory and Public Policy
 PHIL 372 Early Modern Philosophy
 PHYS 270 Modern Physics
 PHYS 285 Mathematical Methods
 POL 215 Minority Group Politics
 POL 236 Urban Politics
 POL 320 Mass Media
 PPOL 219 Sexual Minority Movements and Public Policy
 PSY 305 Psychological Test Development
 SOC 202 Agriculture, Food and Society
 SOC 221 Race and Ethnic Relations
 SOC 222 Social Change
 SOC 223 Inequities
 SOC 225 Sociology of Family
 SOC 244 Religion in American Society
 SOC 251 Sociology of the City
 SOC 258 Social Problems
 SOC 275 Social Policy
 SOC 290 Sociology of Community
 SOC 300 Classical Sociological Theory
 WMST 372 Peace

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 101 Sustainable Communities This course introduces students to the concept of sustainable development as applied to real world communities. It will not only focus on the United Nations' three "interdependent and mutually reinforcing pillars" of sustainable development - economic development, social development, and environmental protection - but also will touch on intertwined subjects such as individual and collective responsibilities, community

planning, and environmental justice. Case studies will be used to discern how individuals, cities, and towns are working to become more sustainable. This course can substitute for the ENV 110 requirement. (Lewis, Mauer, *offered annually*)

ENV 110 Topics in Environmental Studies Our introductory requirement emphasizes the interdisciplinary nature of selected pressing environmental issues. Each semester a variety of sections of this introductory requirement is available, each with its own environmental topic. The current topics include: Biodiversity, Energy, Sense of Place, Water, and Global Climate Change. Their individual descriptions are found below. ENV 110 is not open to juniors and seniors. Juniors and seniors who have not taken this course are required to replace this required course with any other ES Core course. (Staff, *offered each semester*)

- **Biodiversity** Biologists estimate that Earth is populated by between 10 million and 100 million species. Each is unique and these differences constitute biodiversity. In this course students explore the origins and history of all that diversity, including Earth's history of extinctions, as a context in which to consider today's world. How bad is today's biodiversity "crisis"? How does it compare with past events? What are its causes? Are there solutions? How do we as individuals fit into the picture, making ethical, social and scientific decisions about biodiversity? Students explore these questions through reading, discussion, writing and original research.
- **Energy** Life cannot exist without energy. Life on earth harnesses energy from the sun and other plants and animals. Society harnesses energy from fossil and modern organic matter, from atoms, the sun, wind, and tides, and from the earth's interior. Each energy source harnessed by society has a set of environmental, technologic, geologic, economic, social, and moral advantages and disadvantages. Which source of energy is better? What does "better" mean? Which source of energy is, over the long term, sufficient, environmentally safe, and adaptable to many applications? In this course, students examine various aspects of the energy question to arrive at answers to these and other questions.
- **Sense of Place** This course emphasizes the importance of understanding and embracing sense of place from diverse perspectives across a range of environmental issues. We will begin by exploring what it means to have a "sense of place" and then examine the vast ecological consequences that are tied to a person's or community's sense of place. Readings from the course textbook will offer examples of the central debates on particular issues so that we build a foundation of knowledge for environmental studies. Supplemental readings and films will enhance our understanding of these issues by adding social justice perspectives and challenging us to consider the importance of place—and, more importantly, responsibility to place and our communities—in the face of ecological devastation. Our approach will be interdisciplinary, involving scientific, social, political, economic, and humanistic study that accurately reflect the complexity and interconnectedness of environmental issues.
- **Water** This course examines water as a critical, renewable resource using several different perspectives. Initially, students seek a scientific understanding of how water moves and the aquatic ecosystems it supports. Then students look at water use and development in the arid western U.S. as a case history of water scarcity and the policies that help address such problems. Finally, students apply both the scientific and historical perspectives to current water issues, both regional and global. Note that this course includes a mandatory laboratory period which is used for field trips and special class activities.
- **Global Climate Change** This class addresses numerous questions and perspectives regarding global change. What is global change? What causes it? What are the consequences? Is there natural variability in global climate and, if so, how much? What influence do/can/have humans have (had) on global climate? How do we know the difference between short- and long-term climate trends? Does the Earth have the ability to moderate climate regardless of the cause? What are our responsibilities, as an individual, a nation, to the Earth? How do population growth, industrialization, economic status, social, ethical, and political beliefs affect an individual's/country's perspective or role in experiencing/dealing with the consequences of global climate change? A number of out-of-classroom activities are required, involving field trips and supporting the local community on issues related to global change.

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*)

ENV 201 Environment & Society This course introduces students to the study of relationships between people and the environment from a critical social science perspective, and provides a context for thinking about the social causes and consequences of environmental changes in different regions of the world. It focuses on how and why the human use of the environment has varied over time and, more importantly, space; analyzes different approaches to decision-making about environmental issues; and examines the relative roles of population growth, energy consumption, technology,

culture and institutions in causing and resolving contemporary environmental problems. This course is intended to move beyond the description of environmental issues to examine how social scientists explain how environmental and social factors produce environmental outcomes. (Lewis, Mauer, *offered annually*)

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

ENV 203 Fundamentals of Geograph 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*)

ENV 204 Geography of Garbage You probably know where your t-shirt or computer was made, but do you know where they go when you throw them “away”? Each night, trucks bring tons of New York City waste to processing and storage facilities near Geneva. Meanwhile, boatloads of computers “recycled” in North America sail for Asia and Africa to be dismantled in dangerous conditions so that small amounts of valuable metals may be recovered. This course will introduce students to the global geography of garbage (garbography?) with a particular focus on environmental, human health, and human rights implications. (Magee)

ENV 205 Introduction to Environmental Law Since the 1970s, environmental law in the United States has become increasingly integrated into natural resource management, municipal land use decisions and corporate development strategies. This course will provide students with an overview of major federal environmental laws including the Clean Air Act, Clean Water Act, CERCLA (Superfund Act) and the National Environmental Policy Act. In addition, we will cover some basics of property law and the Administrative Procedure Act, which provide the foundation for environmental law theory and enforcement. The course would be a good course for students considering a legal career, a career in environmental studies, municipal planning or land use, or just a general interest in law. (Kinne)

ENV 210 Qualitative Research & the Community Qualitative data is an increasingly important part of research in the fields of business and public service as well as in the nonprofit sector and academia. Yet familiarity with the data collection and analysis methods of qualitative research remains low for many students in fields like environmental studies. This course will introduce students to the various tools of qualitative researchers through readings, discussions, and methodological critiques. In this course, we will learn to approach research as a process of knowledge construction and focus on developing the skills necessary to contribute new (or more nuanced) knowledge concerning the intricacies of human-environment interactions in our everyday lives. Over the course of our semester together, we will engage in a semester-long collaborative research project that will allow us to gain greater proficiency with qualitative research skills, including how to collect data through interviews and participant-observation and how to analyze interview transcripts and interpret field notes. (Lewis, *fall, offered annually*)

ENV 215 Environment & Development in Eastern Asia Course also listed as ASN 215. Rapid development in East Asia has brought prosperity to many but has also created serious environmental problems. Rivers and lakes suffer from pollution and algal blooms; water tables have dropped dramatically; farmland has been polluted by industrial chemicals and over-fertilization; and cities choke on pollution from industry and automobiles. This course explores the environmental challenges facing East Asia as well as how governments and other groups are addressing them through various approaches to “sustainable development.” Special emphasis is placed on China, given its regional and global importance, and the Four Little Dragons (Taiwan, Hong Kong, Singapore, and South Korea). (Lewis, Magee)

ENV 237 American Indians & Environmentalism American Indians have since “time immemorial” had an immediate relationship to the natural world and their physical surroundings. Many native peoples are rooted to place. This course explores American Indian relationships to nature and eco-political responses to contemporary environmental issues. Beginning with the history of American Indian political relationships with the U. S. federal government, we will consider the various and complex ways in which this history has affected—and continues to affect—American Indian

ecology, agricultural land use, natural resource conservation, urban pollution, and modern environmental movements. Topics may include: land struggles regarding sacred and ecologically unique places; uranium mining and other resource struggles; fishing and whaling; dam removal; the “crying Indian” in the Keep America Beautiful Public Services announcement; and genetics and the patenting of indigenous foods such as wild rice. We will pay close attention to the alliances and conflict between Native and non-Native peoples. Students in this course will be introduced to study the writings and ideas of Native and non-Native scholars and activists such as Vine Deloria, Jr., Winona LaDuke, William Cronon, among many others. (Mauer)

ENV 245 Radical Environmentalism This course investigates the emergence, societal impacts, and significance of radical environmentalism, with special attention to the historical and moral dimensions, as well as the ecological and political perceptions that provide a firm basis for its controversial efforts to halt environmental degradation. Through readings, films, and discussion, students will learn about various and diverse forms of radical environmentalists. Students will examine topics such as tree-sits in the Pacific Northwest; monkey-wrenching; animal liberation; eco-terrorism; groups such as Earth First!, ELF, PETA, and ALF; deep ecology; eco-warriors; and attempts by the government to subvert and infiltrate environmental organizers and groups. (*Offered occasionally*)

ENV 252 Green Energy The climate change crisis has spurred the need for and interest in sustainable energy technologies. In this course we will study the major green energy technologies: efficiency, wind, solar (photovoltaic and thermal), geothermal, current/wave energy, smart grids and decentralized production. The class will study each technology from the basic principles through current research. In parallel, students will work together on a green energy project. Project ideas include: developing a green energy production project on campus, or a campus/Geneva self-sufficiency study. (*Offered occasionally*)

ENV 309 Environmental Change in the Indigenous World Indigenous identity, culture, community, and politics are inextricably bound to place. Place-based cultures and identities, however, may be threatened in a world increasingly connected through the spatial expansion and deeper integration of capitalist markets, the coordination and exchange of technological developments, the movement of people, ideas, language, and symbols across borders, and the extension and homogenization of modes of governance and regulation. The imagining and re-imagining of Indigenous sovereignty is thereby tied to issues of territoriality, land and resource rights, dispossession/displacement, and environmental change. In this seminar, we will critically examine the effects of global processes on Indigenous environments and on Indigenous efforts to resist and revitalize. Specifically, we will investigate key discourses of Indigenous identity formation and negotiation, neo-colonialism, sovereignty, models of nation-rebuilding, sustainability, food security, and livelihoods.

ENV 310 Advanced Geographic Information Systems Geographic Information Systems (GIS) modeling capabilities have been used to inform and support decision making in the management of watersheds and parks, in the design of emergency evacuation plans, among others. Advanced GIS will cover a wide range of modeling applications using rasters, including watershed drainage analysis, ecological corridors and least cost path analysis. Students will also be introduced to analytical tools such as spatial data interpolation techniques, point pattern and density analysis, and error assessment. Hands-on experience will be provided through weekly labs and final project. (Brubaker, *offered annually*)

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

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

ENV 400 Group Senior Integrative Experience The group senior integrative experience (Group SIE) involves a multidisciplinary project or seminar. It enables a group of ES seniors to investigate an interdisciplinary topic of environmental interest with a focus on the local HWS and Geneva community. The topic is selected at the beginning of the semester and students work both independently and in groups toward the completion of an overall class goal. Completion of the group senior integrative experience requires preparation of a substantial individual paper demonstrating the student's project focus as well as the integration of their work with the others within the class, and a public (group or individual) presentation at a brown bag seminar. (Staff, *offered each semester*)

ENV 401 Individual Senior Integrative Experience The senior integrative experience (SIE) involves a multidisciplinary project or seminar, independent study, or an off-campus internship. Ideally an internship should have both an academic and an experiential component. Students must register for ENV 300 during their senior year even if they are fulfilling this requirement by completing an independent study. A student should discuss the SIE project with his or her adviser, as well as with the faculty member supervising the work if other than the student's adviser. Completion of the senior integrative experience requires preparation of a substantial paper demonstrating integration of all three perspectives of study, and a public presentation at a brown bag seminar. (Staff, *offered each semester*)

ENV 402 Sustainable Community Development Capstone This course applies the practices and processes of sustainable community development planning through a service-learning project with local organizations. The course will begin by surveying the myriad approaches to sustainable development methods and application undertaken by a variety of disciplines. Students will evaluate the successes and failures of not only the methods but the outcomes of these efforts in achieving social equity, environmental and economic sustainability. Through a service-learning project, students will navigate through the process of developing a sustainable community development plan by applying the skills and knowledge developed throughout the course. (Lewis/Mauer, *offered alternate years*)

ENV 450 Independent Study

ENV 456 1/2 Credit Independent Study

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

European Studies

Program Faculty

Michael Tinkler, Art, Coordinator
Scott Brophy, Philosophy
James Capreedy, Classics
Rob Carson, English
Jodi Dean, Political Science
Laurence Erussard, English
Catherine Gallouët, French and Francophone Studies
David Galloway, Russian Area Studies
Grant Holly, English
Matthew Kadane, History
Eric Klaus, German Area Studies
Judith McKinney, Economics
Susanne McNally, History
Carol Oberbrunner, Philosophy
David Ost, Political Science
David Weiss, English
Courtney Wells, French and Francophone Studies
Kristen Welsh, Russian Area Studies
Sarah Whitten, History

European Studies provides students with a systematic introduction to European culture, a critique of European mythology and origins from several perspectives, and coherent concentrations at the major and minor level. It is an appropriate field for those interested in international politics, global economies, and the fine and performing arts. Study in Europe is recommended for all European Studies students. Many courses, in consultation with a program adviser, can be counted for the major or minor. Students are encouraged to make connections between this program and courses offered in other departments.

Global Education Programs in Europe

Aix-en-Provence, France
Bath, England
Berlin, Germany (IES Berlin or Norwich University Art/Architecture)
Brussels, Belgium
Budapest, Hungary
Chichester, England
Copenhagen, Denmark
Edinburgh, Scotland
Freiburg, Germany
Galway, Ireland
Landau, Germany
Leipzig, Germany
London, England
Maastricht, Netherlands
Norwich, England
Prague, Czech Republic
Rennes, France
Rome, Italy
Seville, Spain
Tuebingen, Germany

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 11 courses

EUST 101 and 102 (HIST 101 and 103 may be substituted in consultation with an adviser); one European Studies theory course; one course in the history of the European fine or performing arts (art history, dance history, film history, music

history); two semesters of the same European language (French, German, Greek, Italian, Latin, Russian, Spanish) at a level appropriate to the student; and five additional courses focused on a single theme in European Studies. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major, including language classes taken in programs abroad.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

EUST 101 or 102 (HIST 101 or 103 may be substituted in consultation with an adviser); one European Studies theory course; one 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, politics, society, or institutions may count toward European Studies requirements. Thus, for instance, courses on the British novel, on ancient Greek philosophy, or on the Russian economy could count for European Studies, as could courses that analyze trans-European phenomena such as the Renaissance, the Enlightenment, or the European Union. A European Studies adviser may be consulted on whether a particular course counts or not.

Theory Courses

The following is a non-exhaustive, representative list of courses that meet the requirement for a European Studies theory course.

ANTH 205 Race, Class and Ethnicity
ANTH 271 Jobs, Power and Capital
ARTH 211 Feminism in the Arts
BIDS 200 Dialogues in Critical Social Studies
ECON 212 Environmental Economics
ECON 230 History of Economic Thought
ECON 236 Introduction to Radical Political Economy
ECON 305 Political Economy
ECON 310 Economics and Gender
HIST 102 Modern World
HIST 476 Seminar: Western Civilization and Its Discontents
POL 160 Introduction to Political Theory
POL 265 Modern Political Theory
POL 279 Radical Thought, Left and Right
REL 402 Conflict of Interpretations
SOC 340 Feminist Sociological Theory

Fine and Performing Arts

The following is a non-exhaustive, representative list of courses that meet the requirement for a European studies course in fine and performing arts.

ARTH 223 The Poetry of Color: Painting in Venice (1470-1600)
ARTH 226 Northern Renaissance Art
ARTH 230 The Age of Michelangelo
ARTH 232 Rococo Art and Architecture
ARTH 240 European Painting in the 19th Century
ARTH 250 20th-Century European Art: Reality Remade
ARTH 256 Art of Russian Revolution
ARTH 270 First Christian Millennium
ARTH 332/432 Roman Art and Politics
ARTH 333 Contemporary Art
BIDS 298 The Ballets Russes
DAN 210 Dance History I
DAN 212 Dance History II

MUS 150 In a Russian Voice
MUS 202 History of Western Art Music: Medieval/Renaissance
MUS 203 History of Western Art Music: Baroque Classical
MUS 204 History of Western Art Music: Romantic Modern
MUS 206 Opera As Drama
RUSE 204 Russian Film

Concentration Requirements in European Studies

Five courses must be organized around a particular theme that should be chosen in consultation with a European Studies adviser. Students are encouraged to pursue genuinely transnational studies, or studies of European institutions and ideas across time. But if a student wishes to concentrate on a particular European society, or a particular period in European history, such concentrations can be accommodated. Concentrations ought to be as multidisciplinary as possible. Within the five courses that make up the concentration, students are required to select courses from at least three different departments.

Sample Concentrations

The following are examples of the kinds of concentrations students might pursue:

Political Culture in Modern Europe

ARTH 389 Rococo to Revolution
FRNE 395 Society and Culture of the Ancient Régime
POL 245 Politics of the New Europe
POL 265 Modern Political Theory
WRRH 312 Power and Persuasion: Readings in Rhetoric, Renaissance to Modern

Medieval Europe

ARTH 270 First Millennium of Christian Art
BIDS 316 The Anglo-Saxons
ENG 231 Comparative Medieval Literature
HIST 234 History of American Thought From 1865
HIST 250 Medieval Popular Culture

A Case Study in Comparative Development—Russia and France

ECON 146 Russian Economy: From Plan to Market
FRNE 395 Society and Culture of the Ancient Régime
HIST 223 Modern France
HIST 237 Europe Since the War
HIST 260 Peter the Great to 1917

Italy

ARTH 221 Early Italian Renaissance Painting
HIST 253 Renaissance and Reformation
HIST 276 The Age of Dictators
MUS 206 Opera as Drama
POL 243 Europe after Communism

COURSE DESCRIPTIONS

EUST 101 Foundations of European Studies I Antiquity to Renaissance Arising from the conjunction, over time, of ancient Mediterranean peoples with other indigenous groups, the set of cultures known as “European” continues to influence us. Drawing on art, history, literature, music, and philosophy from Greece Roman antiquity to the Renaissance, this course explores, both historically and critically, some of the core ideas which characterize these European cultures.

EUST 102 European Studies II The course explores the structural transformations Europe has undergone since the sixteenth century while assessing critical European engagement with those transformations. Some of the topics covered are: the rise and transformation of the European State system; the Reformation; the development of capitalism and a class society; the origins of democratic liberalism; scientific and technological revolution; the Enlightenment;

imperialism and colonization; the development of the modern subject; and Europe in the age of globalization.

EUST 450 Independent Study

EUST 456 1/2 Credit Independent Study

EUST 495 Honors

The Fisher Center for the Study of Gender and Justice

The Fisher Center for the Study of Gender and Justice, located in Demarest Hall, supports curricular, programmatic and scholarly projects focused on gender equity and social justice. The Center was endowed with a gift from Emily Fisher P'93, L.H.D. '04 and the late Richard Fisher P'93, to further the Colleges' commitment to equality, collectivity, and mutual respect.

Each year, the Center's activities are focused around a central theme. The Center sponsors four to six Faculty Research Fellows engaging that theme in their scholarly work. It also funds a lecture series that brings to campus scholars, artists, and activists relevant to the year's themes. Invited lecturers typically meet with the Research Fellows and visit classrooms. Recent themes have included Gender, Collectivity, and the Common; Campus War Machine: Sex and Debt; Gender, Climate, and the Anthropocene; No Place Like Home; and, Futures of Revolution.

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

The Center is led by a director, as well as an interdisciplinary Steering Committee composed of students and faculty.

FSCT 201 Capitalism Interrupted: 'To work something out', 'it works for me!', 'it's in the works': our daily language is impregnated with ideas of work that rely on movement as functionality. To work means to submit to the unstoppable rhythms of capitalist production, moving on in spite of the adversities. If you can't keep up, you're out! Then, what kind of values do we attribute to something not working? And what does it look like when we consider these values as they relate to people, the unemployed, the sick, the old or the disabled? As much as we may think we need to stop, who wants to be regarded as unable to take on even more work? Or worse, who wants to be considered lazy or dysfunctional? Contrariwise, when we turn to the worker's struggle and the feminist movement, we find that to stop, to strike, to work-to-rule, to hold picket lines, ultimately, to block and decelerate production and movement are actions that have positive values. In other words, what works is to make things not work. In this course, we will read texts that deal with different forms of interruption in capitalism such as *Riot, Strike, Riot* by Joshua Clover, *Logistics, Counterlogistics and the Communist Prospect* by Jasper Bernes, and *The Neoliberal Reason* by Veronica Gago. We will also watch films and documentaries such as *The Insurrection of the Bourgeoisie* by Patricio Guzmán or *The Assembly Line* by Li Xiaofei, and we will combine these materials with a few field studies. In order to move from a historical and cultural analysis of forms of interruption (i.e. strikes, blockades, slowdowns) towards an experimental approach, students will also participate in The Experimental Laboratory of Movement and Sabotage.

FSCT 202 Can't Buy Me Love: The Commodification of Everyday Life What does it mean when you pay someone to look after your elderly parents, clean your house, walk your dog or even to spend time with you? In today's service-based economy, it is strikingly difficult to think of a service or activity that one cannot buy, from the more mainstream care and cleaning services; to the more specialized services of sex workers; doulas; therapists, beauticians, dating and relationship assistants, personal assistants, trainers and shoppers. One of the defining features of neoliberal capitalism has been the transformations that have occurred to labor and life, in which the male breadwinner and his 'non-working' housewife have been replaced with new and differently problematic ideals. In this course we will consider how the proliferation of commodified forms of reproduction has had a profound effect on where such work takes place and how the expansion of markets has also disrupted previously naturalized discourses of what can and ought to be bought and sold.

French and Francophone Studies

Department Faculty

Courtney Wells, Associate Professor, Chair

Kanaté Dahouda, Associate Professor

Catherine Gallouët, Professor

Lise Mba Ekani, Visiting Assistant Professor

French continues to be one of the most influential languages in the world. Spoken on five continents, it is one of the fastest growing languages in the world today: It is also one of the two official languages of the European Union, the second language of the United Nations, a national language in Canada and the official language of many African countries and Caribbean societies. French is also enjoying a renaissance in Francophone areas of the United States. The French and Francophone Studies department offers a transnational and transcultural program of studies with integrated courses in language, cultures, and literatures that reflect the rich diversity of French-speaking cultures throughout the world.

Most departmental courses are taught in French (FRE), and some courses in English (FRNE). Students in the French and Francophone Studies Department are strongly advised to study abroad in the programs sponsored by the Department: Rennes or Aix-en-Provence in France (every semester); Québec, Canada (every semester); or Senegal (alternate years). Students going to a departmental program must be enrolled in a FRE class the semester prior to their departure. These credits can be applied toward a major or a minor in French and Francophone Studies. They may also receive credit toward majors and minors for other departments and programs, if arrangements have been made prior to departure abroad. All arrangements for off campus programs are made through the Center for Global Education.

The French and Francophone Studies faculty teach across the curriculum and participate in programs with cross-listed courses in Africana Studies, American Studies, Comparative Literature, European Studies, International Relations, Media and Society, Middle Eastern Studies, Music, Peace Studies, and Women's Studies. The department faculty also teach First-Year Seminars and collaborate with their colleagues from other departments in multidisciplinary courses. The French and Francophone Studies program offers a disciplinary major and a disciplinary minor, an interdisciplinary major and two interdisciplinary minors. The disciplinary major and minor consist entirely of courses from the department. The disciplinary major is further divided into several tracks. The interdisciplinary minor "Concentration in French" is designed for students enrolled in language classes at any level and is articulated around a semester abroad with one of our departmental programs. The interdisciplinary Francophone Studies major and minor will interest students majoring in such fields as Africana Studies, Anthropology, Studio Art, Art History, Economics, Environmental Studies, European Studies, History, International Relations, Media and Society, Political Science, Psychology, Sociology and Women's Studies. During the course of their studies, all French majors are required to prepare and submit a portfolio to be formally presented in the spring semester (in April) of their senior year. Eligible seniors may be awarded a Certificate of Excellence in French if they have fulfilled all the qualifications leading to the Certificate. Students qualifying for Excellence in French will become members of the French Honor Society, Pi Delta Phi.

All French courses numbered 225 or above count toward the major. All courses taken in the French and Francophone Studies department count toward our majors and minors. French and Francophone Studies courses taken abroad all count in the department program, and up to three of these courses may substitute for core courses in the major and minor, as is appropriate.

REQUIREMENTS FOR THE DISCIPLINARY FRENCH AND FRANCOPHONE STUDIES MAJOR (B.A.)

disciplinary, 10 courses

All French courses numbered 225 or above count toward the major. No more than one French/Francophone literature or culture course taken in English may count toward the major. Courses must include: two FRE 240-level courses (or equivalent); two FRE 250-level courses before the senior year; two FRE 300-level courses, one in the senior year; and three additional French or Francophone language, culture, or literature courses selected in consultation with the adviser. The disciplinary French and Francophone Studies major includes two possible tracks. Upon declaring a disciplinary French and Francophone Studies major, the students may select an area of concentration. During the course of their studies, students prepare a portfolio to be formally presented in the spring semester of their senior year. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted towards the major.

REQUIREMENTS FOR THE TRADITIONS FRANÇAISES TRACK FOR THE MAJOR (B.A.)

disciplinary, 10 courses

FRE 241, FRE 244, FRE 251, and FRE 252, before the senior year; one Francophone course at the 200- or 300-level; two FRE 300-level French literature courses taught in French, one in the senior year; and three additional FRE electives selected in consultation with the adviser. No more than one French/Francophone literature and culture course taken in English may count toward the major. French majors pursuing this track are strongly encouraged to pursue off campus study in France. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the major.

REQUIREMENTS FOR THE PARCOURS MUTICULTURELS TRACK FOR THE MAJOR (B.A.)

disciplinary, 10 courses

FRE 242, FRE 243, FRE 251 or FRE 252, and FRE 253, before the senior year; one French 200- or 300-level course; two departmental 300-level Francophone courses, one in the senior year; and three French and Francophone electives, selected in consultation with the adviser. No more than one French/Francophone literature and culture course taken in English may count toward the major. French majors pursuing this track are strongly encouraged to pursue off-campus study in Senegal. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the major.

REQUIREMENTS FOR THE FRENCH AND FRANCOPHONE STUDIES INTERDISCIPLINARY MAJOR (B.A.)

interdisciplinary, 14 courses

The sequence of courses consists of 1) eight departmental courses including two FRE 240-level courses; two FRE 250-level courses to be taken before the senior year; two FRE 300-level courses, and two French and Francophone electives selected in consultation with the adviser, and 2) six courses from other disciplines chosen in consultation with the adviser. No more than one French/Francophone literature and culture course taken in English may count toward the major. Upon declaring an interdisciplinary French and Francophone Studies major, the students may select an area of concentration. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the major.

REQUIREMENTS FOR THE FRENCH AND FRANCOPHONE STUDIES DISCIPLINARY MINOR

disciplinary, 6 courses

One FRE 240-level course; one Francophone course at the 200- or 300-level; and one 200- or 300-level French course. At least one of the FRE 200-level courses must be a FRE 250-level course taken before the senior year. Three additional FRE courses in consultation with the adviser. No more than one French/Francophone culture or literature course taught in English may count toward the minor. A semester abroad in one of the department programs is strongly recommended. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the minor.

REQUIREMENTS FOR THE CONCENTRATION IN FRENCH INTERDISCIPLINARY MINOR

interdisciplinary, 6 courses

This minor combines a semester abroad with courses taken before and after that semester in an uninterrupted sequence. Requirements include one or two courses in French preceding the semester abroad, a semester abroad and four courses in any of the department programs abroad, and one or two courses upon returning from abroad. The minor may begin at any level of language acquisition, including the 100- level. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the minor.

REQUIREMENTS FOR THE FRENCH AND FRANCOPHONE STUDIES INTERDISCIPLINARY MINOR

interdisciplinary, 6 courses

Six courses selected in consultation with the adviser. These courses will include one course at the French 240-level, one course at the French 250-level, the latter to be taken before the senior year; two courses in other disciplines approved by the adviser; and two additional FRE courses approved by the adviser. A semester abroad in one of the department programs is strongly recommended. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the minor.

COURSES IN FRENCH

Language Acquisition

Level I: Fundamentals Language Skills

FRE 101 Beginning French I

FRE 102 Beginning French II

Level II: Intermediate Language Skills

FRE 120 Intermediate French I

FRE 130 Intermediate French II

Level III: Advanced Language Skills

FRE 225 Parlons Français

FRE 226 French in Review I: Parler et comprendre

FRE 227 French in Review II: Lire et écrire

Culture and Literature

Level IV: Introduction to Culture and Literature

FRE 230 Senegal: An Orientation

FRE 241 Prises de Vues: Introduction to Contemporary France

FRE 242 Introduction to Québec Studies

FRE 243 Introduction to Francophone Cultures

FRE 244 Le Midi de la France

FRE 251 Introduction to French Literature I: Mystics, Friends, and Lovers

FRE 252 Introduction to French Literature II: Que sais-je?

FRE 253 Introduction to French and Francophone Literatures III: Paris-Outre-mer

FRE 254 French and Francophone Cinema

Level V: Advanced Culture and Literature

FRE 351 Francophone African Fiction

FRE 352 North African Literature and Culture: Narrative of Dissent and the Search for Identity

FRE 355 Francophone Caribbean Literatures

FRE 380 Images de Femmes

FRE 382 French Theater

FRE 383 Topics in Middle Ages and Renaissance

FRE 384 Topics in 17th and 18th Centuries

FRE 385 Topics in 19th to 21st Centuries

COURSES IN ENGLISH

FRNE 111 Transnational France: Diversity from 1789 to Present Day

FRNE 155 Exile and Identity in Francophone Caribbean Fiction

FRNE 211 African Literature: The Quest for Identity

FRNE 218 Memory, Culture and Identity in French Caribbean Literatures

FRNE 219 Beyond Colonialism: North African Cinema and Literatures

FRNE 255 Modern French Theater

FRNE 285 The Troubadours: Songs of Love, War, and Redemption

FRNE 341 Boulevard Saint-Germain: Beauvoir, Sartre, and Camus

FRNE 395 Race in 18th Century French Culture

EXAMPLES OF CROSSLISTED COURSES (Interdisciplinary major and minor)

French and Francophone Studies are relevant across all disciplines taught at Hobart and William Smith Colleges.

Crosslisted course offerings vary yearly depending on the current schedule. They may come from any department or program. The courses listed below are given as examples. This is not an exhaustive list. New relevant courses may be added. Consultation with a French and Francophone Studies adviser is necessary to determine if a course from another department or program can be applied to the departmental interdisciplinary major and minor.

AFS 150 Foundations of Africana Studies

AFS 180 The Black Atlantic: Cultures Across an Ocean

ANTH 115 Language and Culture

ANTH 205 Race, Class, and Ethnicity

ANTH 296 African Cultures

ARTH 218 Age of Chivalry

ARTH 232 Rococo Art and Architecture
 ARTH 240 European Painting in the 19th Century
 ARTH 255 French Roots of Modernism
 ARTH 334 Manet and the Modernist Project
 ARTH 389 Rococo to Revolution: Painting in France 1760-1800
 BIDS 206 Multiculturalism in Canada
 BIDS 213 The French Medieval Connection
 BIDS 291 Medieval Art and Literature
 BIDS 298 The Ballets Russes: Modernism and the Arts
 DAN 210 Dance History I
 ECON 233 Comparative Economics
 EDUC 370 Multiculturalism
 ENG 228 Medieval Comparative Literature
 ENG 302 Post-structuralist Literary Theory
 ENG 317 Heart of Darkness
 ENG 370 Who am I? Identity and World Literature
 ENV 120 Sustainable Geography and Global Economy
 HIST 101 Foundations of European History
 HIST 103 Early Modern Europe
 HIST 223 Modern France
 HIST 237 Europe since the War
 HIST 250 Medieval Popular Culture
 HIST 253 Renaissance and Reformation
 HIST 284 Africa: From Colonialism to Neocolonialism
 HIST 301 The Enlightenment
 HIST 325 Medicine and Public Health in Modern Europe
 LTAM 222 Caribbean Literature and Politics
 MDSC 313 Global Cinema
 MUS 202 Medieval and renaissance (600-1600)
 MUS 203 Baroque and Classical Music (1600-1800)
 MUS 204 Romantic and Modern (1800-1950)
 PHIL 220 Semiotics
 PHIL 230 Aesthetics
 PHIL 372 Early Modern Philosophy
 POL 140 Introduction to Comparative World Politics
 POL 180 Introduction to International Relations
 POL 208 Gender and Politics in the Middle East and North Africa
 POL 245 Politics of the New Europe
 POL 249 Protest Politics in Comparative Perspective
 POL 258 Comparative Politics of the Middle East
 POL 259 African Politics
 POL 297 Europe and America
 REL 236 Gender and Islam Westernization
 REL 257 What's Love Got to Do with It?
 REL 271 The History and Impact of the Holocaust
 REL 313 Religious Language
 REL 318 Postcolonial Theologies
 SOC 233 Women in the Third World
 SOC 299 The Sociology of Vietnam: Conflict, Colonialism, and Catharsis
 WMST 100 Introduction to Women's Studies
 WMST 300 Feminist Theory

COURSES TAUGHT IN FRENCH (FRE)

FRE 101 Beginning French I For students with no French experience, or placement. This is an immersion course that teaches speaking, listening, reading, writing, and French body language through a creative combination of interactive materials that introduce students to French culture as well as language. This course uses French as the principal language of instruction in the classroom. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. It is open only to students with no prior experience and students who have been placed in FRE 101, or students who have permission of the instructor. (*Offered every semester*)

FRE 102 Beginning French II For students who had French I in 12th grade, or placement. This course is a continuation of FRE 101. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. This course uses French as the principal language of instruction in the classroom. First-year students are placed according to placement exam results. Prerequisite: FRE 101 or equivalent, placement, or permission of the instructor. (*Offered every semester*)

FRE 120 Intermediate French I This course is for students who have successfully completed the elementary sequence or equivalent. Students practice oral/aural skills as well as review fundamentals of French grammar. This course uses French as the principal language of instruction in the classroom. Prerequisite: FRE 102 or equivalent, placement, or permission of the instructor. (*Offered every semester*)

FRE 130 Intermediate French II For students who had FRE IV in 11th grade or FRE III in 12th grade, or placement. This course offers qualified students the opportunity to reinforce all the fundamentals of the French language. FRE 130 is the fourth-semester French language and culture course at Hobart and William Smith Colleges. In this course, we study the French language within the context of French and Francophone (French-speaking countries other than France) culture and literature. The goal of French 130 is to continue the study of modern French and Francophone culture through an immersion in its language and its literature. Therefore, all classes will be conducted in French. Over the course of the semester, students will work to fine-tune their proficiency in the four fundamental language skills: speaking, listening, reading, and writing. Students will work in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. First-year students are placed according to placement exam results. This course uses French as the principal language of instruction in the classroom. Prerequisite: FRE 120 or equivalent, placement, or permission of the instructor. (*Offered every semester*)

FRE 225 Parlons Français This course is designed as an intensive training in oral expression for semi-advanced and advanced students. The course focuses on the practice of speaking and aims to help students develop and broaden pertinent vocabulary, as well as conversational or idiomatic expressions used in everyday life by French speakers. Students will gain greater fluidity and confidence and improve their oral communication skills by exploring contemporary issues in films and the media and reading and discussing short stories, plays, and articles from French and Francophone magazines and newspapers. Thus placing an emphasis on dialogue and discussion, this course will prepare students linguistically for 240--level French topics courses through a wide variety of challenging conversational activities, including oral presentations, discussions of current events, and in-class readings of plays. This course aims to help students understand how to use the French language in varied communicative contexts and gain a deeper understanding of French and Francophone cultures. Prerequisite: FRE 130 or equivalent, placement, or permission of the instructor.

FRE 226 French in Review I: Parler et Comprendre For students who had FRE IV in 12th grade, or placement. This course offers a complete grammar review while emphasizing aural and speaking skills to prepare students for advanced courses. All grammatical concepts are reviewed to form a firm foundation for all advanced French classes. First-year students are placed according to placement exam results. The course uses French as the principal language of instruction in the classroom, and includes mandatory presentations every week. Prerequisite: FRE 130, 225 or equivalent, placement, or permission of the instructor. (*Offered every semester*)

FRE 227 French in Review II: Lire et Ecrire For students who had FRE V (or more) in 12th grade, or placement. This is an advanced language course in which students learn nuances of French grammar and stylistics through reading and various writing exercises. This course emphasizes the skills of reading and writing. The course guides the students through cultural and literary texts of increasing difficulty and helps them develop strategies for reading texts in French. These strategies will lead to understanding of vocabulary through the use of lexical resources (dictionaries and web materials), understanding of grammatical syntax, and ability to identify writing strategies in written texts using stylistic analysis. First-year students are placed according to the placement exam results. Prerequisite: FRE 226, or placement, or permission of instructor. (*Offered every semester*)

FRE 230 Senegal an Orientation This course provides an introduction to the people, land, and culture of Sénégal for qualified students interested in this country. It is required of all students going to the Sénégal program. It includes an introduction to Sénégalese history, religion, economics, manners and customs, food, sports, geography, and society. Materials for the class include readings and visual documents. The course may include a field trip to "Little Senegal" in New York City. Prerequisite: FRE 227, or concurrently with FRE 227. (*Fall, offered alternate years*)

FRE 241 Prises De Vue This course seeks to analyze contemporary French culture through its representation in films and the media. Major trends examined include youth, education, immigration, women in society, and the political system. Students pursue a research topic of their choice and submit a portfolio at the end of the semester. Students improve their language skills through readings, discussions, written weekly film reviews, and reflection papers and oral presentations on relevant topics. This course is highly recommended for students planning a term in France. This course is cross-listed with Media and Society. Prerequisites: FRE 227, or permission of the instructor, or concurrently with FRE 227. (Gallouet, *offered regularly*)

FRE 242 Introduction to Quebec Studies This course seeks to examine various aspects of the French Canadian culture of the Province of Quebec in its social, literary, and ideological expressions, as well as in its political and historical contexts. It offers students an understanding of contemporary issues, such as colonialism, post-modernity, the Quiet Revolution, language and politics, feminist movements, the dynamics of identity, immigration, and the new nationalism. Students will also consider Quebec's relations with France and the USA in the context of globalization. While exploring a new socio-cultural space, students will improve their French language skills through readings, discussions, film reviews, and papers on relevant topics. Prerequisite: FRE 227, or permission of the instructor, or concurrently with FRE 227. (Dahouda, *offered regularly*)

FRE 243 Topics in Francophone Cultures This course seeks to introduce the variations of French and the variety of cultures in the Francophone world. Students are introduced to the concept of Francophone, its ideological and political meaning as well as its cultural and literary expressions. Students discover the unity and the diversity of French-speaking countries. They explore contemporary issues in these countries, and discuss the relations of the Francophone world with France and the U.S. in the context of globalization. The goal of this course is not simply to acquaint students with issues and realities around the Francophone world, but to provide them with a broader cultural and intercultural perspective. Students improve their French through readings, discussions, weekly film reviews, and papers on relevant topics. Prerequisite: FRE 227, or permission of the instructor, or concurrently with FRE 227. (Dahouda, *offered alternate years*)

FRE 244 Le Midi de la France In this course, we concentrate on the South of France. The historian Fernand Braudel writes that "France is diversity... it is not only an appearance, a way of speaking, but a concrete reality, the triumph of plurality, heterogeneity, of something never really seen elsewhere...of something always different..." Similarly throughout its history, the South has been shaped by a constant flux of immigrants. Its luminous landscape reflects this diversity from rugged and dry terrains, mountains and the Mediterranean coast. It has been the site of many political and religious upheavals which are embedded in its cities and landscapes. It is difficult to look at the South without "seeing" its history unfold. Since medieval times, poets, writers and artists have been inspired by its landscapes. We will look at the history, language, literature, and arts of the South by following different itineraries marked by cities such as Marseille, Montpellier, Toulouse, Aix-en-Provence. We will study its rich folklore and traditions, and taste its fragrant cuisine. Prerequisites: FRE 227, or permission of the instructor, or concurrently with FRE 227. (Wells, *offered alternate years*)

FRE 251 Introduction to French Literature I: Mystics, Friends & Lovers The conventions governing erotic love and passion in Europe were first formulated by the troubadours in Southern France. This course traces the evolution of passionate love from the Middle Ages to the Present, and analyzes its connections with mystical love. We will also study other traditions of love such as marital love and friendship. Prerequisite: Any two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Wells, *offered regularly*)

FRE 252 Introduction to French Literature II: "Que Sais Je?" This course is an introduction to literary discourse and a study of essays by significant authors who have shaped French thought from the Renaissance to the present. The question 'Que sais je?' is an epistemological question, that is, a question about knowledge. What we know, or think we know, shapes our vision of the world, and who we are. The subject determines the object of knowledge. We pay particular attention to the subject, the "je" of the question. We consider the subject's position before the unknown, and the other. Our journey, beginning with Montaigne's question about identity, will lead naturally to analysis of contemporary Western attitude toward others. Prerequisite: Any two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Gallouët, *offered regularly*)

FRE 253 Introduction to French and Francophone Literatures III: Paris-Outre-mer Depending on the instructor, this course follows various trajectories between Paris and Francophone countries and regions around the world. Students listen to voices in French from outside France. Paris is considered a starting point, rather than the center of Francophone cultures. Special attention is given to the ambiguous love-hate relations between France and other

Francophone countries. This course teaches explication de texte, the French approach to reading literary and other cultural texts. Prerequisite: Any two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Koffi-Tessio, *offered alternate years*)

FRE 254 French and Francophone Film 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 FRE 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.

FRE 352 North African Literature and Culture: Narrative of Dissent and the Search for Identity This course introduces narrative fiction from North Africa written in French. Students study the rise of Francophone narratives against colonialism and analyze their development into the national literatures of Morocco, Tunisia, and Algeria. Paying particular attention to issues of gender, language, and religion, students analyze how these narratives of dissent evolve into fiction constructing individual and national identities. Prerequisite: FRE 253 and one of FRE 251 or FRE 252, or permission of the instructor, or concurrently with another 250 level. (Gallouët, *offered regularly*)

FRE 355 Francophone Caribbean Identities This course deals with ways in which Francophone Caribbean writers represent their society in a context of deep alienations, and how they try to reinvent themselves and their community through the diversity of their unique culture and humanity. Students improve their cultural and language skills by discussing these major topics: deconstructing colonization; the relation of self to other; memory, migrancy and the quest for identity; women in literature; French language and local language relations; writers and their imaginary homeland; Caribbean societies and the racial problem; images of society in literature (France or the French West Indies). Prerequisite: FRE 253 and one of FRE 251 or FRE 252, or permission of the instructor, or concurrently with another 250 level. (Dahouda, *offered regularly*)

FRE 383 Middle Ages and Renaissance Topics include Medieval epic and romance, Medieval and Renaissance lyric poetry, Montaigne, Rabelais, The Pléiade poets, Women in the French Renaissance. Prerequisites: FRE 251 and FRE 252, or permission of the instructor, or concurrently with another 250 level. (Wells, *offered regularly*)

FRE 384 Topics in 17 & 18th Century Topics include From d'Artagnan to the Sun King: Power and Culture in the XVIIth century; Narrative fiction; Epistolary Narratives; Representations of the Other in the Ancient Régime. Prerequisites: FRE 251 and FRE 252, or permission of the instructor, or concurrently with another 250 level. (Gallouët, *offered regularly*)

FRE 385 Topics in 19th to 21st Century Topics might include an analysis of gender, class and race in short stories, and novels by Stendahl, Flaubert, Zola, women's writings of the XXth century, as well as a study of poets such as Nerval, Claudel, Bonnefoy and Saint-John Perse and Victor Segalen. Prerequisites: FRE 251 and FRE 252, or permission of the instructor, or concurrently with another 250 level. (Koffi-Tessio, *offered regularly*)

FRE 450 Independent Study

FRE 456 1/2 Credit Independent Study

FRE 495 Honors

COURSES TAUGHT IN ENGLISH (FRNE)

FRNE 111 Transnational France. Diversity from 1789 to Present Day This course is an introduction to the problematic of the Other in contemporary France. The principles on which this civil society is organized are analyzed, particularly those based on the 1789 Declaration of the Rights of Men. The course seeks to analyze what becomes of these principles today in the face of growing resentment against immigration and a crisis of national identity. The course begins with a short introduction to the 1789 revolution, which established the basic principles of the modern French State. Reflections on the French colonial experience in Algeria and its legacy in contemporary France serve as an introduction to the immigration question today. (Gallouët, Koffi-Tessio, *offered occasionally*)

FRNE 155 Exile and Identity This course serves as introduction to the study of the French Caribbean literatures, from tradition to modernity. It explores the interface between exile and identity, and examines how gender, memory, and race, class and ethnicity, language and violence inform the works of French Caribbean writers. It will also discuss literary and historical relations of French Caribbean authors with Black writers of the Harlem Renaissance movement. Typical readings: Césaire, Zobel, Depestre, Glissant, Condé, Danticat, Kesteloot, Freire, Fabre, Jules-Rosette, Wright, Baldwin. (Dahouda, *offered occasionally*)

FRNE 211 African Literature: Identity An introduction to both oral and written forms of expressions from Black Africa. This course considers how writers and bards seek to create an identity for their societies and themselves in face of pressures not only from foreign cultures, but also from within their own societies. Typical readings: Sundiata, Wolof oral poetry, Camara Laye, Ousmane Sembène, Chinua Achebe, Ngugi, Emecheta, Gordimer. (Koffi-Tessio, *offered occasionally*)

FRNE 285 The Troubadours This course introduces students to the texts, music, and culture of the troubadours of medieval Southern France-and their legacy as the inventors of love poetry in the vernacular. Performing their songs in the most powerful and vibrant cultural centers of medieval France. The Troubadours sang the praises of their beloved, incited kings to war, accused the decadence and corruption of the ruling classes, and made the vernacular an accepted medium for religious expression. But who were the troubadours? In this class, students are introduced to the language, history, religion, geography, and culture of these poets. Through the study of printed texts, CD recordings, digital images of medieval manuscripts, and artistic representations, students will learn about the origins of the troubadour lyric as live musical performance, its later transformation into written text, and the troubadours' impact on other cultures and literary traditions. Readings (and CD/MP3 recordings) : the troubadours, some texts of the Northern French trouvères, and occasional relevant readings in literature of other periods and traditions.

FRNE 341 Boulevard Saint-Germain The Western imagination of the 20th century has evolved in response to, and in spite of, the major traumas of two world wars and their aftermath. This course examines how the particular conceptions of the universe, deriving from the stark realities of a war-torn continent, were formulated in the writing of de Beauvoir, Sartre and Camus, the three voices that resonated with the deepest chords of a wounded nation, continent, world. (Staff, *offered occasionally*)

FRNE 395 Race in 18th Century French Culture The goal of the course is to become familiarized with various cultural productions of 18th century pre-revolutionary France, to acquire understanding how the representation of race evolved in a cultural context reflecting society's political and economical agendas, and to appreciate the impact of race representation on society. Special attention to the construction of race in visual representations from travel narratives, illustrations, and paintings, as well as textual representations in the writings of the Philosophes (Montesquieu, Voltaire, Diderot, d'Alembert), legal and abolitionist writings, as well as in narratives of the period. This course is crosslisted with Africana Studies, Media and Society, and Peace Studies; it should be of interest to students of Art, Comparative Literature, History, International Relations, and Political Science. Prerequisite: open to all, but recommended for sophomores and beyond. (Gallouët, *offered alternate years*)

Geoscience

Department Faculty

David C. Kendrick, Associate Professor, Department Chair
Nan Crystal Arens, Professor
Tara M. Curtin, Associate Professor
David B. Finkelstein, Assistant Professor
John D. Halfman, Professor
Neil F. Laird, Professor
D. Brooks McKinney, Professor
Nicholas D. Metz, Assistant Professor

Geoscience is the study of our planet, its lithosphere, hydrosphere and atmosphere. Geoscientists use their expertise to monitor changes in the environment, gain a greater understanding of our natural world, predict and evaluate how human activities may contribute to environmental change, and manage Earth's resources. The study of geoscience provides strong preparation for a variety of careers in government, industry and academia, including environmental consulting; weather forecasting; natural hazards impact assessment; natural resource management; environmental law; petroleum exploration; science teaching; science journalism; and research in geology, hydrology, climatology, and meteorology.

The Geoscience Department offers a variety of courses spanning areas of geology, hydrology, and atmospheric science. In addition to taking formal courses, most geoscience students undertake undergraduate research through independent study and honors courses or as internships. Our instruction and research are strongly augmented by fieldwork in the Finger Lakes region, as well as other locations around the world. The department offers two majors, a B.A. and B.S., and a minor. Only two courses transferred from another institution may count toward the major unless the student has previously been matriculated at another institution. Only those courses in which a student has obtained a grade of C- or better will be credited toward a geoscience major or minor. Credit/no credit options cannot be used for departmental or cognate courses counted for the major or minor except for GEO 299 Geoscience Field Studies. GEO 299 may be counted twice for the major and once for the minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

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

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 15 courses

GEO 182, GEO 184, GEO 186; seven additional geoscience courses that form a coherent program of study, approved by the department; CHEM 110; PHYS 150; MATH 130; MATH 131 or BIOL 212; BIOL 167, CHEM 240, CHEM 280, or PHYS 160. Credit/no credit options cannot be used for departmental or cognate courses except GEO 299. No more than two courses from another institution may count toward the major. Only three 100-level GEO courses can count toward the B.S.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

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

Introductory Courses

GEO 140 Introduction to Environmental Geology
GEO 141 Science of Climate Change
GEO 142 Earth Systems Science
GEO 143 Earth and Life through Time
GEO 144 Astrobiology

GEO 182 Introduction to Meteorology
GEO 184 Introduction to Geology
GEO 186 Introduction to Hydrogeology

Upper Level Elective Courses

GEO 210 Environmental Hydrology
GEO 215 Hydrometeorology
GEO 220 Geomorphology
GEO 230 Earth History
GEO 240 Mineralogy
GEO 250 Oceanography
GEO 255 Global Climates
GEO 260 Weather Analysis
GEO 262 Polar Meteorology
GEO 265 Weather Measurements & Computing
GEO 270 Paleoclimatology
GEO 280 Aqueous and Environmental Geochemistry
GEO 290 Paleontology
GEO 299 Geoscience Field Studies
GEO 320 Sediments and Sedimentary Rocks
GEO 330 Limnology
GEO 336 Macroevolution
GEO 340 Petrology
GEO 350 Synoptic-Dynamic Meteorology I
GEO 351 Synoptic-Dynamic Meteorology II
GEO 355 Mesoscale and Severe Weather
GEO 360 Applied Climatology
GEO 365 Environmental Meteorology
GEO 370 Structural Geology
GEO 380 Evolution of Plants in Geological Time
GEO 390 Gondwana
GEO 450 Independent Study
GEO 495 Honors

COURSE DESCRIPTIONS

GEO 140 Introduction to Environmental Geology Understanding the risks associated with natural hazards such as earthquakes, volcanoes, landslides, droughts, and floods demands an understanding of fundamental geologic principles, materials, and processes. (Staff, *offered occasionally*)

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

GEO 142 Earth Systems Science Our planet is an integrated system in which rocks, water, ice and air interact and influence each other. This applied geoscience course investigates Earth and its systems for non-majors. The course focuses on global environmental change by exploring the complex links between the geosphere (Earth's rocky surface), hydrosphere (oceans, lakes, rivers and groundwater), atmosphere and biosphere (living things). This course examines each of these "spheres". What are they made of? How are they structured? How do they work? How do they interact with each other? We will consider how humans manipulate Earth's system, particularly considering climate change, nutrient pollution, ozone depletion and loss of biodiversity. We recognize that the geologic past is the key to the present and future, and explore how contemporary environmental change has analogues in Earth history. This course is designed to fulfill a student's curricular goal of experiencing scientific inquiry. It does not count toward the Geoscience major. (Staff, *offered occasionally*)

GEO 143 Earth & 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*)

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

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

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

GEO 186 Introduction to Hydrogeology Water and water resources are critical issues for the sustenance of every society. This course is an introduction to hydrogeology and explores water in the atmosphere, lakes, oceans, and other reservoirs found on land and the movement among reservoirs. Discussion of the role of water in natural systems results in an exploration of (1) atmospheric moisture; (2) floods and stream processes; (3) the physical, chemical, and ecological characteristics of lakes and oceans; (4) aquifers and groundwater processes; and (5) wetlands. We will use quantitative reasoning to examine the characteristics and importance of water across environmental and geophysical sciences. Prerequisite: Math 100 or a score of 20 or better on the math placement test. This course is a prerequisite for many geoscience courses. (Curtin, Finkelstein, Halfman, *offered each semester*)

GEO 206 Scientific Communication Scientists communicate to two primary audiences: other scientists and non-scientists. Each audience has different needs and successful communication requires that the writer keep the audience in mind. Scientists communicate in a variety of media: technical reports, 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. Prerequisite: One 200-level course in the Natural Sciences. (Arens, *offered occasionally*)

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. Prerequisite: One 200-level course in the Natural Sciences. (Arens, Brubaker, Kendrick, *offered annually*)

GEO 210 Environmental Hydrology “All the rivers run into the ocean; yet the sea is not full; unto the place from whence the rivers come, thither they return again” (Ecclesiastes 1:7-8). Hydrology is the study of water at or near the surface of the Earth. Modern society’s demand for water from surface and groundwater sources to feed industrial, agricultural, municipal, recreational and other uses typically outstrips the supply, which has become increasingly more scarce due to the environmental degradation of existing water resources by the disposal of wastes. Thus no other discipline in the geological sciences has experienced such an explosion of interest and growth in recent years. This course investigates the physical properties of water, the hydrologic cycle, surface and groundwater processes, water quality issues, and other environmental concerns focusing on the quantitative aspects of hydrology. Project-based laboratories are mostly done in the field and analyzing/modeling data in the lab. Prerequisites: CHEM 280, GEO 184 and GEO 186, or permission of instructor. (Halfman, *spring, offered occasionally*)

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

GEO 220 Geomorphology We live on the thin surface of the earth, which is the interface between the lithosphere, biosphere, hydrosphere, and atmosphere. Geomorphology is the study of how these “spheres” interact and form the landscape we see around us. Through both descriptive and quantitative analysis, we will assess the scales and rates at which surface processes occur. Exploring the connection between modern processes and modern deposits is essential to deciphering the geologic record. We will explore the link between process, landform and deposit. We will evaluate fluvial, glacial, slope, eolian, weathering, and karst processes and the landforms that they produce and the deposits that are left behind. An understanding of surficial processes is critical to understanding the interaction of humans and their environment. Note: weekend field trips are required. (Curtin, *fall, offered alternate years*)

GEO 240 Mineralogy Mineralogy is the study of the structure, chemistry, and origin of minerals. Since minerals are the basic components of all rocks and sediments and are commonly in chemical equilibrium with natural waters, an understanding of minerals is crucial to many fields in geoscience. This course introduces students to the chemical and physical properties of minerals, their occurrence in rocks, and their economic uses. It also familiarizes students with some of the most important minerals and the techniques used in their identification and characterization. Techniques covered include crystallographic, X-ray, spectroscopic, and optical microscopy. Laboratory. Prerequisites: GEO 184 and CHEM 110 (or concurrent enrollment). (Staff, *offered annually*)

GEO 250 Oceanography This course serves as an introduction to basic oceanography, including physical, chemical, geological, and biological processes and patterns. Emphasis is placed on the physical, chemical and geologic structure of the oceans and their role in the carbon cycle, ocean circulation and global climate change, and the evolution of the oceans through geologic time. We will also explore the different environments of biological productivity from upwelling zones to mid-ocean ridges to coastal dynamics and their susceptibility to environmental change. Prerequisite: GEO 184, GEO 186 and CHEM 110 or by permission of the instructor. (Finkelstein, *fall, offered alternate years*)

GEO 255 Global Climates The climate of a particular region is defined by annual and seasonal temperature and precipitation variations. This course examines the physical characteristics, processes and controlling mechanisms of Earth's climate system and the patterns of its change across both space and time. Fundamentals of Earth's atmospheric composition, heat budget, circulation, clouds, and precipitation will be covered with a focus on global climate and regional climates. Prerequisite: GEO 182. (Laird, *fall, offered alternate years*)

GEO 260 Weather Analysis Few things capture the public's attention and influence daily decisions like weather. In this course, we will examine day-to-day weather patterns with an emphasis on understanding the basics of meteorological processes and forecasting, independent analysis of weather events and mastery of hands-on data analysis. We will examine and discuss conceptual models of the structure of mid-latitude cyclones and convection weather systems, including the processes of cyclogenesis and frontogenesis. Interpretation of atmospheric kinematic and dynamic processes on weather charts is emphasized along with an introduction to weather prediction. Prerequisite: GEO 182. (Metz, *spring, offered annually*)

GEO 265 Weather Measurement & Computing New atmospheric observation systems are being introduced frequently with the accelerated development of technology in today's world. This course will describe methods and instrumentation used to collect direct and remotely sensed observations of the atmosphere. Atmospheric remote sensing of clouds, precipitation, and air motion by weather radars and satellites will be examined through observation and data interpretation. The later portion of this course will explore scientific computing - important to working in most areas of science, especially meteorology. Students will be introduced to the basic concepts of programming and computation using Python and develop skills necessary for the reading, analyzing, and plotting of meteorological and climatic data. Prerequisites: GEO 182 and PHYS 150. (Laird, *spring, offered alternate years*)

GEO 280 Aqueous & Environmental Geochemistry Aqueous fluids are the agents of geologic change. They initiate and control many geologic processes because they are ubiquitous, mobile and chemically reactive. Chemical interaction between fluids and rock, soil, or aerosols have a direct bearing on topics such as acid deposition, drinking water quality, acid mine drainage, and the chemical evolution of the hydrologic cycle. Students examine the chemical and geological processes that govern the concentration levels of dissolved substances in aqueous systems. Projects completed during lecture and lab will emphasize the collection and analysis of surface or near surface waters and the interpretation and presentation of data. Note: There will be required weekend field trips. Prerequisites: GEO 184 and GEO 186, CHEM 110 or by permission of the instructor. (Finkelstein, *spring, offered alternate years*)

GEO 299 Geoscience Field Studies The course is designed to introduce you to field-based scientific investigations in an intensive 2-week course. We will conduct several mapping and data collection projects that will provide you experience with field observations in areas of geology, meteorology, and climatology. Students completing the course receive one full course credit. The course is offered as credit/no credit and can be counted toward a Geoscience major or minor. (*Offered annually*)

GEO 320 Sediments & Sedimentary Rocks Sediments and sedimentary rocks are the most common of the geologic materials on the Earth's surface. Found in them are many of the raw materials used in our industrial society, the record of life in the past and the record of ancient environmental change. Laboratories involve the description, classification, correlation, and interpretation of sediments and sedimentary rocks. Note: There are required weekend field trips. Prerequisite: GEO 184. (Curtin, *fall, offered alternate years*)

GEO 325 Paleoclimatology Paleoclimatology is the study of climate prior to the period of instrumentation. Understanding how and why climate changes is important for interpreting the geologic record and evaluating contemporary climate change. After an overview of Earth's modern ocean-atmosphere system and energy balance is presented, dating methods and techniques for reconstructing past climates are discussed. Field and lab projects may include working with existing paleoclimate datasets in addition to collecting and interpreting archives of climate change such as tree rings, bog and lake cores, and speleothems from the local area. Note: There are required weekend field trips. Prerequisites GEO 184 and GEO 186; or permission of instructor. (Curtin, *spring, offered annually*)

GEO 330 Limnology Limnology is the study of lakes from a chemical, biological, physical, and geological perspective. Topics include the thermal structure of lakes, lake optics, dissolved gases, biological nutrients, trace elements, plankton populations, food-chain dynamics, estuaries, and the origin and nature of lake basins. Freshwater and marine systems are contrasted, with Seneca Lake serving as an example of the former. The roles of planktonic life, input from rivers, and thermal stratification on the chemistry of Seneca Lake are explored. Special emphasis is placed on biological nutrient

dynamics and environmental concerns. Weekly laboratories and a few weekend day-trips are conducted on Seneca Lake aboard The William Scandling, and selected Finger Lakes aboard the JB Snow. Prerequisites: CHEM 280, GEO 184 and GEO 186, or permission of instructor (Halfman, *fall, offered occasionally*)

GEO 335 Stable Isotope Geochemistry Examination of principles governing the distribution and analysis of the stable isotopes of C,H,O, N, and S in geological and biological materials. We will explore their application in understanding geochemical, biological and chemical processes. These principles will be applied to processes and problems in climate change, ecology, food systems, limnology, oceanography and paleobiology. the interdisciplinary nature of course material will allow the application of stable isotopes as a monitor of reactions which will appeal to students with a variety of scientific backgrounds.(Finkelstein, *spring, offered alternate years*)

GEO 336 Macroevolution Macroevolution, or evolution above the species level, addresses the large-scale patterns and transformations recorded in life's history over geologic time. What controls the origin of major groups of organisms (like mammals or flowering plants)? Why are there so many beetles? Do mass extinctions encourage diversification? Were dinosaurs losers or just unlucky? Can Natural Selection alone explain the diversity of organisms? Do organisms get "better" over time? Why are there whales? These are all macroevolutionary questions. Using a variety of methods, including extensive practice in different techniques of phylogenetic reconstruction, we will investigate how to answer questions about those patterns. We will put our investigations into the context of the history of macroevolutionary thought. (Kendrick, *offered occasionally*)

GEO 340 Petrology Petrology deals with the description, classification, and origin of rocks. Although the subject encompasses all classes of rocks, this course focuses principally on igneous and metamorphic rocks. Topics include the mineralogical and chemical makeup of the common rock types, crystal growth, and equilibrium in magnetic and metamorphic environments, the application of experimental studies to the interpretation of igneous and metamorphic rocks, and the origin of magmas. Laboratory work emphasizes the systematic description of rocks in hand specimen and thin section, and the interpretation of origin from mineralogy and texture. Laboratory and one extended field trip are required. Prerequisite: GEO 240. CHEM 280 is also recommended. (Staff, *fall, offered occasionally*)

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

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

GEO 355 Mesoscale & Severe Weather Many of the most destructive, severe and awe-inspiring weather events, such as tornadoes, squall lines, hurricanes, and lake-effect snow occur with spatial and temporal dimensions described as mesoscale. Mesoscale meteorology typically encompasses atmospheric phenomena that are smaller than 1000 km in size. Thus, in addition to severe weather systems, this course will investigate fronts, mountain wind systems, land-sea breezes, and precipitation bands, with a focus on the processes and dynamics that govern their formation and distribution. Mesoscale weather is inherently difficult to predict given the relatively small size and complex nature of the various phenomena. In order to facilitate investigation of mesoscale meteorology and severe weather, this class will regularly utilize archived meteorological measurements, mesoscale computer models, and current observations of the atmosphere, which continuously provides interesting and dynamic situations to learn from. Prerequisite: GEO 260 and MATH 130. (Metz, *spring, offered alternate years*)

GEO 360 Applied Climatology Weather and climate are responsible for causing important variations across physical and biological environments, as well as influencing decisions related to society, business, and infrastructure. Climatology is the study of the modern variations in weather and climate and is often described using applied statistical analyses. Students will develop and strengthen analytical skills through building or enhancing a foundation in statistics; will analyze and interpret weather and climate data; and explore the relationships of climatological data with areas such as agriculture, health, and energy. Prerequisite: GEO 215, GEO 255, or GEO 260. (Laird, *spring, offered alternate years*)

GEO 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, radiative, and precipitation processes in the atmosphere. Additional topics that will be discussed include Polar lows, interactions between the atmosphere, cryosphere, and ocean, and stratospheric ozone. Related to many of these topics, we will analyze current, relevant data sets and collect our own measurements in a local winter environment to compare to observations from Polar Regions. Prerequisite: GEO 215, GEO 255, or GEO 260. (Laird, *spring, offered alternate years*)

GEO 365 Environmental Meteorology The atmospheric boundary layer can be viewed as the most important layer of the atmosphere since it directly impacts humans, animals, plants and the Earth's surface. Additionally, it is within this portion of the atmosphere where pollutants are typically introduced to the air and directly influence air quality through their transport and dispersion. In this course, we will examine the relationships and controls on the transfer of properties (mass, energy, and moisture) between the Earth's surface and the overlying atmosphere, and within the atmospheric boundary layer itself. We will examine the sources, sinks, and transport of atmospheric pollutants under a variety of atmospheric conditions. To achieve these goals, we will use current, relevant data sets and conduct analyses to examine properties of the atmospheric boundary layer and pollutant transport. Prerequisites: GEO 215, GEO 255 or GEO 260. (Laird, *fall, offered alternative years*)

GEO 370 Structural Geology Structural geology is the study of the deformed rocks that mark areas of present or past crustal movement, chiefly the Earth's mountain belts. Its basic tasks are the recognition, representation, and genetic interpretation of a variety of rock structures. These structures range from microscopically deformed mineral grains to entire mountain belts. Major goals of the course include the visualization of rock geometries and structures from maps and cross sections, and the interpretation of these structures in terms of rock deformation processes. Field observations and mapping of deformed rocks constitute an important part of the course. Laboratory with two extended field trips. Prerequisite: GEO 184. (Staff, *offered occasionally*)

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 detailed 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. Prerequisite: GEO 184 or permission of the instructor. (Arens, *fall alternate years*)

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. Prerequisite: GEO 184. (Kendrick, *spring, offered alternate years*)

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

GEO 450 Independent Study

GEO 456 ½ Credit Independent Study

GEO 495 Honors

German Area Studies

Program Faculty

Eric Klaus, German Area Studies, Chair
Ashwin Manthripragada, German Area Studies and Media & Society
Jodi Dean, Political Science
Derek Linton, History

The demands of the 21st century require future leaders to cultivate an awareness and appreciation of cultural differences and the ability to negotiate those differences in successful and productive ways. To this end, the German Area Studies Program focuses on training learners in functional language abilities and functional cultural abilities. Functional cultural abilities can be described as developing intercultural competence. The skills leading to this competence include the ability to function as informed and capable interlocutors with educated native speakers in the target language; to reflect on the world and themselves through the lens of another language and culture; to comprehend speakers of the target language as members of foreign societies and to grasp themselves as Americans – as members of a specific culture; to learn to relate to other members of their own society who speak another language other than English. Instruction at all levels fosters the following skill sets: functional language abilities, critical language awareness, interpretation and translation, historical and political consciousness, social sensibility and aesthetic perception.

With intercultural competence as its guiding principle, the program offers both a disciplinary and interdisciplinary minor. The minor requirements stress both thorough linguistic and cultural instruction to ensure that students develop the competency and skill sets described above.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

The disciplinary minor in German Area Studies is comprised of six courses originating from the German curriculum. Students wishing to complete a disciplinary minor in German area studies must take two semesters of German language beyond GERM 102 or its equivalent; GERM 301; and three further courses in German literature and culture. One of these culture courses may be a GERE course (German culture taught in English), while the other culture course must be an upper-level German course. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

The interdisciplinary minor in German Area Studies is made up of six courses: three required courses and three electives. The required courses would originate from the German curriculum. Students choosing an interdisciplinary minor in German area studies must take at least two semesters of German language beyond GERM 102: GERM 201 and 202, or their equivalent. Moreover, students are required to take GERM 301, Introduction to German Area Studies I. Beyond these courses, students are expected to take three electives. Two of the three electives must address one of the topic areas (cultural legacies, historical heritages, and intellectual traditions); the third should examine one of the other two topic areas. The electives should be chosen from the cross-listed courses. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

CROSS LISTED COURSES

Cultural Legacies

ARTH 226 Northern Renaissance Art
ARTH 250 20th-Century European Art: Reality Remade
ENG 287 Film Histories I (1895–1935)
ENG 368 Film and Ideology
ENG 376 New Waves
MDSC 224 Age of Propaganda I
MDSC 225 Age of Propaganda II
MUS 203 History of Western Art: Baroque and Classical (1600–1800)

MUS 204 History of Western Art: Romantic and Modern (1800–1950)
REL 401 Literary and Theological Responses to the Holocaust

Historical Heritages

HIST 237 Europe Since the War
HIST 238 The World Wars in Global Perspective
HIST 269 Modern Germany 1764–1996
HIST 272 Nazi Germany
HIST 276 The Age of Dictators
HIST 325 Medicine and Public Health in Modern Europe
POL 243 Europe after Communism
POL 245 Politics of New Europe
REL 270 Modern Jewish History
REL 271 History and Impact of the Holocaust

Intellectual Traditions

HIST 253 Renaissance and Reformation
HIST 256 Technology and Society in Europe
HIST 301 The Enlightenment
PHIL 373 Kant
POL 265 Modern Political Philosophy

COURSES TAUGHT IN GERMAN (GERM)

GERM 101 Beginning German I German instruction endeavors to foster inter-cultural competence by infusing historical knowledge, cultural artifacts, and social structures into the very first lesson. Kontakte, the instructional materials for both German 101 and 102, is a communicative-based text that offers many opportunities for intercultural investigation. Instruction is designed to improve all skill areas of language acquisition through level-appropriate reading, writing, listening, and oral assignments. (Offered annually)

GERM 102 Beginning German II This course is a continuation of GERM 101 and continues to pursue the goals established above. Prerequisite: GERM 101 or the equivalent. (Offered annually)

GERM 201 Intermediate German I Instruction at the 200-level continues along the same lines as that on the 100-level in that functional linguistic and cultural abilities are the goals of the course. The text used in GERM 201 is Stationen and will take students on a tour of key locations in German-speaking Europe to introduce them to the broad cultural offerings of these diverse regions. (Offered annually)

GERM 202 Intermediate German II Fourth-semester German is designed to develop further the skills acquired in previous semesters. Students will continue to work with Stationen in achieving these goals. (Offered annually)

GERM 301 Introduction to German Area Studies I This course represents students' first exposure to the field of German Area Studies. In addition to improving the students' ability to express their thoughts clearly, concisely, and correctly in spoken and written German, the class will introduce students to core issues of the field, i.e. the culture of German-speaking Europe in various forms and expressions. Besides learning about canonical texts and figures, students will also explore film, music, politics, and pop-culture as contributors to the culture of central Europe. In addition, the skills that constitute intercultural competence are also developed and honed via projects, for example the role of geography in the construction of German culture. Prerequisite: GERM 202 or its equivalent, or permission of instructor. (Offered annually)

GERM 302 Introduction to German Area Studies II This class continues the work begun in GERM 301, in that it investigates the seminal issues of German Area Studies. Topics covered will vary from instructor to instructor, but the goal will remain the same: to acquaint students with central questions of the field, yet will do so with more depth and rigor than in GERM 301. Prerequisite: GERM 301 or its equivalent, or permission of instructor. (Offered annually)

GERM 370 Special Topics The topic of these courses will be determined by the instructor. Possible topics include Immigranten literatur, Kafka, Romanticism, and the Image of America in German Culture. Prerequisite: German 301 or permission of instructor. May be repeated for credit. (Offered annually)

GERM 371 Special Topics The topic of these courses will be determined by the instructor. Possible topics include Immigrantenliteratur, Kafka, Romanticism, and the Image of America in German Culture. Prerequisite: German 301 or permission of instructor. May be repeated for credit. (Offered annually)

GERM 495 Honors

COURSES TAUGHT IN ENGLISH (GERE)

GERE 104 German Cinema This course will introduce students to all the major periods of German cinema and the historical contexts that gave rise to them: from silent “Orientals” and expressionist film in the Weimar Era to the propaganda film of Hitler’s Third Reich, from postwar cinema that sought to reconstruct and rewrite national identity to transnational and queer cinema that sought to unhinge essentialism from German identity, and from the work of the great auteurs of New German Cinema and Turkish-German Cinema. By drawing out the complex relationship between politics and film, we will learn to appreciate and interrogate the role that film has played in shaping and being shaped by German history, society, and culture.

GERE 201 Berlin: Sin City, Divided City There are few cities so scarred by a traumatic history and so often reborn as Berlin. From its days as Europe’s notorious hot spot for sex and vice during the 1920’s to its division into Socialist and a Capitalist sector after W.W.II, to its reemergence as the multicultural capital of unified Germany, Berlin has been constantly reinvented. This course will investigate Berlin’s cultural history from the 1920’s to the present by investigating some of the following questions: What role does the concept of guilt play for Germany’s definition as a nation? How did the Wall shape Berlin’s and Germany’s history, culture, and human interactions? What impact did the fall of the Wall 1989 have on East and West Germany, as well as the city’s development? What does it mean when people talk today about the Wall in one’s head or the New Berlin Wall? What is Ostalgia? How do German minorities (Turkish, Russian, Jewish) experience Berlin’s multiculturalism?

GERE 203 Narratives of Displacement The 20th century has been described as the age of refugees. Now, in the 21st century, displacement remains as pressing a concern as ever. This course examines how the fates of refugees are represented in German language media (literature and film as well as popular media) of the 20th and 21st centuries. We will explore how authors render into language the experiences of treacherous, transnational escape routes, refugee camps in no-man’s lands, and the precarious legal status in host countries. In these narratives, Germany appears once as the murderous homeland before and during WWII and then, in more recent times, as the hoped-for refuge from persecution, war, and environmental catastrophes. Along the way, we will pay special attention to the ways in which narratives of displacement re-inscribe the refugee as an individual whose trajectory is not just a matter of profound loss but also an expression of political desires. We will explore the role literary and filmic representations might play in creating a sense of community of people living in various forms of exile. Furthermore, we will examine how race, ethnicity, gender, sexual orientation, and class impact experience of exile.

GERE 206 Madness in Modernity The first decades of the 20th century constituted a period of great uncertainty that was felt across Europe. At this time, artists experimented with novel ways of articulating the uneasiness and angst that they themselves experienced and that they witnessed in their surroundings. The course focuses on the German-speaking countries of Europe and investigates the ways in which the art of that period registers potentially devastating shifts in the social, cultural, and epistemological tenets that define modern life. Students also integrate texts, paintings, and film into their inquiry. (Klaus, spring, offered every three years)

GERE 208 Guilt in German Literature Whether incest, murder, or betrayal, crime and the resulting guilt are recurring themes in the literature of German-speaking Europe. One genre in particular contains a high number of stories chronicling transgression and sin - the novella. The novella enjoys a prominent place in the literature of Central Europe and especially during the 19th century. We will conduct close readings of numerous creepy, eerie, and ghoulish novellas written by German-speaking authors over the past two hundred years. The course will have three main goals: to introduce students to major movements and significant voices of German-speaking Europe; to introduce students to the genre of the novella; and to investigate how guilt and punishment are represented in these texts.

GERE 209 Decoding Fairy Tales Fairy tales are important cultural documents for German-speaking Europe. Over hundreds of years, fairy tales have been very influential, not only in literature but also in the shaping of culture. By learning about fairy tales, both classical and modern, we can recognize their historical and cultural backgrounds, as well as theoretical texts to decode these significant texts.

GERE 211 Surviving (Post)-Communism The year 1989 brought about the fall of Communism and changed Europe forever. However, 1989 did not mean the end of the divide between Western and Eastern Europe. This course investigates the East-West divide from 1989 to the present by focusing on the particularities of two countries: Germany, in which the fall of the Berlin Wall occurred without much violence, and Romania, which experienced the most brutal revolution of 1989. The course builds on concepts of memory, nostalgia for the past, gender, race, ethnic conflict, multiculturalism, and transnationalism. It investigates the prevailing cultural opposition between East and West, and uncovers the slippage between filmic and literary depictions of Eastern and Western Europe in order to create a much-needed dialog between East and West. We will examine representations that essentialize the “East” in Germany, particularly in what used to be the GDR, and we will analyze nuanced (self)-representations of Romania and its people in order to gain an understanding of Eastern Europe’s contribution to contemporary discourses of post-Communism, transnational literature, and transnational cinema.

GERE 212 The Cave of Western Thought This course is designed to question the ways in which (y)our world comes into being using the image of the cave to mine the mysterious depths of mind, soul, and being. Are we shackled in the belly of a mountain, as Plato contends in his “Allegory of the Cave,” until we realize Truth, or is Truth to be found in the dark and deep depths within Plato’s cave? What are the multifarious uses of the cave in literature that reference human experience, sensory and spiritual, and how and why does the cave come to represent such divergent themes of enlightenment, freedom, power, sense perception, love, and language? Taking cues primarily from the German-language literary tradition, we will also learn how philosophy has infused various literary periods and genres, from Medieval Epic to Modern Film.

GERE 213 Border, Nation, Identity With a focus on literature addressing two epochal events of the 20th century—the 1947 Partition of India/Pakistan and the 1990 Reunification of East/West Germany—this course takes a comparative approach to understand the nature of the national border. We will ask a myriad questions that interrogate the efficacy of national borders as markers of human identity. What is a national border and how is it drawn, how is it erased? What role do politics, religion, and language play in establishing a community within a border? What mythologies bring people together as a nation? In which ways is a national border divisive? We will study these two moments in history primarily from the vantage point of fictional literature, including novels, short stories, poetry and film. We will supplement our exploration of fictional texts with the study of treatises, essays, correspondence, speeches, and documentary photography and film. By reading fiction alongside non-fiction, we will be able to examine how a national border is simultaneously a thing of the imagination and of grave physicality.

Health Professions

Coordinators

Justin Miller, Chemistry and Health Professions Committee Chair

Scott MacPhail, Health Professions Counselor

Advisers (Health Professions Steering Committee)

Jamie Bodenlos, Psychology

Gregory Frost-Arnold, Philosophy

Jessica Hayes-Conroy, Women's Studies

Derek Linton, History

Judith McKinney, Economics

Renee Monson, Anthropology and Sociology

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

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

Health Professions Club

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

Internship Program

An opportunity to observe the delivery of healthcare and volunteer in the healthcare field is provided each semester for interested sophomores, juniors and seniors. HWS has partnered with Finger Lakes Health and a number of other local providers. Interns commit to 50 hours of shadowing/volunteer time during the semester. The Health Professions Advising Office can also arrange short-term job shadowing and off-campus experiences.

Early Assurance Medical Programs

SUNY Upstate Medical University allows qualified students to apply and be accepted to medical school at the end of the sophomore year.

Early Assurance Nursing Program

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

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

THE PROGRAM

Majors and Minors

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

Prerequisite courses

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

Standardized Exams

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

THE HEALTH PROFESSIONS MINOR

This is an interdisciplinary minor for students preparing for professional or graduate training in a health care specialty. The minor is particularly suited for students majoring in a natural science (such as Biology, Chemistry, Mathematics, or Physics) who wish to take a suite of interdisciplinary courses that will provide them with perspectives from the social sciences and humanities on health care and related topics. In addition, students can take some courses for the minor that will provide them with useful skills or experiences for practicing medicine in a professional setting.

Faculty members of the Health Professions Minor Steering Committee oversee the minor program, advise students, and approve declaration and audit forms for individual students. The Health Professions Advisory Committee Chair acts as the program coordinator and approves all minor declarations and audits.

The Goals of the Minor

- Enable the participants to study important issues of health care in the United States and abroad.
- Allow the participants to gain auxiliary skills vital to health professionals in the 21st century.
- Allow the participants to improve communication skills and to consider ethical foundations essential for health professionals.

Students minoring in health professions must complete:

- Six total courses/experiences, all of which must be unique to the minor.
- No more than two 100-level courses.
- At least one Foundations Course.
- A concentration of at least three courses. The courses within the concentration of choice must come from at least two different disciplines.
- Students may choose from one of the concentration areas listed below, or
- Students may develop a concentration, collaborating with their minor adviser to define the concentration and select appropriate courses.

Credit/no credit courses cannot be counted toward the minor.

Special attention should be paid to completing some of the formal coursework in both the humanities and social sciences; the minor should be diverse with courses from several different disciplines. Students may also wish to include up to two of the Skills Courses/Experiences listed below.

Foundations Courses – must complete one, no more than two may be used for the minor:

- ANTH 110 Introduction to Cultural Anthropology (offered every semester)
- PHIL 156 Biomedical Ethics (offered 3 out of every 4 semesters)
- PSY 100 Introduction to Psychology (offered every semester)
- SOC 100 Introduction to Sociology (offered every semester)
- WMST 100 Intro to Women's Studies (offered every semester)

Skills Courses/Experiences – optional; no more than two may be used for the minor:

- An HWS-sponsored Clinical Internship (minimum of 50 hours) or EMT certification
- HCP 450 An appropriate Independent Study approved in advance by the steering committee
- SPAN 102, 121, 122, 203, 204 (any of these listed Spanish language courses may be counted on its own; a second Spanish language course can be counted, but must be at the 200-level)**
- WRRH 351 The Science Beat (offered alternate years)

** If your career plans in health care make another language desirable, two courses in a language other than Spanish can be incorporated into the minor with permission of your minor adviser and the program Chair. You should get permission BEFORE you embark on any language other than Spanish.

Concentrations – students must complete at least three courses in one concentration. The courses within the concentration of choice must come from at least two different disciplines (for example, ECON and SOC, or ECON and WMST, but not solely ECON).

A. Health Care Policy

AFS 200 Ghettoscapes (offered alternate years)
AFS 208 Growing Up Black (offered alternate years)
BIDS 214 The Politics of Reproduction (offered alternate years)
BIDS/SOC 295 Alcohol Use and Abuse (offered occasionally)
ECON 122 Economics of Caring (offered every fall)
ECON 160 Principles of Economics (offered every semester)
ECON 248 Poverty & Welfare (offered alternate years)
EDUC 308 Politics of Care (offered alternate years)
HIST 325 Medicine in Modern Europe (offered in fall semesters alternating with HIST 313)
MDSC 307 Medicine and Society (offered every 2 to 3 years)
PHIL 243 Philosophy of Sex and Love (offered occasionally)
PHIL 315 Social Justice (offered at least in alternate years)
SOC 221 Race and Ethnic Relations (offered annually)
SOC 223 Inequalities
SOC 224 Social Deviance (offered annually)
SOC 225 Sociology of Family (offered alternate years)
SOC 226 Sociology of Sex and Gender (offered alternate years)
SOC 241 Sociology of Sport (offered occasionally)
SOC 248 Medical Sociology (offered occasionally)
WMST 204 Politics of Health (offered at least in alternate years, alternating with WMST 362)
WMST 220 The Body Politic (offered occasionally)
WMST 305 Food, Feminism and Health (offered most fall semesters)
WMST 362 Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

B. Mind & Body

ANTH 205 Race, Class, Ethnicity (offered alternate years)
ANTH 220 Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH 341/441 Making Babies (offered alternate years)
BIDS/SOC 295 Alcohol Use and Abuse (offered occasionally)
DAN 225 Anatomy and Kinesiology (offered alternate years)
DAN 305 Somatics (offered alternate years)
HIST 209 History of Medieval Women (offered occasionally)
HIST 313 Darwin and the Darwinian Revolution (offered in fall semesters alternating with HIST 325)
HIST 321 The Evolution of Human Emotion (not offered again until further notice)
HIST 325 Medicine in Modern Europe (offered in fall semesters alternating with HIST 313)
HIST 351 Freud and the Problem of Authority (offered alternate years)
HIST 371 Life-Cycles in History (not offered again until further notice)
MDSC 307 Medicine and Society (offered every 2 to 3 years)
PHIL 208 The Scientific Revolution (offered occasionally)
PHIL 238 Philosophy of Natural Science (offered alternate years)
PHIL 243 Philosophy of Sex and Love (offered occasionally)
PSY 203 Introduction to Child Psychology & Human Development (EDUC 202 Human Growth & Development may be substituted for PSY 203) (offered annually)
PSY 205 Adolescent Psychology (offered annually)
PSY 221 Introduction to Psychopathology (offered annually)
PSY 245 Cross-Cultural Psychology (offered annually)
PSY 275 Human Sexuality (offered occasionally)
REL 213 Death & Dying (offered annually)
REL 260 Religion and Philosophy from a Global Perspective (offered alternate years)
WMST 220 The Body Politic (offered occasionally)
WMST 247 Psychologies of Women (offered occasionally)
WMST 362 Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

C. Health and Social Justice

*Required Foundations course: PHIL 156 Biomedical Ethics (offered 3 out of every 4 semesters)
ANTH 205 Race, Class, Ethnicity (offered alternate years)
ANTH 220 Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH 341/441 Making Babies (offered alternate years)
BIDS 214 The Politics of Reproduction (offered alternate years)
EDUC 308 Politics of Care (offered alternate years)
ENG 114 Sickness, Health, and Disability (offered alternate years)
HIST 321 The Evolution of Human Emotion (not offered again until further notice)
HIST 371 Life-Cycles in History (not offered again until further notice)
MDSC 307 Medicine and Society (offered every 2 to 3 years)
PHIL 157 Multicultural Ethics (offered alternate years)
PHIL 234 What Should I Do? Possible Answers (offered occasionally)
PHIL 235 Morality & Self-Interest (offered at least in alternate years)
PHIL 315 Social Justice (offered at least in alternate years)
REL 213 Death & Dying (offered annually)
REL 260 Religion and Philosophy from a Global Perspective (offered alternate years)
SOC 248 Medical Sociology (offered occasionally)
WMST 204 Politics of Health (offered at least in alternate years, alternating with WMST 362)
WMST 220 The Body Politic (offered occasionally)
WMST 305 Food, Feminism and Health (offered most fall semesters)
WMST 362 Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

D. Social Determinants of Health and Behavior

AFS 200 Ghettoscapes (offered alternate years)
AFS 208 Growing Up Black (offered alternate years)
ANTH 205 Race, Class, Ethnicity (offered alternate years)
ANTH 220 Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH 260 Medical Anthropology (offered alternate years)
ANTH 341/441 Making Babies (offered alternate years)
BIDS/SOC 295 Alcohol Use and Abuse (offered occasionally)
ECON 122 Economics of Caring (offered every fall)
ECON 160 Principles of Economics (offered every semester)
ECON 248 Poverty & Welfare (offered alternate years)
EDUC 308 Politics of Care (offered alternate years)
ENG 114 Sickness, Health, and Disability (offered alternate years)
HIST 151 Food Systems in History (not offered again until further notice)
HIST 313 Darwin and the Darwinian Revolution (offered in fall semesters alternating with HIST 325)
HIST 321 The Evolution of Human Emotion (not offered again until further notice)
HIST 325 Medicine in Modern Europe (offered in fall semesters alternating with HIST 313)
HIST 351 Freud and the Problem of Authority (offered alternate years)
HIST 371 Life-Cycles in History (not offered again until further notice)
MDSC 307 Medicine and Society (offered every 2 to 3 years)
PHIL 208 The Scientific Revolution (offered occasionally)
PHIL 243 Philosophy of Sex and Love (offered occasionally)
PSY 245 Cross-Cultural Psychology (offered annually)
PSY 275 Human Sexuality (offered occasionally)
REL 213 Death & Dying (offered annually)
REL 260 Religion and Philosophy from a Global Perspective (offered alternate years)
SOC 221 Race and Ethnic Relations (offered annually)
SOC 223 Inequalities
SOC 224 Social Deviance (offered annually)
SOC 225 Sociology of Family (offered alternate years)
SOC 226 Sociology of Sex and Gender (offered alternate years)
SOC 230 Sociology of Everyday Life (offered occasionally)
SOC 238 Immigrant America (offered annually)
SOC 241 Sociology of Sport (offered occasionally)

SOC 248 Medical Sociology (offered occasionally)
SOC 263 Juvenile Delinquency (offered annually)
WMST 204 Politics of Health (offered at least in alternate years, alternating with WMST 362)
WMST 220 The Body Politic (offered occasionally)
WMST 247 Psychology of Women (offered occasionally)
WMST 305 Food, Feminism and Health (offered most fall semesters)
WMST 362 Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

E. Health Humanities

DAN 225 Anatomy and Kinesiology (alternate years)
DAN 305 Somatics (offered alternate years)
ENG 114 Sickness, Health, and Disability (offered alternate years)
HIST 151 Food Systems in History (not offered again until further notice)
HIST 209 History of Medieval Women (offered occasionally)
HIST 313 Darwin and the Darwinian Revolution (offered in fall semesters alternating with HIST 325)
HIST 321 The Evolution of Human Emotion (not offered again until further notice)
HIST 325 Medicine in Modern Europe (offered in fall semesters alternating with HIST 313)
HIST 351 Freud and the Problem of Authority (offered alternate years)
HIST 371 Life-Cycles in History (not offered again until further notice)
MDSC 307 Medicine and Society (offered every 2 to 3 years)
PHIL 157 Multicultural Ethics (offered alternate years)
PHIL 208 The Scientific Revolution (offered occasionally)
PHIL 234 What Should I Do? Possible Answers (offered occasionally)
PHIL 235 Morality & Self-Interest (offered at least in alternate years)
PHIL 238 Philosophy of Natural Science (offered alternate years)
PHIL 243 Philosophy of Sex and Love (offered occasionally)
PHIL 315 Social Justice (offered at least in alternate years)
REL 213 Death & Dying (offered annually)
REL 260 Religion and Philosophy from a Global Perspective (offered alternate years)
WMST 247 Psychology of Women (offered occasionally)

F. Global Health

ANTH 205 Race, Class, Ethnicity (offered alternate years)
ANTH 220 Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH 260 Medical Anthropology (offered alternate years)
ANTH 341/441 Making Babies (offered alternate years)
ECON 248 Poverty & Welfare (offered alternate years)
HIST 151 Food Systems in History (not offered again until further notice)
HIST 313 Darwin and the Darwinian Revolution (offered in fall semesters alternating with HIST 325)
HIST 321 The Evolution of Human Emotion (not offered again until further notice)
HIST 325 Medicine in Modern Europe (offered in fall semesters alternating with HIST 313)
HIST 371 Life-Cycles in History (not offered again until further notice)
REL 213 Death & Dying (offered annually)
REL 260 Religion and Philosophy from a Global Perspective (offered alternate years)
SOC 248 Medical Sociology (offered occasionally)

G. Difference and Health Inequalities

AFS 200 Ghettoscapes (offered alternate years)
AFS 208 Growing Up Black (offered alternate years)
ANTH 205 Race, Class, Ethnicity (offered alternate years)
ANTH 220 Sex Roles: A Cross Cultural Perspective (offered annually)
ANTH 260 Medical Anthropology (offered alternate years)
ANTH 341/441 Making Babies (offered alternate years)
BIDS 214 The Politics of Reproduction (offered alternate years)
ECON 122 Economics of Caring (offered every fall)
ECON 248 Poverty & Welfare (offered alternate years)
ENG 114 Sickness, Health, and Disability (offered alternate years)

HIST 209 History of Medieval Women (offered occasionally)
PSY 245 Cross-Cultural Psychology (offered annually)
SOC 221 Race and Ethnic Relations (offered annually)
SOC 223 Inequalities
SOC 224 Social Deviance (offered annually)
SOC 225 Sociology of Family (offered alternate years)
SOC 226 Sociology of Sex and Gender (offered alternate years)
SOC 230 Sociology of Everyday Life (offered occasionally)
SOC 238 Immigrant America (offered annually)
SOC 248 Medical Sociology (offered occasionally)
SOC 263 Juvenile Delinquency (offered annually)
WMST 204 Politics of Health (offered at least in alternate years, alternating with WMST 362)
WMST 220 The Body Politic (offered occasionally)
WMST 247 Psychology of Women (offered occasionally)
WMST 305 Food, Feminism and Health (offered most fall semesters)
WMST 362 Topics in Feminist Health (offered at least in alternate years, alternating with WMST 204)

Selected courses from study abroad programs may also be included in the minor with prior approval by the steering committee. The programs in Galway, Ireland and Copenhagen, Denmark are especially recommended.

History

Department Faculty

Colby Ristow, Associate Professor
Mathew Crow, Associate Professor
Laura Free, Associate Professor, Chair (2018-20)
Janette Gayle, Assistant Professor
Clifton Hood, Professor
Mathew Kadane, Professor
Derek Linton, Professor
Sarah Whitten, Visiting Assistant Professor
Lisa Yoshikawa, Associate Professor
Virgil Slade, Assistant Professor

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

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

The History Department offers a disciplinary major and minor. All history majors select an area of concentration by their junior year (see below). The area of concentration may be *geographic* (African and Middle Eastern, North American, Latin American, Asian, and European [including Russian]); *thematic* (for example: industrialism, gender, revolutions); or *chronological* (medieval, early modern, modern). To count toward the major or minor, all courses must be passed with a grade of C- or better.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

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

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

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

COURSE CONCENTRATIONS

Introductory Courses

AFS 110 Introduction to African Experience
ASN 101 Trekking Through Asia
EUST 102 European Studies II
HIST 101 Foundations of European Society
HIST 103 Early Modern Europe
HIST 107 Trekking through Asia
HIST 111 Topics in Introduction to American History
HIST 112 Soccer: Around the World with the Beautiful Game
HIST 120 Making of the Samurai
HIST 190 History in East Asia

African and Middle Eastern History

HIST 112 Soccer: Around the World with the Beautiful Game
HIST 203 Gender in Africa
HIST 283 South Africa in Transition
HIST 284 Africa: From Colonialism to Neocolonialist
HIST 353 The Invention of Africa

Asian History

HIST 107 Trekking through Asia
HIST 120 Making of the Samurai
HIST 190 History in East Asia
HIST 202 Japan Since 1868
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 Seminar: Qing and Tokugawa
HIST 392 Seminar: Japanese History-Topics
HIST 394 Seminar: Russia and Central Asia
HIST 396 Seminar: History and the Fate of Socialism: Russia and China
HIST 492 Seminar: Chinese History

European History

HIST 201 Tudor-Stuart Britain
HIST 209 History of Medieval Women
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 256 Technology and Society in Europe
HIST 260 Modernity in 19th Century Russia
HIST 264 Modern European City
HIST 272 Nazi Germany
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 313 Seminar: Darwin and the Darwinian Revolution
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
HIST 395 Seminar: Asia and European Expansion
HIST 396 Seminar: History and the Fate of Socialism: Russia and China
HIST 473 Seminar: Britain in the Age of Industry and Empire

U.S. History

HIST 206 Colonial History
HIST 207 The American Revolution
HIST 208 Women in American History
HIST 214 Labor in America
HIST 215 American Urban History
HIST 227 African American History I: The Early Era
HIST 228 African American History II: The Modern Era
HIST 229 Public History

HIST 233 History of American Thought to 1865
HIST 234 History of American Thought Since 1865
HIST 235 Civil War and Reconstruction
HIST 240 Immigration and Ethnicity in America
HIST 243 US Constitution to 1865
HIST 244 US Constitution Since 1865
HIST 246 American Environmental History
HIST 300 Seminar: Race and Violence in American 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 322 Slavery in Americas
HIST 323 Seminar: Enterprise and Society
HIST 341 Seminar: Beyond Sprawl
HIST 345 Seminar: The Racial Construction of America
HIST 352 Seminar: Wealth, Power and Prestige: The Upper Class in American History
HIST 397 Seminar: Environmental History
HIST 462 Seminar: Civil Rights
HIST 463 Seminar: Topics in American History
HIST 471 Seminar: Civil War in American Memory

Latin American History

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

Advanced Courses

HIST 308 Seminar: The Historian's Craft
HIST 450 Independent Study
HIST 495 Honors
HIST 499 History Internship

Seminars

HIST 300 Seminar: Race and Violence in American History
HIST 304 Seminar: The Early American Republic: 1789-1840
HIST 306 Seminar: Civil War and Reconstruction: 1840-1877
HIST 313 Seminar: Darwin and the Darwinian Revolution
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 323 Seminar: Enterprise and Society
HIST 324 Seminar: Qing and Tokugawa
HIST 325 Seminar: Medicine and Public Health in Modern Europe
HIST 327 Seminar: Human Rights: Cold War and US Intervention in Central America
HIST 330 Seminar: The Mexican Revolution
HIST 334 Seminar: Pre-Modern Mediterranean
HIST 341 Seminar: Beyond Sprawl
HIST 345 Seminar: The Racial Construction of America
HIST 351 Seminar: Freud and the Problem of Authority
HIST 352 Seminar: Wealth, Power and Prestige: The Upper Class in American History
HIST 392 Seminar: Japanese History-Topics
HIST 462 Seminar: Civil Rights

HIST 463 Seminar: Topics in American History
HIST 471 Seminar: Civil War in American Memory
HIST 473 Seminar: Britain in the Age of Industry and Empire

COURSE DESCRIPTIONS

HIST 101 Foundations of European Societies 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. (Whitten, offered annually)

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, offered annually)

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! (Yoshikiawa, fall)

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

Sample Topics:

- **The American West** This class will look at the sweeping history and powerful image of a particular region, the American West, and explore its perpetually shifting boundaries from the pre-Columbian past to current public policy debates about violence, race and immigration, natural resources, and popular culture. Over the course of the class we will look at the history of ideas of the frontier, the myths of the West, Native Americans and the violence of American conquest, representations and realities of men and women in the West, contemporary debates about American citizenship and identity through the prism of Los Angeles, and environmental history and politics. What is the West? What is the frontier? Are there such things at all or are the very categories we are thinking with merely products of a pervading illusion at the very heart of our historical self-understanding? From "westward the course of the empire" to "the Dude abides," our assumption will need to be that in the West, the job of the historian gets messy, because like the boundaries of the West itself, the lines we like to draw between myth and reality become very, very hard to define. (Crow)
- **Big Questions in U.S. History** This class will serve as an introduction to the college level study of United States history through readings of some important new and classic works on the topic. We will move chronologically through the trajectory of U.S. history from colonial beginnings to the present, and we will move thematically through different approaches to trying to understand that history. Our goal will be to assess the utility of different methodological approaches (social, economic, intellectual, cultural, psychological, political history) as well as different emphases or fields (race, class, gender, sexuality, elites and institutions, global influences, public policy and philosophy, etc.). Some of our major questions will include: what is the legacy of the Puritan social and religious

experience for subsequent history; what are the origins of the American Revolution and the U.S. Constitution; can U.S. history be described as a story of the progress of liberty, and if so, liberty for what; was the Civil War inevitable; what is the relationship between economic change, global power, and the growth of the power and reach of the state; is there such a thing as an American identity; and finally, what, if anything, can we identify as the motor of historical change? (Crow)

- **The History of Stuff** What do people want and what have they done to get it? This class explores the impact that the desire for and pursuit of “stuff” has had on the development of the modern world. In this course we will examine the history of various critical material objects and commodities, the history of how those commodities were transported and sold, and the history of how these commodities, or “stuff,” became corporate, ubiquitous, and essential to American life. The class will be divided into three units. The first will focus on the history of various colonial products like cod, sugar, and tobacco. This unit will examine how the desire for certain goods drove the expansion and unique development of the New World. The second unit will explore the history of the transportation of products within the United States as America shifted from a predominantly pre-modern agricultural society, where people made most of the things that they used, to a modern, industrial (and post-industrial) one where people buy all of the things they need. It will ask how it is that the need to move products drove American development and industrialization. In the last unit we will look at the history and future of American ideas about consumption. Broadly, this class will ask what the things that humans grow, make, desire, acquire, change, produce, sell, and throw away can tell us about people’s values. We will also consider how those goods and values have prompted people to explore their globe, establish empires, enslave their fellow humans, stretch their imaginations and resources, and ultimately transform their world. (Free)
- **Contentious America** This course is designed to explore the various tensions in American history that helped to shape the direction of the nation. Rather than looking solely at the progressions made over the course of American history, this course will focus on many of the debates and conflicts that rest at the center of the American experience. Subjects to be explored include American slavery and race, the “place” of Native American in American history, Women’s suffrage, nativism and immigration, and unionization and labor. The course will include some lecture for the purposes of context, but the bulk of the class will be devoted to an engagement with primary materials and debates from the various eras. (Harris)

The History of New York City This course examines the history of New York City from its founding by the Dutch in the early 17th century to the present. We will investigate the city’s beginnings as a minor trading post and provincial capital that sat on the edge of the Atlantic world; the emergence in the late 17th and 18th centuries of a distinctive urban culture that prized acquisitiveness and featured multi-layered social divisions; the city’s emergence in the first half of the 19th century as the dominant metropolis in North America; the development of the corporate headquarters complex; dynamic relationships between urban popular culture and high culture and between tall buildings and suburbanization; the shift from a commercial and manufacturing economy to one based on finance and services; the rise of the post-industrial society. Special attention will be paid to analyzing the construction of economic and social arrangements and to seeing New York City in its national and international contexts. (Hood)

HIST 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.

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. (Yoshikawa, offered alternate years)

HIST 201 Tudor-Stuart Britain This course examines the most turbulent period in the history of the British Isles (1485-1714) at the end of which a new nation, “Great Britain,” emerged as the world’s first global superpower. Vivid primary

sources and contentious historiography will take us through the Tudor reformations, the Stuart revolutions, the rise and rationalization of Protestantism, social polarization, and the economic and cultural shifts that set the stage for Britain's industrialization and empire. (Kadane, offered annually)

HIST 202 Japan Since 1868 This course surveys the formation and development of Japanese state and society, from the proclamation of the Meiji state to the present. It deals with Japan's domestic continuities and changes in their regional and global context, and pays particular attention to its pre-1945 imperialism and colonialism in Asia. The course also examines Japan's postwar development and postcolonial relationship with its neighboring nations that were formerly under its imperialist aggression. (Yoshikawa, offered alternate years)

HIST 203 Gender in Africa From the mid-nineteenth century to the present, African conceptions of gender and sexuality have undergone dramatic change as a result of encounters with European colonialism, the spread of major world religions, the growth of market economies, large-scale urbanization, and the spread of new diseases such as HIV/AIDS. African feminist movements have emerged as a political force, and have challenged Western conceptions of feminism on the international stage. This class will examine the causes of these developments, as well as their consequences for African economic, social and political history and their likely implications for the future.

HIST 205 Modern Mexican History This course examines the construction of Mexican national culture through the formation of the modern Mexican state, from 1810 to the present. Mexico emerged as a nation-state as part of a larger, transnational process of democratic-nationalist revolutions, steeped in the languages and ideologies of nationalism, liberalism, and democracy. In applying these new models of society, however, elite state-builders continued to bar large sectors of the population from access to social citizenship based on ethnic, class, and gender exclusionary criteria. This contradiction has continued to haunt Mexico throughout history. This course is a historical examination of how social citizenship and "Mexicanness" have been understood and disputed across racial, class, gender, and regional lines, beginning with the nation's foundational contradiction. (Ristow, offered annually)

HIST 206 Colonial America This course examines the transplantation of Europeans to the colonies, and the development of ideas and institutions in the New World. It takes a close look at local communities in the colonies, and the interplay of religion, politics, economics, and family life. It also deals with the factors that led to the Revolution. (Offered occasionally)

HIST 207 American Revolution This course explores the origins and major events of the American Revolution, from the French and Indian War through the ratification of the Constitution. Special attention is given to the development of Revolutionary ideology, the social and economic changes of the Revolutionary period, the role women and African Americans played in the struggle, and competing interpretations of the Revolution by scholars. (Offered occasionally)

HIST 208 Women in American History This class surveys four centuries of American women's experiences, focusing on how women's status was determined, maintained, and contested. It examines themes of patriarchy, power, autonomy, dependence, and agency, and considers how issues of class, race, and sexuality have shaped women's interactions with each other and with men. It also explores the changing social rules that define gender roles, and investigates the way that women and men have dealt with those rules and expectations over time. (Free, offered alternate years)

HIST 209 History of Medieval Women This class challenges this assumption by introducing the major historical questions, people, trends, and texts relating to women in the Middle Ages. Beginning with the end of the Roman world and ending in 1500 CE, this course will focus on four topics relating to women: marriage, work, the body, and religiosity. For each section, the class will explore how these categories change over time in the medieval period within Europe. Also in each section, an entire class period will be devoted to the life of a medieval woman whose life and writings reflected the questions of that period. (Whitten, offered alternate years)

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 annually)

HIST 220 Early Medieval Europe This is an essential course on the Middle Ages that will be taught in Maureen Flynn's absence by Sarah Whitten. Early medieval Europe and the Mediterranean shared an inheritance from the Roman world of Roman institutions, Christianity, and barbarian identities. The civilizations that developed in the West including the Merovingians, Lombards, Carolingians, Byzantines, and early Islamic dynasties were profoundly shaped by all these components in varied ways. Beginning with the later Roman Empire, the course is organized around political shifts but also covers developments in religious, legal, economic, social, and cultural history. Major themes of the class include the changing nature of religious authority, political fragmentation, and legal transformation. (Whitten, offered annually)

HIST 226 Latin America: Colonial Period This course is a survey of the forces and events that shaped Spanish America, from pre-contact societies in the Americas and Europe, to the American independence movements of the nineteenth-century. Chronologically, this course will focus on five periods: pre-Columbian societies in the Americas and Europe; the violent conquest of the "New World" by Spanish conquistadores; the immediate aftermath of conquest and the consolidation of Spanish authority (c. 1530-1600); the establishment of stability and Spanish colonial rule (c. 1600-1800); and the fall of the Spanish Empire (c. 1730s-1810). The two key geographical areas of examination will be Central Mexico, and the Central Andes. Conceptually, this course will focus on the interrelated concepts of conquest and colonialism, paying close attention to the delicate balance of coercion and persuasion in the construction of the Spanish colonial regime. (Ristow, offered annually)

HIST 227 African American History I This course traces the history of Africans and their descendants in America from the 17th century through the Civil War. Topics include the slave trade from Africa to the English colonies in North America; establishment of the slave system and slave laws in the 17th century; the evolution of slavery and slave culture in the 18th century; transformations in African American life during the Revolutionary age; the experience of free blacks in the North and South; black society in the Old South; black abolitionism; the Civil War; and Emancipation. (Gayle, offered annually)

HIST 228 African American History II This course examines the varied experiences of African Americans from Reconstruction to the present, focusing on class and gender differences within African American society as well as on the fight for social and political equality in America. Major topics include Reconstruction in the South; African American intellectuals; the Great Migration; the Civil Rights movement; black power; and contemporary problems. (Gayle, offered annually)

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

HIST 231 Modern Latin America This course will trace out the historical construction of national and regional identities in Latin America through an examination of paradigms of modernity and marginality. It will focus on: the continuities and ruptures from Spanish colonialism to nation-state rule; the imposition of stability in Latin America, and the ideological foundations of the dominant, transnational paradigm of progress; identity politics and the rejection of European paradigms of progress; the coming and process of the global paradigm of Cold War, and its new models of anxiety, hope, and marginality in Latin America; the survival and even prosperity of Latin America's indigenous populations in the era of neoliberalism. In so doing, we will examine the possibilities for the most marginal of populations to represent themselves, and the limitations of such self-representation. (Ristow, offered annually)

HIST 233 History America Thought to 1865 This course traces the development of major ideas in a broad array of fields, including politics, religion, psychology, and history, through the Civil War era. While it focuses chiefly on formal thought, it also pays attention to trends in popular culture and to the social context. It relies heavily on primary source readings, a number of which are literary in character. Some questions examined involve the relationship between intellectual and social change, the distinctiveness of American thought, and the role of an intellectual elite in a democratic society. (Crow)

HIST 234 History of American Thought From 1865 This course covers the history of American thought and culture from the late Victorian period to the present, examining forces that led Americans to rebel against the Victorian world view and which were responsible for the rise of Modernism. Social and political thought are emphasized, but the rise of

the social sciences, new philosophical movements, theology and aesthetics, American identity, the emergence of the university as a major cultural institution, and the role of the intellectual in modern America are also discussed. There is no prerequisite, but HIST 233 is not required but recommended and HIST 336 is recommended. (Crow)

HIST 235 Civil War & Reconstruction In America's mid-nineteenth century, rising tensions over slavery's expansion, diverging ideas about federalism, and polarizing sectional identities erupted into violence, leading to four years of protracted, brutal war. The outcome was nothing less than revolutionary: the nation's political structures, economic systems, and social hierarchies were transformed. Paying careful attention to Americans' lived experiences, in this course we will seek to understand how and why the Civil War began, what changes it wrought, whether or not its fundamental conflicts were solved by Reconstruction, and finally, why it continues to have such a profound impact on America's vision of itself even today. (Free)

HIST 237 Europe Since the War This course examines the remarkable revival and reconstruction of Europe in the post World War II era, exploring the division of Europe into two blocs, economic recovery, the formation of welfare states, decolonization, and supra national associations: the European Union (EU), NATO, and the Warsaw Pact. Special emphasis is placed on European relations with the U.S. and the former U.S.S.R. Students explore consequences of the end of the Cold War, including attempts to construct democracies and market economies in Eastern Europe, political turmoil, and the resurgence of nationalism in Western Europe. (Linton, offered alternate years)

HIST 238 World Wars in Global Perspective The American century; the formation of Communist states; genocides, including the Armenian massacres and the destruction of European Jewry; the ongoing crisis in the Middle East; and the relative decline of Europe and decolonization were all closely linked to the two world wars. This course explores these two cataclysmic wars: their origins, conduct, and consequences. In addition to such traditional approaches as military, political, and diplomatic history, students use literary, artistic, and cinematic representations to view these wars through personal experiences. (Linton, fall)

HIST 240 Immigration & Ethnicity in America What is an American? This course examines this question by analyzing the sources of mass immigration to the United States, the encounters among various immigrant groups and natives, and the changing conceptions of ethnicity. The course covers the period from the 1840s to the present. It starts with the Irish and Germans who emigrated in the early 19th century, then consider the Russian Jews, Italians, and others who began arriving in the 1890s, and then investigates the post-1965 emigration from Asia, the Americas, and India that is remaking the country today. Reference is also made to the internal migrations of African-Americans. (Hood, offered alternate years)

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

HIST 243 US Constitution to 1865 This course examines the development of constitutionalism in what would become the United States from its origins in medieval and early modern English law and institutions to the ratification of the US Constitution, the codification of slavery, the Marshall Court, expansion policy, the American Civil War, and the beginning of Reconstruction. Major themes include the legacy of colonial and imperial governance for subsequent American history, the changing politics of constitutional interpretation, the politics of slavery, law, labor, and economic change, and the shifting grounds of legitimacy for the exercise of power on the national level. (Crow)

HIST 244 US Constitution Since 1865 This course will examine the history of American constitutionalism and constitutional politics from Reconstruction and Jim Crow segregation and the pinnacle of the Gilded Age through to progressivism, legal realism and pragmatism as modes of constitutional interpretation, the New Deal and the Supreme Court, the Civil rights Movement, modern struggles over abortion, affirmative action, the Equal Rights Amendment, and gay rights, originalism and the impact of the rise of modern conservatism, the imperial presidency, and the constitutional implications of the threat of terrorism and the condition of perpetual war. Major themes will include

the status of the Constitution in national political life, the dramatic increase in the size and power of the state, the challenges of pluralism, and the relationship between political conflict, social change, and economic development on the one hand and constitutionalism on the other. (Crow)

HIST 246 American Environmental History In this course, historical place in the natural landscape is described through the methods of “environmental history,” embracing three concerns: ecological relationships between humans and nature, political and economic influences on the environment, and cultural conceptions of the natural world. Drawing on methods from the natural and social sciences, and the humanities, students will survey 500 years of American environmental history, from the ecological conflicts of Indians and settlers to recent debates over endangered species and hazardous wastes. Topics range from urban pollution and suburban sprawl to agricultural practices and wilderness protection. (Hood, offered alternate years)

HIST 250 Medieval Popular Culture What is the relationship between “high” and “low” culture? How do “oral” cultures think, and how have literacy and electronic media transformed human consciousness in more recent times? Close exploration of the material conditions of peasant life, of the psychological workings of folklore, magic, witchcraft, and play in culture help students come to terms with these issues. We assess the historical consequences of oppression within the political structure of the “three estates” and evaluate the efficacy of various techniques of popular resistance. In the end, we assess the value of play in sustaining social cohesion, emotional stability and personal freedom in our historical heritage. (Whitten, offered alternate years)

HIST 253 Renaissance & Reformation This course explores the major intellectual, artistic, political, and religious events making up the “Renaissance” and the “Reformation,” two of the most energetic and creative moments in western history. Students read the works of several principal architects of these movements, along with contemporary historians’ attempts to explain the convergence of individual genius and collective cooperation that took place between 1300 and 1600. The period shattered medieval understanding of the nature of reality, the shape of the cosmos, and the relation between man and god. It was in this period that modern notions of individualism, freedom of conscience and national sovereignty began to shape the modern world. (Whitten, offered alternate years)

HIST 256 Technology & Society The coming of modern machinery has fundamentally altered the nature of work, and has thoroughly transformed communications, warfare, international relations, leisure time, and the arts. This course examines the impact of machinery on social relations and human relations to nature. It explores the promotion and institutionalization of technical innovation in the last two centuries in Europe. Finally, it views the conflicting intellectual and social responses to technological change, ranging from fantasies of technocratic utopias to machine smashing and dark visions of humanity displaced and dominated by mechanized systems. (Linton, fall, offered alternate years)

HIST 264 Modern European City This course examines the emergence and development of new industrial cities, such as Manchester and Bochum, and the transformation of older administrative and cultural centers such as Paris and Vienna. The course emphasizes the ways in which contrasting visions of the city as “source of crime and pathology” or “fount of economic dynamism and democratic sociability” were expressed and embodied in city planning, reform movements, and the arts. In exploring the modern city, students use perspectives derived from European and American social and political thought and employ literary, statistical, and visual source materials. (Linton, offered alternate years)

HIST 272 Nazi Germany Nazi Germany and the Hitler Regime remain epitomes of political evil. This course explores the formation, ideology, and dynamic of the Third Reich, concentrating on politics, economics, social policy, and cultural policies of the regime. Students examine the combination of terror and everyday life, utopian promise, and the extermination of Jews and other minorities that lay at the heart of Hitler’s regime. They also consider the ways in which the regime has been interpreted by historians and political scientists and the way the Nazi regime has been represented since its defeat in 1945. (Linton, offered alternate years)

HIST 276 The Age of Dictators European one-party dictatorships that used state organs to mobilize mass support and unleash unprecedented levels of coercion and terror directed at their own populations still haunt our memory and understanding of the 20th century. This course examines and compares the origins and dynamics of Stalin’s Soviet Union, Mussolini’s Italy, and Hitler’s Germany, and their ways of securing popular support and eliminating opposition. The class critically explores theories and concepts used to classify and categorize these regimes: “totalitarianism,” “fascism,” “bonapartist dictatorships.” (Linton, offered alternate years)

HIST 283 South Africa in Transition. After a long period of colonialist domination, exploitation, racial humiliation, and destructive wars, southern Africa is emerging as a land of renewed hope for peace, stability and prosperity. This transition is explored in this course from the late 19th century to the rise of Nelson Mandela. By placing greater emphasis on South Africa, the course investigates such themes as the rise and demise of apartheid, wars of national liberation, economic development, demographic and environmental concerns, and democratization and the construction of pluralist societies. (Slade, offered alternate years)

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 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.

HIST 286 Plants and Empire After the 15th century, European empires dramatically transformed the geographical distribution of plants with enormous social, economic, cultural and biological consequences. The plantation system was a new form of economic enterprise dedicated to the production of a single cash crop usually brought from elsewhere such as sugar, tobacco, or cotton grown for distant markets. European administrators and merchants developed international trade in stimulants such as coffee and tea, medicinal plants such as cinchona bark (quinine), dye plants such as indigo, narcotics such as opium, food crops such as wheat and garden plants such as tulips and tree peonies. Students trace the globalization of traffic in plants and its consequences from Columbus to contemporary debates over genetically modified crops and bioprospecting. (Linton)

HIST 292 Japan Before 1868 This course explores the Japanese past since the Paleolithic age to the late nineteenth century. It examines the lives of early settlers on the archipelago, the establishment of the Yamato court, and aristocratic and warrior rule, the sixteenth century 'unification of Japan,' and the pacification of the realm under the Tokugawa government. We will explore various aspects of Japanese state and society, such as politics, economy, ideology, as well as their interaction with the environment and cultures around them. (Yoshikawa)

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. (Whitten)

HIST 298 Exploring Modern China This course explores "modern China" and what it means to study it as history. Topics under examination include the fate of the "Chinese" imperial system as foreign elements penetrated the Sino-centric world order and "Chinese" efforts to establish a viable "modern" nation state following the Qing demise. Throughout the semester, we will pay particular attention to the notions of "modern" and "Chinese," and whether these two terms are useful in understanding the historical experiences of the people of what we know as "China" today. (Yoshikawa)

HIST 301 The Enlightenment Many people in the West no longer believe in the divine rights of monarchs or the literal meanings of ancient religious texts, but find meaning in civil society, material life, and science, and uphold the sanctity of human equality, which they experience through relatively unrestrained access to various news media, conversations held in accessible social spaces, and schooling premised on the belief that education and experience shape the human mind. How responsible is the 18th-century movement of rigorous criticism and cultural renewal known as "the Enlightenment"? Students examine its coherence as a movement, its major themes and proponents, its meaning for ordinary people, its varied interpretations, its spread throughout Europe and beyond, and the more sinister cultural institutions and projects that many Enlightenment figures were reluctant to interrogate. (Kadane, offered annually)

HIST 305 Showa Through the Silver Screen Showa (1926-1989), the reign of Hirohito, is most often associated with Japan's plunge into multiple wars, its occupation by a foreign nation, and its economic recovery to become the second largest economy in the world. Less explored is Showa as the heyday of Japanese cinema. While motion pictures were first introduced to Japan in the late 19th century, domestic production only took off in the 1920s to the 1930s. Following the Asia-Pacific Wars, Japanese film gained worldwide popularity in the 1950s and 1960s with directors such

as Kurosawa Akira, Ozu Yasujiro, and Mizoguchi Kenji gaining international recognition. By the end of Showa, Japanese cinema was in decline as other forms of entertainment overshadowed movie-going and a massive recession affected the film industry. This course explores the history of the Showa period using films as artifacts of Japanese perspectives into their state and society and the Japanese role in the Asia-Pacific region and the world. (Yoshikawa)

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

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

HIST 310 Rise of Industrial America The main theme of this course is the multiple meanings for diverse Americans of the triumph of an urban/industrial society in the late 19th and early 20th centuries. The nature of industrial leadership, immigration and urbanization, and analyses of major political and social reform movements are among the topics to be covered. (Hood, offered alternate years)

HIST 311 20th Century America This course is a continuation of HIST 310. World War I and its aftermath, economic and social changes in the 1920s, interaction between politics and urbanization, the Depression, Franklin D. Roosevelt, and the New Deal are among the topics to be covered. (Hood, offered alternate years)

HIST 312 U.S. Since 1939 This course surveys American history from the start of World War II to the presidency of Jimmy Carter (1977-1981), covering foreign and domestic affairs. Subjects include origins of the Cold War, diplomacy in the nuclear age, McCarthyism, the Korean War, the affluent society, the civil rights and black power movements, the Vietnam War and its consequences, youth culture in the 1960s, the women's movement, the Watergate crisis, and the dilemmas of the postwar American economy. Special attention is paid to the state of politics and the problems of studying recent historical events. (Staff)

HIST 313 Darwinian Revolution This course first examines the life and work of Charles Darwin focusing on the genesis of his theory of evolution and then explores the ramifications of the Darwinian revolution both for the natural and human sciences and for broader religious, cultural, and political life. The course investigates what the Darwinian revolution tells about scientific revolutions and about the use and abuse of science in the modern world. The emphasis will be on Darwinian revolution in Europe, but attention will be paid to Darwin's fate in the Americas and Asia. (Linton, offered alternate years)

HIST 317 Women's Rights Movements in U.S. This course examines the creation and development of women's rights movements in the United States in the 19th and 20th centuries, two centuries that witnessed the explosion of movements for women's emancipation. Students explore the social, legal, political and economic conditions of women at different historical moments along with the efforts of women (and men) to change those conditions. Women often differed about what the most important issues facing their sex were. Consequently, this course examines not only the issues that have united women, but also the issues that have divided them. (Free, offered alternate years)

HIST 318 Making of the Individualistic Self Self-consciousness may be one of the few human attributes that has existed outside of history and regardless of culture. But the self itself, the subject and object of self-consciousness, has been understood with enormous variation through time and across the globe. This seminar explores a very influential conception of selfhood: the "individualist self," the self driven by belief in its coherence and its own goals, set in contrast to other selves and other structures, and indebted for its origins to the major shifts that took place in western Europe in the 16th, 17th and 18th centuries. Attention is given to the Protestant Reformation, encounters with new and ancient worlds, and the spread of experimental science, representative government, and capitalism. Students also examine historical sources most intimately connected with this phenomenon: the written forms (diaries, autobiographies, and other self-examination exercises) through which people documented their existence and came to

constitute and reflect a new mode of self-understanding and engagement with the world. (Kadane, offered every three years)

HIST 320 The Asia Pacific Wars This course attempts to survey the multiple memories and histories of the Asia-Pacific Wars among the people of North East Asia and the United States. We will examine changes and continuities in these views in the framework of regional politics and economy since 1945, focusing on such controversial issues as the Nanjing massacre, “comfort women,” Pearl Harbor, war and racism, Hiroshima and Nagasaki, the Smithsonian Enola Gay exhibit, and history textbooks. In the broadest context, the course explores the history of imperialism and colonialism in Asia-Pacific since the late nineteenth century and the importance of “history” and “memory” in understanding its consequences. We will be reading a variety of secondary materials. (Yoshikawa)

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

HIST 325 Seminar: Medicine in Modern Europe This course examines the “medicalization” of Europe -- the conquest of infectious disease and consequently increasing life spans, the triumph of the medical profession legitimated by scientific credentials, the development and growth of medical institutions including the clinic, hospital, and research institute, and the transformation of health care into a central public policy issue. It also examines medicine in European Empires and in Nazi Germany. It explores the impact of medicalization on European culture and mentality by examining literary and artistic representations of disease and medicine. (Linton, offered alternate years)

HIST 327 Central America and the US This seminar will investigate massive human rights violations, their documentation’s, and the peace process in Central America in the second half of the twentieth century, with a special focus in the role of United States’ intervention. During the Cold War, no region in the world was more integrated into the security strategy and political economy of the United States than Central America, and nowhere did the transformation of U.S. foreign policy from the principle of national self-determination to overt military and economic imperialism ring clearer. At the same time, no region in the world experienced more egregious and violent crimes against human rights than, in particular, Guatemala, El Salvador, and Nicaragua. While these governments actively thwarted and violently suppressed democratic social movements, revolutionary forces, and regimes committed to social justice, the United States used civil conflicts in the region as a pretext for intervention, and actively aided in their escalation. That said, the U.S. government’s support for brutally repressive regimes in Central America also generated a powerful humanitarian response both within the United States and in the international community. Finally, this course will examine how humanitarian instruments and organizations sought to uncover the truth about human rights abuses, negotiate peace, and, less successfully, implement justice in Central America. Prerequisites: At least one course in Latin American studies or cross-listed, or instructor permission. (Ristow, spring, offered alternate years)

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

HIST 334 Sources: 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. (Whitten)

HIST 335 Chivalry and Knighthood Romantic views have long distorted modern interpretations of medieval chivalry and knighthood. Far from the popular conception of the noble knight outfitted in splendid plate armor and plumes rescuing distressed damsels and protecting churches, knights were a violent and warlike group that posed a serious threat to public order and peace in medieval society. Likewise, chivalric ideology’s valorization of violence and promotion of

the ennobling power of warfare was a far cry from the modern (Victorian) conception of a set of rules promoting the morals and behavior proper to a gentleman. This course will examine chivalry and knighthood in their proper medieval context. Topics to be considered will include the knightly art of war, tournaments, knightly violence and the problem of public order, knightly piety, courtly love, and courtliness. Evidence will come from medieval works of imaginative literature (epics, *chanson de geste*, and romance), chronicles, and chivalric treatises, as well as from material culture (sculptures, tomb monuments, images). Finally, we will analyze modern interpretations (in film, mainly) of chivalry and knighthood.

HIST 345 Racial Construction of America The words of the Declaration of Independence assert that “All men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the Pursuit of Happiness.” This high ideal has guided and shaped American ideology, self-perceptions, and national identity from the moment of the nation’s founding until today. This course will explore and critically engage the ideal of American identity as viewed through the lens of race. Through an engagement of primary and secondary sources, we will explore how understandings of race has informed notions of equality, citizenship, rights, as experienced by Native Americans, African Americans, Asians, European Immigrants, Latinos, and Whites.

HIST 348 Black Women Struggle for Rights Black Women in the Struggle for Rights in America: from Phillis Wheatley to Black Lives Matter From the founding of the United States, the concept of rights and citizens bearing those rights were understood to be a central part of American democracy and belonging. And yet, not all people in the nation were accorded rights. For example, the right to vote, serve on juries, and travel were reserved almost exclusively for property-owning white males. Indeed it is not a stretch to say that the next two hundred years of American history can be seen as a struggle to expand both the scope of and access to those rights. Many courses examine the history of rights from the standpoint of white people (men and/or women), black men, or workers. Borrowing from the insights of these perspectives, this course examines the contributions that black women have played in shaping the struggle for rights in the changing political, social, and cultural contexts of the United States from the eighteenth through twenty-first centuries. (Gayle)

HIST 351 Freud & Problem of Authority Dr. Sigmund Freud, the founder of psychoanalysis, was a major figure in 20th century European and American intellectual life. His works on the unconscious, human sexuality, and the neuroses were not only foundational for psychoanalysis, but also had an enormous impact on the arts, literature, films, and social thought. During his lifetime Freud was celebrated and condemned as an intrepid explorer of the human mind and an advocate of sexual liberation. This course will provide a contextualized introduction to Freud’s fundamental concepts and his theories of human sexuality and mental dynamics. Central to the course will be Freud’s analysis and critiques of authority in the family, religion, politics, and even psychoanalysis itself. The course will then explore some of the key reasons for Freud’s seminal influence in post-World War II Western Europe and the U.S. and why the authority of his works has diminished amidst acrimonious controversies since the 1970s. (Linton)

HIST 352 Seminar Wealth, Power & Prestige Exercising power that is entirely disproportionate to their small numbers, elites have shaped American society by making political and economic decisions and by influencing cultural values. This seminar explores the history, social composition, and power of elites in American history by asking questions such as: What groups should be considered elites? Who belongs to elites, who doesn’t, and why? How have the makeup and authority of elites changed in U.S. history? How do elites use power and understand themselves and their roles? How do elites seek to legitimate themselves in a society that prizes democracy and that, since the mid-20th century, has increasingly valued egalitarianism? What is the importance of elites for social inequality, economic growth, and race, ethnicity, and gender? How are changing understandings of rank, class, wealth, and equality reflected in the cultural realm, especially in the “self-help” literature? How is opposition to elites expressed politically and culturally? (Hood, offered alternate years)

HIST 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 392 Seminar: Women in Japan Intended for advanced students of Japanese history and society, the contents of this course change with the interests of the students and the instructor Prerequisite: Previous course in Asian Studies or History, or permission of the instructor. (Yoshikawa)

HIST 450 Independent Study

HIST 456 1/2 Credit Independent Study

HIST 462 Seminar Civil Rights This course will examine the civil rights movement. Rather than focusing only on the most well-known events of the 1950s and 1960s, this course will cover what scholars call the "long civil rights movement," from the rise of the New Negro during World War I to the Rainbow Coalition of the 1980s to the Black Lives Matter Movement of the early twenty-first century.

HIST 471 Seminar: Civil War in American Memory Since the end of the Civil War Americans have sought to better understand the brutal struggle that divided families, neighbors and regions. Through the veterans' parades and public statues of the late 1800s, the films and novels of the early 1900s, the intensely impassioned debates about the Confederate battle flag of the 1990s, and the battle reenactments today, Americans have "remembered" the Civil War in varied ways, thereby assigning meanings to the conflict. This class explores these diverse meanings, interrogates why this particular moment in American history continues to fascinate and enrage Americans, and examines the complicated relationship between American history, memory, and culture. (Free, offered alternate years)

HIST 473 Britain: Industry and Empire This course examines the period of Britain's global supremacy, roughly from the beginning of the eighteenth century to the end of the nineteenth. The particular focus here is on industrialization and the growth of empire. But in order to see how these processes transformed the British Isles, this course will also consider party politics, gender relations, and some of the major themes of cultural history. Prerequisites: HIST 201 or instructor approval. (Kadane)

HIST 495 Honors

Holocaust Studies

Program Faculty

Michael Dobkowski, Religious Studies, Coordinator

Scott Brophy, Philosophy

Derek Linton, History

The Holocaust, 1933-1945, was a human disaster of unprecedented proportions. Mass murder by “lawful” decree reached extraordinary proportions when a faceless and mindless bureaucracy combined with passionate hatred to lay waste European Jewish culture and millions of its practitioners. As a result, concepts of civilization were undermined, cherished ideas such as rationalism and progress as the basis for societal conduct were challenged, and the power of the churches and their teachings were called into question. Intellect and goodwill accounted for little in the Nazi era.

The Holocaust Studies minor provides an opportunity to study the Holocaust and its impact on society. This enterprise must go beyond history and religion, because the Holocaust cannot be understood without knowledge of the dynamics of prejudice, of propaganda, of political and social organization, of social and psychological deviance, or of the history of Judaism and the Jewish people. Holocaust study is by its very nature interdisciplinary.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Two courses from Core Group 1, one course from either Core Group 1 or 2, and three other courses from either of the Core Groups or the electives. At least two of the courses must be from the social sciences and at least two from the humanities; no more than three of the courses may be from any one department.

COURSES

Core Group 1

HIST 237 Europe Since the War

HIST 238 The World Wars in Global Perspective

HIST 272 Nazi Germany

REL 271 History of the Holocaust

REL 401 Literary and Theological Responses to the Holocaust

Core Group 2

ANTH 221 Human Rights of Indigenous Peoples

GERE 201 Berlin: Sin City, Divided City

GERE 208 Guilt in German Literature

GERE 213 Border, Nation, Identity

HIST 276 The Age of Dictators

POL 180 Introduction to International Relations

POL 348 Racism and Other Hatreds

PSY 221 Introduction to Psychopathology

PSY 222 Developmental Psychopathology

REL 270 Modern Jewish History

REL 273 The Foundations of Jewish Thought

REL 276 History of Eastern European Jewry, 1648-1945

REL 278 Jewish Life and Thought in Modern Times

SJSP 100 Foundations of Social Justice

SOC 220 Social Psychology

SOC 221 Race and Ethnic Relations

Social Sciences Electives

ANTH 205 Race, Class, Ethnicity

ANTH 211 Power, Protest, and Politics

ANTH 222 Native American Religions

BIDS 245 Men and Masculinities

POL 140 Introduction to Comparative World Politics

POL 215 Racial and Ethnic Politics

POL 243 Eastern Europe in Transition

POL 283 Terrorism
POL 348 Racism and Hatreds
SOC 224 Social Deviance
SOC 258 Social Problems

Humanities Electives

EDUC 202 Human Growth and Development
ENG 111 Experience of War and Literature
ENG 263 Jewish American Fiction
ENG 282 Film Histories II
ENG 283 Film Histories III
ENG 346 20th-Century Central European Fiction
HIST 283 South Africa in Transition
HIST 284 Africa: From Colonialism to Neocolonialism
HIST 300 Race and Violence in American History
PHIL 151 Philosophy and Contemporary Issues: Crime and Punishment
PHIL 155 Philosophy and Contemporary Issues: The Morality of War
PHIL 157 Ethical Inquiry: A Multicultural Approach
PHIL 159 Philosophy and Contemporary Issues: Global Justice
PHIL 170 Philosophy of Human Nature
PHIL 234 Theories of Morality: Understanding Right and Wrong
PHIL 235 Morality and Self Interest in 20th-Century Culture
PHIL 236 Philosophy of Law
REL 108 Religion and Alienation in 20th-Century Culture
RUSE 203 Russian Prison Literature

Individual Major

The Individual Majors program provides students the opportunity to design an individually tailored major when the focus of study lies outside an established department or program-based major, and/or combines multiple disciplines. To create an Individual Majors proposal, the student works closely with a faculty adviser and designs a specific curriculum of study (including a capstone course or experience), articulating the focus and goals of the major. The student's proposal and adviser's recommendation is submitted to the Individual Majors Committee, which reviews the proposal. Once an Individual Major is approved, any subsequent changes to the student's curriculum or major must be approved by the Individual Majors Committee and the student's adviser. While most Individual Majors earn a B.A., it is possible to create an Individual Major with a B.S.; this requires a minimum of 16 courses, all from within the natural sciences division.

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

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

International Relations

Program Faculty

Stacey Philbrick Yadav, Political Science, Coordinator
Christopher Annear, Anthropology
Kevin Dunn, Political Science
Jack Harris, Sociology
Alla Ivanchikova, English
Matthew Kadane, History
Feisal Khan, Economics
Judith McKinney, Economics
Scott McKinney, Economics
David Ost, Political Science
Colby Ristow, History
Jason Rodriguez, Anthropology
Richard Salter, Religious Studies
Jennifer Tessoroff, Economics
Gul Unal, Economics
Vikash Yadav, Political Science
Lisa Yoshikawa, History

The program in International Relations examines questions of power, order, cooperation, and conflict that emerge as national and international actors relate across state boundaries. Such 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 in particular encourages students to explore how aspects of the international system, such as security and trade regimes, are fluid and ever-changing, how they have emerged over time, and how they are presently being “re-imagined” and re-constructed by an increasingly diverse range of actors.

For its core curriculum, the International Relations program rests on the extensive body of theory and literature already developed within international relations as an established subfield of political science, and international trade as an established subfield of economics. This core is complemented by an interdisciplinary approach that encourages students to recognize that the collective “imagining” of international affairs is also expressed through a variety of perspectives, including history and anthropology, literature, art, and music. As a result, the program is flexible in its design, and adaptable to students’ interests regarding relevant themes, world regions, and disciplinary perspectives.

Note that when an advanced language course is listed under area studies or one of the concentrations, it can both satisfy the area studies or concentration requirement and count toward language competency.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 11 courses

Six core courses; a methods course; three courses in a thematic track, at least one from the list of keystone courses, with two courses at the 200-level or higher; and a capstone seminar course. IR majors must take at least three courses in one region outside of the United States (these can include courses taken in the thematic track and the capstone seminar course). In addition, IR majors must demonstrate competency in a foreign language equivalent to four semesters of language study. All courses must be passed with a grade of C- or better.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

POL 180 and two of the three core courses selected from POL 140, ECON 160, or ECON 240; two courses in a thematic track, at least one taken from the list of keystone courses; and at least one course in a region outside of the United States (this can include courses taken in the thematic track). All courses must be passed with a grade of C- or better.

CORE COURSES

Students will take each of these six courses. Please note that some courses may require a prerequisite.

ANTH 110 Introduction to Cultural Anthropology or any REL 100- or 200-level course dealing with global religions

ECON 160 Principles of Economics

ECON 240 International Trade

HIST Any 100 or 200 level course

POL 140 Introduction to Comparative Politics

POL 180 Introduction to International Relations

METHODS COURSES

ANTH 273 Research Methods

ECON 202 Statistics

ENG 205 Narrative Methods

POL 361 Quantitative Research Methods

POL 371 Qualitative and Interpretive Research Methods

POL 380 Theories of International Relations

SOC 211 Research Methods

SOC 212 Data Analysis

THEMATIC TRACKS

Students will take three courses in one of the thematic tracks. At least one must be drawn from the keystone courses listed below, while the other two are chosen in consultation with the adviser. The three courses must come from more than one discipline, and at least two of the courses in the thematic track should be at the 200-level or higher. Students also have the option of developing a self-designed theme in close consultation with their adviser and the approval of the program faculty.

Global Security and Diplomacy**Keystone Courses:**

HIST 237 Europe Since the War

HIST 238 The World Wars in Global Perspective

PHIL 155 Morality and War

POL 283 Political Violence

POL 290 American Foreign Policy

Political Economy and Development**Keystone Courses:**

ANTH 212 NGOs and Development

ECON 233 Comparative Economics

ECON 344 Economic Development

POL 248 Politics of Development

POL 254 Globalization

Politics, Culture and Identity**Keystone Courses:**

ANTH 205 Race, Class and Ethnicity

ANTH 280 Environment and Culture

ENG 170 Global English Literature

ENG 246 Globalism and Literature

REL 470 Nationalism

SOC 221 Race and Ethnic Relations

Transnational Issues and Cooperation**Keystone Courses:**

ANTH 279 Diagnosing the World

ANTH 302 Borders and Walls

ECON 311 Economics of Immigration

ENV 120 Human Geography

ENV 200 Environmental Science
PHIL 159 Global Justice
POL 249 Protests, Movements, and Unions
POL 254 Globalization

CAPSTONE COURSE

Any of the approved seminars offered by program faculty (list updated each year based on curriculum offerings) or an Honors project. The Capstone Course must be taken after completion of the methods core course and should reflect the student's thematic and/or regional concentration, whenever possible.

LANGUAGE REQUIREMENT

Competency in a foreign language as demonstrated by four semesters of language study in a single language, or by an equivalent score on a proficiency test arranged in consultation with the program coordinator.

REGIONAL FOCUS

Students are required to take at least three courses in one region outside of the United States. These courses may—but need not—include courses taken in a Thematic Track and as a Capstone Course. Regions in which we offer a number of courses include 1) Africa, 2) Latin America and the Caribbean, 3) Europe, 4) Middle East and North Africa, 5) East Asia, 6) Southeast Asia, 7) South Asia, 8) Russia and Central Asia, and 9) Oceania.

Japanese

Program Faculty

James-Henry Holland II, Asian Studies, Coordinator
Kyoko Ishida Klaus, Tanaka Lecturer (native-speaking drill instructor)

The Japanese Program is very strong, and we are proud of what our students accomplish. Classes meet five days a week, and are team-taught: two days a week you are taught grammar and Japanese culture in English, and three days a week you are taught by a very experienced native-speaking drill instructor. We teach you about the language, and make sure you get plenty of practice actually using Japanese as well. We want our students to be confident and comfortable when they use Japanese.

The Colleges do not offer a major or minor in Japanese, but interdisciplinary majors or minors in Asian Studies can include a large Japanese language component. For such a major, four language credits are required, and up to six credits may be applied. For an Asian Studies minor, two credits are required, and up to four credits are possible. Asian Studies has a wide array of courses that deal with Japan, a much better selection than most other liberal arts colleges. For details, please see the Asian Studies section.

The Japanese Program sponsors the student anime (Japanese animation) club, and students are encouraged to become involved.

For students who take a lot of Japanese, we have a program in Japan for the fall semester of their senior year. This is a language-intensive program, and it dovetails very nicely with the program at HWS.

After graduation, most students either work in Japan, work for a Japanese company in the U.S., or go to graduate school to do more research on Japan. The Japanese Program gives them the tools they need to succeed in these areas.

Please note that the Japanese sequence begins with JPN 101 in the spring semester, followed by JPN 102 the next fall. If you have already studied a lot of Japanese, and believe you should start somewhere other than with JPN 101, please contact Professor Holland as early as possible for a placement interview.

COURSE DESCRIPTIONS

JPN 101 Beginning Japanese I This course provides an introduction to modern spoken Japanese. Open to seniors by permission only. (Holland, spring, offered annually)

JPN 102 Beginning Japanese II This course is a continuation of JPN 101. Prerequisite: JPN 101 or placement by instructor. (Holland, fall, offered annually)

JPN 201 Intermediate Japanese I Prerequisite: JPN 102 or placement by instructor. (Holland, spring, offered annually)

JPN 202 Intermediate Japanese II Prerequisite: JPN 201 or placement by instructor. (Holland, fall, offered annually)

JPN 301 Advanced Japanese I Prerequisite: JPN 202 or placement by instructor. (Holland, spring, offered annually)

JPN 302 Advanced Japanese II Prerequisite: JPN 301 or placement by instructor. (Holland, fall, offered annually)

JPN 450 Independent Study

JPN 456 1/2 Credit Independent Study

Latin American Studies

Program Faculty

May Farnsworth, Spanish and Hispanic Studies, Coordinator
Brien Ashdown, Psychology
Marilyn Jiménez, Africana Studies
Juan Liébana, Spanish and Hispanic Studies
Brenda Maiale, Anthropology
Scott McKinney, Economics
Juan Manuel Portillo, Spanish and Hispanic Studies
Colby Ristow, History
Audrey Roberson, Education
Fernando Rodriguez-Mansilla, Spanish and Hispanic Studies
Marcela Romero Rivera, Spanish and Hispanic Studies
Richard Salter, Religious Studies
Caroline Travalia, Spanish and Hispanic Studies

The Latin American Studies program provides students with an understanding of the many facets of Latin America: its art, literature and history, culture, economics, politics, and environment. The program encourages its majors and minors to develop a theoretical framework for interpreting these facets and to build the skills in language and research methods that will enable them to work effectively in the area. The Latin American Studies program offers an interdisciplinary major and minor. Cross-listed courses, and many courses taken abroad through the programs in Ecuador/Peru, Brazil, Argentina, and elsewhere count for the major and minor. All courses must be passed with a grade of C- or better.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 10 courses

LTAM 210 Latin American Perspectives; at least one Spanish or Brazilian Portuguese language course at the fourth semester level or higher; at least three courses in a primary concentration of a) humanities, b) social sciences, history and psychology, or c) environmental studies, and at least three courses outside the primary concentration; a senior year 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 from the advanced Latin American studies group.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

At least two courses in a primary concentration of a) humanities, b) social sciences, history and psychology, or c) environmental studies; at least two courses outside the primary concentration; and at least one Spanish or Brazilian Portuguese language course at the second semester level or above.

LTAM COURSE

LTAM 210 Latin American Perspectives

CROSSLISTED COURSES

Humanities

BIDS 286 Gender, Nation, Literature
REL 205 Tongues of Fire
REL 238 Liberating Theology
REL 240 What is Christianity
REL 241 Rastaman and Christ
REL 250 Race and Religion
SPAN 304 Body/Border
SPAN 308 Culture and Identity in Spanish America
SPAN 316 *Voces de Mujeres*
SPAN 317 *Arte y Revolución*
SPAN 321 *Cuentos de América Latina*
SPAN 345 Latin American Literary Frontier
SPNE 325 Special Topics: Hispanic Studies

SPNE 330 Latina Writing in the United States
SPNE 345 The Paradoxes of Fiction: Latin American Contemporary Narrative

Advanced Humanities

SPAN 355 Contemporary Theater: Innovations in Hispanic Drama
SPAN 360 Special Topics: Hispanic Studies
SPAN 365 Literature and Music of the Hispanic Caribbean
SPAN 392 Latin American Women's Writings
SPAN 420 Contemporary Latin American Novel
SPAN 490 Cervantes: Don Quixote
SPNE 355 García Márquez: The Major Works

Social Sciences, History and Psychology

ANTH 297 Peoples and Cultures of Latin America
ANTH 326 Patterns and Processes in Ancient Mesoamerica Urbanism
ECON 135 Latin American Economies
HIST 205 Modern Mexican History
HIST 226 Colonial Latin America
HIST 231 Modern Latin America
POL 248 Politics of Development
POL 255 Latin American Politics
PSY 245 Introduction to Cross-Cultural Psychology

Advanced Social Sciences, History and Psychology

ECON 435 Political Economy of Latin America
HIST 327 Central America and the US
PSY 346 Topics in Cross-Cultural Psychology
PSY 347 Research in Cross-Cultural Psychology

Methods (for the major only)

ANTH 273 Ethnographic Research and Methods
ECON 202 Statistics
EDUC 230 Teaching English Language Learners
POL 263 Philosophy of Political Science
PSY 210 Statistics & Design
SOC 211 Research Methods
SOC 212 Data Analysis
SPAN 231 Spanish for the Professions
SPAN 306 Lingüística Española
SPNE 210 Topics in Bilingual Education

COURSE DESCRIPTIONS

LTAM 210 Latin American Perspectives An introduction to Latin America through histories and novels, commentaries, analyses and movies, from the perspective of those within Latin America and those outside of it. The organization of the course is chronological, starting with accomplishments of the indigenous Americans before major European settlement and ending with the crises and issues of the early 21st century. (S. McKinney, fall; C. Ristow, spring)

LTAM 255 Inside the New Cuba This course will trace and explore the evolution of Cuban society from the revolution of 1959 to the present. Drawing upon historical documents, literature, print media, films, and music, the course will examine the impact of the revolution on Cuban society, as well as on the contemporary history of Latin America and the United States. The theory and practice of socialist thought and its effect on the welfare of the Cuban nation will be examined through a variety of lenses, including those of class, race, gender, religion, and sexuality. Issues of equality and human rights will be discussed in the context of socialist and capitalist economies and political systems, particularly those of Cuba and the U.S. Life in Cuba through the dissolution of the Soviet Union and the U.S. embargo will receive special attention in this course. Through intellectual engagement with text and film, and the personal experience of living in Cuba for three weeks, students will be able to achieve a better understanding of the complexity of this exceptional historical moment in Cuba-U.S. relations, as well as re-imagine the place and reality of a new Cuba in the political map of the 21st century.

LTAM 456 1/2 Credit Independent Study

Law and Society

Program Faculty

Steven Lee, Philosophy, Coordinator
Eric Barnes, Philosophy
Scott Brophy, Philosophy
Matthew Crow, History
Laura Free, History
Paul Passavant, Political Science

The law permeates our lives, shaping both our behavior and our sense of right and wrong, often in ways 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.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Three core courses, at least one in each category, and three electives. Of the six courses in the minor, at least two must be from the social sciences, two must be from the humanities, and no more than three may be in any one department. Courses in 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.

CROSSLISTED COURSES

Political Perspective Core Courses

POL 207 Governing Through Crime
POL 264 Legal Theory
POL 296 International Law
POL 332 American Constitutional Law
POL 333 Civil Rights
POL 334 Civil Liberties
POL 335 Law and Society

Philosophical Perspectives Core Courses

PHIL 151 Crime and Punishment
PHIL 156 Biomedical Ethics
PHIL 158 Debating Public Policy
PHIL 236 Philosophy of Law
Phil 256 Health Care Policy

Humanities Electives

HIST 215 American Urban History
HIST 233 History of American Thought to 1865
HIST 234 History of American Thought from 1865 to Present
HIST 243 US Legal and Constitutional History to 1865
HIST 244 US Legal and Constitutional History Since 1865
HIST 300 Race and Violence in American History
HIST 304 Early American Republic, 1789-1840
HIST 306 Civil War and Reconstruction, 1840-1877
HIST 311 20th Century America, 1917-1941
HIST 312 The U.S. Since 1939
PHIL 232 Liberty and Community
PHIL 234 Theories of Morality: Understanding Right and Wrong

Social Sciences Electives

ANTH 247 Urban Anthropology
ECON 198 Business Law
ECON 212 Environmental Economics
ECON 319 Forensic Economics
POL 215 Minority Group Politics
POL 225 American Presidency
POL 229 State and Local Government
POL 236 Urban Politics and Public Policy
POL 375 Feminist Legal Theory
PPOL 328 Environmental Policy
SOC 222 Social Change
SOC 228 Social Conflict
SOC 258 Social Problems
SOC 262 Criminology

Lesbian, Gay, Bisexual and Transgender Studies

Teaching Faculty

Leah Himmelhoch, Classics
Betty Bayer, Women's Studies
Fay Botham, Religious Studies
Biman Basu, English
Anna Creadick, English
Karen Frost-Arnold, Philosophy
Jessica Hayes-Conroy, Women's Studies
Alla Ivanchikova, English
Christopher Lemelin, Russian Area Studies
Juan Liébana, Modern Languages
Ashwin Manthripragada, German Area Studies
Michelle Martin-Baron, Women's Studies
Craig Rimmerman, Public Policy
Melissa Autumn White, LGBT Studies

Affiliated Faculty

Michael Armstrong, Classics
Beth Belanger, American Studies
Lara Blanchard, Art and Architecture
Sigrid Carle, Biology
D. Maurice Charles, Religious Studies
Donna Davenport, Dance
Christine de Denus, Chemistry
May Farnsworth, Spanish & Hispanic Studies
Kendralin Freeman, Sociology
DeWayne Lucas, Political Science
Justin Miller, Chemistry
Colby Ristow, International Relations
Leah Shafer, Media and Society

Students in LGBT Studies explore the cultural and historical construction of sex, sexuality and gender in cross-cultural contexts. The program examines the lives of sexual and gender minorities throughout history, as well as the relation of gender and sexuality to the social body more generally. Among its primary concerns are the study of the embodiment, cultures, political formations, and creative expressions of queer and transgender people. It also fosters critical analysis of the formation of sexual and gender identities, and the role of sexuality and gender across human time and space. LGBT Studies is therefore not only for, by, or about LGBT and queer people, but more fundamentally provides a critical analysis of sex and gender as they function in relation to human history and its cultural diversity.

LGBT Studies draws on methodologies from a range of fields in the humanities and social sciences, including history, anthropology, sociology, public policy, rhetoric, literary studies, religious studies, cultural studies and art history. Our students choose from a variety of introductory and advanced courses that theorize practices and concepts of sex, sexuality and gender within an intersectional framework.

The program offers both a major and a minor. No more than two course equivalents may be counted toward the major. Core courses deal directly and extensively with LGBT and queer issues. Elective courses are not necessarily focused on LGBT and queer issues, yet include the critical study of sexuality and gender as a recurrent theme. Perspectives courses may not deal with LGBT issues directly, but provide important theoretical and/or methodological tools for their analysis. Additional courses may also count toward the major or minor with the approval of faculty adviser and program coordinator(s).

Additional courses may also count toward the major or minor with the approval of faculty adviser and program chair. Students may approach teaching faculty to serve as advisers for their LGBT major and minor designations.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

Two core courses; two perspective courses; five additional courses selected either from the core group or the electives; and a capstone course, which can only be undertaken after completing at least eight courses toward the major. The courses in a major program must include at least one course from each division and at least three courses in one division.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 10 courses

All of the requirements for the disciplinary major, but, included within the 10 courses, there must be work from at least two departments and at least three courses in each of two or more divisions (humanities, social sciences, natural sciences, and fine and performing arts).

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Two core courses; one perspective course; and two additional courses selected from either the core group or the electives.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

All of the requirements for the disciplinary minor, but the five courses of the minor must include courses in at least two departments and at least two courses in each of two divisions (humanities, social sciences, natural sciences, and fine and performing arts).

Core Courses

LGBT 101 Introduction to LGBT Studies
LGBT 202 Histories of Sexuality in the West
LGBT 403 Senior Capstone/Queer Theory

Elective Courses

AMST 310 Sexual Minorities in America
ANTH 220 Sex Roles
CLAS 230 Gender and Sexuality in Antiquity
ENG 310 Power, Desire, Literature
ENG 330 Male Heroism in the Middle Ages
ENG 360 Sexuality and American Literature
LGBT 301 Queer Geographies and Migrations
LGBT 302 Trans*Studies
PHIL 345 Power, Privilege and Knowledge
POL 401 Sex and Race in International Relations
PPOL 101 Democracy and Public Policy
PPOL 219 Sexual Minority Movements and Public Policy
PPOL 364 Social Policy and Community Activism
PSY 275 Human Sexuality
REL 283 Que(e)rying Religious Studies.
RUSE 251/351 Sex, Power, & Creativity in Russian Literature
SOC 223 Inequalities
SOC 226 Sex and Gender
SPNE 404 Lorca and Almodóvar
WMST 213 Transnational Feminisms
WMST 218 Queer Representation in Theater and Film
WMST 219 Black Feminisms
WMST 220 The Body Politic
WMST 300 Feminist Theory
WMST 308 Chicana and Latina Art: Altars, Ofrendas, and Radical Acts

Perspectives Courses

ANTH 110 Intro to Cultural Anthropology
ARTH 221 Early Italian Renaissance Painting
ARTH 230 The Age of Michelangelo
ARTH 303/403 Gender and Painting in China
ARTH 305/405 Women and Men: Gender Construction in Renaissance Italy
ARTH 315/415 Art and the Senses: High Renaissance Art and Architecture in Venice in 15th and 16th Century
ASN 304 Courtesan Culture in China and Japan
EDUC 331 Rethinking Families
ENG 232 Medieval Romance
ENG 331 Iconoclastic Women in the Middle Ages
GERE 104 German Cinema
GERE 209 Decoding Fairy Tales
MDSC 100 Introduction to Media and Society
MDSC 304 Media and Theory
POL 208 Gender and Politics in the Middle East and North Africa
PSY 205 Adolescent Psychology
PSY 227 Introduction to Social Psychology
PSY 344 Topics in Personality
WMST 100 Introduction to Women's Studies
WMST 150 Introduction to Chicana Feminism and Visual Culture
WMST 204 The Politics of Health
WMST 247 The Psychology of Women
WMST 305 Food, Feminism, and Health
WMST 309 Stormy Weather: Ecofeminism

COURSE DESCRIPTIONS

LGBT 101 Introduction to LGBTQ Studies This course introduces students to key concepts, events, and movements in the history of the contemporary LGBT (lesbian, gay, bisexual, transgender) and queer politics in the United States. Topics include: the relationships between gender, sex, and sexuality; the emergence of an identifiable LGB social movement in the United States; queer and trans critiques of LGB politics; and major issues for contemporary queer studies, including, for example, the politics of gay marriage, gay military service, and prison abolition. Drawing on interdisciplinary and intersectional approaches to LGBT and queer social identities, cultures, and political movements, we will explore some of the following questions: What does it mean to “have a sexuality”? How do race, class, gender, dis/ability and citizenship status shape experiences and expressions of sexual identities? How have sexual and gender minorities organized themselves in the United States, and with what impact on the broader culture?

LGBT 202 Histories of Sexuality in the West This course introduces students to a range of theories on sexuality and sexual identities, with a focus on the historical emergence of critical sexuality studies and queer theory in the late 20th century. Beginning with foundational ideas about human sexuality as they were established in sexology and psychoanalysis, the course then moves into feminist and queer analyses of the relationships between sexuality, identity, society, and the operation of power. Along with keystone texts by Sigmund Freud, Michel Foucault, and Judith Butler, we will engage with feminist, postcolonial, and queer revisions of the history of sexuality in the West as a history of domination, subjection, empire building, and colonization.

LGBT 206/306 Sexuality and Space How do the spaces we live in—our houses, neighborhoods, cities, environments, and national territories—impact the way we think about our sexual identities, orientations, and subcultures? This course will examine the relationships between gender, sexuality and space through the fundamental concepts of cultural geography, urban planning, and architecture. We will be thinking about spaces on multiple scales, starting with examining the body as “the geography closest in” (Rich) and “the closet” as a metaphor for those who identify as sexual and gender minorities but do not disclose their identities. We will then move to consideration of dwelling spaces: How do our living spaces reflect cultural assumptions about sexuality, family structures, and kinship? How do urban and rural spaces and their imaginaries reflect and shape cultural assumptions about “normal” bodies? How do nations, nationalism, settler-colonial spaces, and transnationalisms shape ideas about sexuality at the level of population? How do migration and mobility practices across multiple borders affect sexual and gendered subjectivities? What spaces of resistance are queer people cultivating? As we ask these questions, we will necessarily be asking larger ones: How is knowledge and power wrapped up in how we organize and make meaning from different spaces?

LGBT 207/307 Transnational Intimacies This course engages with contemporary queer and feminist debates concerning sex, gender, and sexuality in the context of intricately connected, transnational social worlds. Trans-nationalism is often framed as a relatively 'new' phenomenon in human history, one that has only recently emerged as a result of globalization and the increasing movements of people, animals, goods, and services across national borders since the 1990s. Such large-scale movements are commonly theorized in terms of political economy - that is, as 'flows' and 'circulations' driven by capitalist logic and framed as potential security problems to be governed by nation-state institutions, supranational organizations, and non-governmental organizations alike. Yet, anti-colonial, anti-racist, and feminist queer scholarship reveals that those aspects of life that we typically understand as most 'intimate' or 'private' - our bodies, feelings, and desires - have been/are profoundly shaped through long and entangled transnational histories and geographies of power. Drawing on transnational and decolonizing queer epistemologies, this course invites students to analyze the affective dimensions of contemporary configurations of power as they cohere around practices of kinship, citizenship, mobility and belonging. Through a series of case studies, including LGBTQ migration, transnational adoption, medical and reproductive tourism, sex tourism and the mail-order bride industry, we will explore the central questions of the course: What are the relationships between intimacy, love, and transnational social processes? How do histories and geographies of power shape contemporary formations of belonging, mobility, and identity? How do these questions impact how we think about and conceptualize LGBT identities, communities and social movements?

LGBT 209 Queer of Color Critique Queer of color critique explores the relationships between embodiment, social location and knowledge production by examining how the confluence of race, sexuality, and gender operate to create unique forms of social inequality in the context of nation and capitalism. Focusing on how queer people of color have used theory as a survival tool, discursive intervention and platform for social justice, students will examine how and why specific social inequalities exist in contemporary 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.

LGBT 302 Trans*Studies Through a focus on the tensions between feminist, queer, and trans theory and activism, this course explores the burgeoning academic field of Trans Studies. The course opens with the infamous debates between some lesbian and radical feminists and trans scholars, activists, and artists around femininity and "authentic" womanhood beginning in the late 1970s. From there, we move into the "border wars" between queer and trans scholars that unfolded around the question of masculinity in the late 1990s. We then turn our focus to contemporary activism and scholarship that might be described as distinctively "trans*feminist." This part of the course explores trans*feminist approaches to anti-Black racism, decolonizing/indigenous/two-spirit activism, prisons, shelters, and sex work. In conclusion, we reflect upon the recent institutionalization of Trans Studies to (re)consider the resonances in political investment that run across the interrelated fields of feminist, queer, and trans studies.

LGBT 403 Capstone: Queer Theory This senior seminar is a culminating experience for the major, requiring majors to engage in a sustained research/praxis project which brings together queer methods and theories and applies them to a socially engaged context. Students will also be exposed to the most recent debates and developments in the field, and be asked to situate their work in this context. Professional development will also be emphasized by bringing majors together to form community and intellectual exchange, preparing them to enter into a wider job market and/or graduate level studies with a no-traditional major.

LGBT 450 Independent Study

LGBT 456 1/2 Credit Independent Study

LGBT 495 Honors

Less Commonly Taught Languages (LCTL)

Sebastiano Lucci, Director

Hobart and William Smith Colleges currently offer students the opportunity to study a less commonly taught language based on demand and curricular necessity. Currently, the languages offered in conjunction with our Center for Global Education are Arabic, Hindi, Vietnamese and Brazilian-Portuguese. Additional languages may be offered through the New York Six Liberal Arts Consortium (NY6). These languages are taught using a variety of methods: traditional classroom settings, synchronous distance learning, and intensive language study abroad.

All LCTL courses, except Hindi, may be taken for a grade or credit/credit-D/no credit. All courses offered in Hindi, if through a planned collaboration with the NY6, must be taken for a grade. Students may have an opportunity to study a language as part of a study abroad program. Students should consult with staff in the Center for Global Education for a full list of language course offerings through study abroad.

The director of the LCTL works closely with the Center for Global Education and its partners in the United States and abroad, in order to bring consistency and fluency to the languages offered. Less Commonly Taught Languages are structured in cycles to give students the opportunity to study up to four semesters of the target language. Due to the cost and other administrative issues involved with offering these languages, we cannot guarantee that a course will be offered unless a minimum enrollment of four or more students is met. It is extremely important that students stay on the published cycle of language learning. If, for any reason, a student stops taking the target language, that student will be required to wait until the appropriate level is offered again.

In 2018-2020, the Less Commonly Taught Languages will be Arabic (ARAB 101, 102, 201 and 202), Portuguese-Brazilian (PORT 101, 102 - if minimum enrolment is met and if program in Brazil is offered), Hindi (HIND 101, 102, 201, 202 in 2018-2019 and after that if minimum enrollment is met) and Vietnamese (VIET 101, 102, 201 and 202).

More information about Arabic is included in the Middle Eastern Studies page.

In addition to the languages taught through the LCTL program, the Colleges offer regularly scheduled courses in a number of modern languages that are classified as “less commonly taught” at the national level. These include:

- Chinese (introductory through advanced). More information can be found on the Chinese page of the catalogue.
- Japanese (introductory through advanced). More information can be found on the Japanese page of the catalogue.
- Russian (introductory through advanced). More information can be found on the Russian Area Studies Department page of the catalogue.

Below is the tentative schedule for the 2018-2019 and 2019-2020 academic years:

FALL 2018

Arabic – ARAB 101 Beginning Arabic I

Arabic – ARAB 201 Intermediate Arabic I (prerequisite: ARAB 101 and ARAB 102)

Hindi – HIND 101 Beginning Hindi I (offered abroad in India and through a planned NY6 program offering)

Vietnamese – VIET 101 Beginning Vietnamese I (offered abroad in Vietnam and on campus through synchronous distance learning by Vietnamese Language Studies [VLS])

SPRING 2019

Arabic – ARAB 102 Beginning Arabic II (prerequisite: ARAB 101)

Arabic – ARAB 202 Intermediate Arabic II (prerequisite: ARAB 101, ARAB 102 and ARAB 201)

Hindi – HIND 102 Beginning Hindi II (prerequisite: HIND 101; offered through a planned NY6 program offering)

Vietnamese – VIET 102 Beginning Vietnamese II (prerequisite: VIET 101; offered through VLS synchronous distance learning)

Portuguese-Brazilian - PORT 101 Beginning Brazilian-Portuguese I

FALL 2019

Arabic – ARAB 101 Beginning Arabic I

Arabic – ARAB 201 Intermediate Arabic I (prerequisite: ARAB 101 and ARAB 102)

Hindi – HIND 101 Beginning Hindi I (offered abroad in India and through a planned NY6 program)

Hindi – HIND 201 Intermediate Hindi I (prerequisite: HIND 101 and HIND 102; offered through a planned NY6 program)

Vietnamese – VIET 101 Beginning Vietnamese I (offered abroad in Vietnam and on campus through synchronous distance learning by Vietnamese Language Studies [VLS])

Vietnamese – VIET 201 Intermediate Vietnamese I (prerequisite: VIET 101 and VIET 102; offered through synchronous distance learning with VLS)

Portuguese-Brazilian – PORT 102 Beginning Brazilian-Portuguese II (prerequisite: PORT 101)

SPRING 2020

Arabic – ARAB 102 Beginning Arabic II (prerequisite: ARAB 101)

Arabic – ARAB 202 Intermediate Arabic II (prerequisite: ARAB 101, ARAB 102 and ARAB 201)

Hindi – HIND 102 Beginning Hindi II (prerequisite: HIND 101; offered through a planned NY6 program)

Hindi – HIND 202 Intermediate Hindi II (prerequisite: HIND 101, HIND 102, and HIND 201; offered through a planned NY6 program)

Vietnamese – VIET 102 Beginning Vietnamese II (prerequisite: VIET 101; only offered through synchronous distance learning with VLS)

Vietnamese – VIET 202 Intermediate Vietnamese II (prerequisite: VIET 101, VIET 102 and VIET 201)

Mathematics

In the Department of Mathematics and Computer Science

Jonathan Forde, Associate Professor, Chair

Mathematics Faculty

Jocelyn Bell, Assistant Professor
Jennifer Biermann, Assistant Professor
David Eck, Professor
Jonathan Forde, Associate Professor
T. Alden Gassert, Visiting Assistant Professor
Yan Hao, Associate Professor
Erika King, Associate Professor
Joseph Rusinko, Associate Professor

Computer Science Faculty

Stina Bridgeman, Associate Professor
David Eck, Professor
John Lasseter, Assistant Professor

Mathematics has always been one of the core subjects of a liberal arts education because it promotes rigorous thinking and problem-solving ability. Many students who major in mathematics go on to graduate school or to work in related professions. For other students, mathematics is popular as a second major or as a minor in combination with another major from any of the Colleges' academic divisions.

To meet the challenges, opportunities, and responsibilities encountered after graduation, mathematics majors are encouraged to obtain a broad but firm foundation in the discipline. Majors acquire skill in the use of mathematical methods for dealing with problems from a variety of disciplines and complement these tools with some training in computer science.

The Department of Mathematics and Computer Science offers two majors in mathematics (B.A. and B.S.), and a minor in mathematics. In addition to the specific courses listed below, other courses may be approved by the department for credit toward the major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; credit/no credit courses cannot be taken toward the major or minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

MATH 135, MATH 204, and MATH 232; CPSC 124; either MATH 331 or MATH 375; 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.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 15 courses

MATH 135, MATH 204, MATH 232, 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.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Five mathematics courses at or above MATH 131, at least one of which is 300-level or above.

COURSE DESCRIPTIONS

MATH 100 Elementary Functions Intended for students who plan to continue in the calculus sequence, this course involves the study of basic functions: polynomial, rational, exponential, logarithmic, and trigonometric. Topics include a review of the real number system, equations and inequalities, graphing techniques, and applications of functions. A problem-solving lab is an integral part of the course. Permission of instructor is required. This course does not count toward the major or minor in mathematics. (Offered annually)

MATH 110 Discovering in Mathematics A study of selected topics dealing with the nature of mathematics, this course has an emphasis on the origins of mathematics, and a focus on mathematics as a creative endeavor. This course does not count toward the major or minor in mathematics. (Offered each semester)

MATH 114 Mathematics for Informed Citizenship This course explores the uses and abuses of numbers in a wide variety of areas. The modern world is built of numbers. In science, medicine, business, politics, and even culture, numbers are used to bolster claims and debunk conventional wisdom. A deeper understanding of the mathematics behind these arguments can help us determine what to trust and when to doubt, teach us how to weigh the risks versus rewards, and allow us to come to grips with the vast scale of the universe and the national debt. Mathematical topics will include randomness, basic statistics, linear regression, inference and nonlinearity. An emphasis is placed on critical engagement with numerical evidence and mathematical thinking as deployed in the culture at large. The course has a significant writing component.

MATH 115 Foundations of School Mathematics Students will study the mathematical foundations of elementary school mathematics. This course will develop a student's abilities to reason mathematically, to solve mathematical problems, and to communicate mathematical ideas effectively. Primary attention will be devoted to mathematical reasoning in areas drawn from number systems and algebraic structures, number theory, algebra and geometry, probability and statistics, and discrete mathematics. Students will gain a deeper understanding of the nature and structure of mathematics, and more specifically of how elementary school mathematics is embedded within the broader discipline of mathematics. Prerequisite: must be in the Teacher Education Program pursuing certification to teach in an elementary school setting. (Offered alternate years)

MATH 130 Calculus I This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is an integral part of the course. This course does not count towards the major in mathematics. Prerequisite: Satisfactory performance on the department's placement exam, or MATH 100. (Offered each semester)

MATH 131 Calculus II This course is a continuation of the topics covered in MATH 130 with an emphasis on integral calculus, sequences, and series. A problem-solving lab is an integral part of the course. Prerequisite: MATH 130 or permission of the instructor. (Offered each semester)

MATH 135 First Steps Into Advanced Mathematics This course emphasizes the process of mathematical reasoning, discovery, and argument. It aims to acquaint students with the nature of mathematics as a creative endeavor, demonstrates the methods and structure of mathematical proof, and focuses on the development of problem-solving skills. Specific topics covered vary from year to year. MATH 135 is required for the major and minor in mathematics. Prerequisite: MATH 131, MATH 232 or permission of the instructor. (Offered each semester)

MATH 204 Linear Algebra This course is an introduction to the concepts and methods of linear algebra. Among the most important topics are general vector spaces and their subspaces, linear independence, spanning and basis sets, solution space for systems of linear equations, and linear transformations and their matrix representations. It is designed to develop an appreciation for the process of mathematical abstraction and the creation of a mathematical theory. Prerequisites: MATH 131 or MATH 232, and MATH 135 strongly suggested, or permission of the instructor. Required for the major in mathematics. (Offered annually)

MATH 214 App Linear Algebra A continuation of linear algebra with an emphasis on applications. Among the important topics are eigenvalues and eigenvectors, diagonalization, and linear programming theory. The course explores how the concepts of linear algebra are applied in various areas, such as, graph theory, game theory, differential equations, Markov chains, and least squares approximation. Prerequisite: MATH 204. (Offered alternate years)

MATH 232 Multivariable Calculus A study of the concepts and techniques of the calculus of functions of several variables, this course is required for the major in mathematics. Prerequisite: MATH 131. (Offered annually)

MATH 237 Differential Equations This course is an introduction to the theory, solution techniques, and applications of ordinary differential equations. Models illustrating applications in the physical and social sciences are investigated. The mathematical theory of linear differential equations is explored in depth. Prerequisites: MATH 232 and 204, or permission of the instructor. MATH 204 may be taken concurrently. (Offered annually)

MATH 278 Number Theory This course couples reason and imagination to consider a number of theoretical problems, some solved and some unsolved. Topics include divisibility, primes, congruences, number theoretic functions, primitive roots, quadratic residues, and quadratic reciprocity, with additional topics selected from perfect numbers, Fermat's Theorem, sums of squares, and Fibonacci numbers. Prerequisites: MATH 131 and MATH 204, or permission of the instructor. (Offered alternate years)

MATH 313 Graph Theory A graph is an ordered pair (V,E) where V is a set of elements called vertices and E is a set of unordered pairs of elements of V called edges. This simple definition can be used to model many ideas and applications. While many of the earliest records of graph theory relate to the studies of strategies of games such as chess, mathematicians realized that graph theory is powerful well beyond the realm of recreational activity. In this class, we will begin by exploring the basic structures of graphs including connectivity, subgraphs, isomorphisms and trees. Then we will investigate some of the major results in areas of graph theory such as traversability, coloring and planarity. Course projects may also research other areas such as independence, domination and matching. Prerequisites: MATH 135 and MATH 204. (Offered every third year)

MATH 331 Foundations Analysis I This course offers a careful treatment of the definitions and major theorems regarding limits, continuity, differentiability, integrability, sequences, and series for functions of a single variable. Prerequisites: MATH 135 and MATH 204. (Offered annually)

MATH 350 Probability This is an introductory course in probability with an emphasis on the development of the student's ability to solve problems and build models. Topics include discrete and continuous probability, random variables, density functions, distributions, the Law of Large Numbers, and the Central Limit Theorem. Prerequisite: MATH 232 or permission of instructor. (Offered alternate years)

MATH 351 Mathematical Statistics This is a course in the basic mathematical theory of statistics. It includes the theory of estimation, hypothesis testing, and linear models, and, if time permits, a brief introduction to one or more further topics in statistics (e.g., nonparametric statistics, decision theory, experimental design). In conjunction with an investigation of the mathematical theory, attention is paid to the intuitive understanding of the use and limitations of statistical procedures in applied problems. Students are encouraged to investigate a topic of their own choosing in statistics. Prerequisite: MATH 350. (Offered alternate years)

MATH 353 Mathematical Models This course investigates a variety of mathematical models from economics, biology, and the social sciences. In the course of studying these models, such mathematical topics as difference equations, eigenvalues, dynamic systems, and stability are developed. This course emphasizes the involvement of students through the construction and investigation of models on their own. Prerequisites: MATH 204 and MATH 237, or permission of the instructor. (Offered every third year)

MATH 371 Topics in Mathematics Each time this course is offered, it covers a topic in mathematics that is not usually offered as a regular course. This course may be repeated for grade or credit. Some past topics include combinatorics, numerical analysis, and wavelets. Prerequisites: MATH 135 and MATH 204, or permission of instructor. (Offered occasionally)

MATH 375 Abstract Algebra I This course studies abstract algebraic systems such as groups, examples of which are abundant throughout mathematics. It attempts to understand the process of mathematical abstraction, the formulation of algebraic axiom systems, and the development of an abstract theory from these axiom systems. An important objective of the course is mastery of the reasoning characteristic of abstract mathematics. Prerequisites: MATH 135 and MATH 204, or permission of the instructor. (Offered annually)

MATH 380 Mathematical Logic First-order logic is developed as a basis for understanding the nature of mathematical proofs and constructions and to gain skills in dealing with formal languages. Topics covered include propositional and sentential logic, logical proofs, and models of theories. Examples are drawn mainly from mathematics, but the ability to deal with abstract concepts and their formalizations is beneficial. Prerequisite: MATH 204, PHIL 240, or permission of the instructor. (Offered every third year)

MATH 436 Topology This course covers the fundamentals of point set topology, starting from axioms that define a topological space. Topics typically include: topological equivalence, continuity, connectedness, compactness, metric spaces, product spaces, and separation axioms. Some topics from algebraic topology, such as the fundamental group, might also be introduced. Prerequisite: MATH 331 or permission of the instructor. (Offered every third year)

MATH 448 Complex Analysis An introduction to the theory of functions of a complex variable. Topics include the geometry of the complex plane, analytic functions, series expansions, complex integration, and residue theory. When time allows, harmonic functions and boundary value problems are discussed. Prerequisite: MATH 331 or permission of the instructor. (Offered every third year)

MATH 450 Independent Study

MATH 456 1/2 Credit Independent Study

MATH 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. Prerequisite: MATH 331 or MATH 375, senior status or permission of the instructor. (Offered annually)

MATH 495 Honors

MATH 499 Mathematics Internship

Courses offered occasionally or as demand warrants:

MATH 332 Foundations of Analysis II

MATH 360 Foundations of Geometry

MATH 376 Abstract Algebra II

MATH 446 Real Analysis

Media and Society

Program Faculty

Linda Robertson, Media and Society, Program Director
Rebecca Burditt, Media and Society
Christine Chin, Art
Grant Holly, English
Marilyn Jiménez, Africana Studies/Media and Society
Charity Lofthouse, Music
Ashwin Manthripragada, German Studies/Media and Society
Michelle Martin-Baron, Women's Studies
Nicola Minott-Ahl, English
Lisa Patti, Media and Society
Linda Robertson, Media and Society
Leah Shafer, Media and Society
William Waller, Economics

“Media studies” refers to the examination of visual, aural, and textual information and entertainment that is reproduced and transmitted to mass audiences using a series of complex and changing technologies. HWS was among the first liberal arts colleges in the country to offer a major in Media Studies in 1966. From its inception, the Media and Society Program has fostered a sustained, sophisticated, and comprehensive analysis of the media's pervasive cultural influence from a variety of perspectives and guided by two fundamental goals:

- To engage students in the critical analysis of the influences of mass media from both the socio-political and cultural/artistic perspectives.
- To stimulate students to express their creative imaginations through self-expression in writing and the visual arts.

With these goals in mind, our classes emphasize how media and culture reflect, refract, manipulate, and interconnect with each other.

The central nature of the Media and Society Program embodies the core principles of a liberal arts education that merges history, theory, and production to media studies and practice. The core concepts of media literacy we foster include: analytical and critical skills, historical consciousness, aesthetic theory and practice, and contemporary applications. Recognizing Media Studies as an inherently interdisciplinary field, classes at Hobart and William Smith Colleges intersect with a wide range of courses from various departments in the humanities, social sciences and the arts. These broad campus offerings are thoroughly integrated with core Media and Society courses that focus attention on fundamental issues relevant to exploring the formal elements and ubiquitous power of the media. Students are expected to engage in self-expression by exploring their creative capacities in at least one of the visual and plastic arts. This requirement for “hands on” experience is met through courses in documentary filmmaking, scriptwriting, digital editing, video gaming, photography, and digital design.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses, plus language competency

The Media and Society Program offers an interdisciplinary major and minor. Media and Society majors explore three core areas—theory, history and production—before deciding on a concentration. Majors are required to complete cognate courses in American history and social consciousness, and social or political theory. The major culminates with a required Senior Seminar. All courses to be counted for the major must be taken for a letter grade. To remain in good standing as a MDSC major, all courses must be completed with a C- or better.

The complete list of requirements for the major is:

- MDSC 100 Introduction to Media and Society
- MDSC 400 Senior Seminar
- In addition to MDSC 100 and 400, students must take at least four other MDSC classes (or approved equivalents); at least two of the courses must be in the concentration. Course equivalents are determined by the Program Committee and are indicated by an (eq) in the cross-listings. Advisers may have a list with additional course equivalents.

- One course in each of three core competencies (a course used to fulfill a core competency cannot be used to fulfill the concentration requirements).
- Five courses to comprise a concentration; two must be MDSC courses or equivalents.
- Two cognate courses. A cognate course is one that supports the study in the major, but is not a course in the mass media or the arts. One cognate course must be in American history and social consciousness (listed below). The second cognate course must be a social or political theory course (listed below). Only two transfer or two courses from a program abroad may be counted toward the major; only one transfer or one program abroad course may be counted toward the minor.

Media and Society majors are also required to complete one college-level course in a foreign language or the equivalent. Students who have studied a foreign language in secondary school may have met this requirement; students for whom English is a second language may have met this requirement; students with a certified statement from a counselor or physician that a learning disability prevents them from learning a foreign language may petition for a waiver. Students should consult with their adviser about this requirement.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses (two of which must be MDSC classes or the equivalent, not including the introductory course) MDSC 100; one course in the study of the cultural history of the fine arts or mass media; one course in critical analysis or media theory; and three additional courses drawn from approved electives, one of which must be in the creative arts if not already included. At least two courses, not counting MDSC 100, must be MDSC courses or approved equivalents. Minors are not required to develop a concentration in a specific area of Media and Society. All courses to be counted for the minor must be taken for a letter grade and completed with a grade of C- or better.

Approved Courses

The Media and Society Program draws upon courses offered in a number of different departments. Some of the courses listed below may be withdrawn by contributing departments for various reasons and new courses offered in departments may be accepted for the Media and Society major or minor. Certain cross-listed courses are MDSC equivalents; these are determined by the Program Committee. Listed below are the types of courses acceptable to fulfill the requirements, but students should consult their advisers to discuss other suitable courses.

Core Competencies

Majors are required to take one course in each of three core competency areas. Minors are required to take one course from Core Competency 2 and one from Core Competency 3. The same course may be listed under more than one competency; but one course cannot be used to satisfy more than one of the core competencies numbered 1 to 3 below. A course used to fulfill a core competency cannot also be used to fulfill the concentration requirements.

Core Competency 1: Techniques of Performance and Creativity

(majors choose one):

MDSC 130 Intro to Global Animation
 MDSC 200 Cultures of Advertising
 MDSC 206 Script to Screen
 MDSC 305 Film Editing I
 MDSC 308 Cinematic Effects
 MDSC 309 Media Industries and Alternatives
 MDSC 314 Script to Screen II
 MDSC 315 Introduction to Social Documentary
 MDSC 415 Advanced Social Documentary
Cross-listed:
 ARTS Any studio art course
 ASN 231 Tibetan Mandala Painting
 BIDS 390 The Video Essay
 DAN 200 Dance Composition I
 DAN 300 Dance Composition II
 DAN 900 Series (full credit taken for a letter grade)
 ENG Any creative writing course
 ENG 398 Screenwriting (eq)
 THTR 130 Acting I

THTR 160 Introduction to Stagecraft
THTR 330 Acting II
THTR 360 Introduction to Lighting Design
THTR 370 Playwriting Workshop

Core Competency 2: Critical Analysis or Media Theory

(majors choose one):

MDSC 200 Cultures of Advertising
MDSC 203 History of Television
MDSC 130 Intro to Global Animation
MDSC 303 History of the Social Documentary
MDSC 304 Media and Theory
MDSC 309 Media Industries and Alternatives
MDSC 329 Global Musicals
MDSC 313 Global Cinema

Cross-listed:

AFS 200 Ghettoscapes (eq)
AFS 309 Black Cinema (eq)
AFS 326 Black Popular Culture (eq)
AFS 430 The Films of Spike Lee (eq)
ANTH 115 Language and Culture
ARTH 210 Woman as Image-Maker
ARTH 335 Femme Fatale and Film
ASN 342 Chinese Cinema
BIDS 390 The Video Essay
ENG 286 The Art of the Screen Play (eq)
ENG 287 Jane Austen in Film
FRE 241 Prises de Vue
FRNE 219 Beyond Colonialism: Maghreb Cultures and Literatures
ITAL 204 Italian Cinema
MUS 205 Music at the Movies (eq)
MUS 214 Music Criticism in Theory and Practice
PHIL 220 Semiotics
PHIL 230 Aesthetics
PHIL 260 Mind and Language
WRRH 250 Talk and Text: Introduction to Discourse Analysis

Core Competency 3: Cultural History of the Fine Arts or Mass Media

(majors choose one):

MDSC 200 Cultures of Advertising
MDSC 203 History of Television
MDSC 303 History of the Social Documentary
MDSC 309 Media Industries and Alternatives
MDSC 313 Global Cinema
MDSC 315 Introduction to Social Documentary

Cross-listed:

AFS 200 Ghettoscapes (eq)
AFS 326 Black Popular Culture (eq)
AFS 430 The Films of Spike Lee (eq)
ARTH Any art history course
ASN 342 Chinese Cinema
DAN 210 Dance History I
DAN 212 Dance History II
ENG 209 Graphic Novels/Graphic Forms
EUST 101 Foundations of European Studies I
EUST 102 Foundations of European Studies II
FRNE 255 Modern French Theatre

FRNE 395 Race in the 18th Century French Culture
GERE 104 German Cinema
GERE 201 Berlin: Sin City, Divided City
HIST 471 Seminar: Civil War in American Memory
ITAL 204 Italian Cinema
MUS 190 History of Rock and Roll
MUS 202 History of Western Art and Music: Medieval and Renaissance
MUS 203 History of Western Art and Music: Baroque and Classical
MUS 204 History of Western Art and Music: Romantic and Modern
MUS 205 Music at the Movies (eq)
MUS 207 Big Band to Bossa, Bop to Blues: A History of Jazz
MUS 209 Women in Music
MUS 215 Music and Race in American Popular Culture
RUSE 204 Russian Film (eq)
SPAN 365 Literature and Music of Hispanic Caribbean
THTR 100 Page to Stage
THTR 220 Theatre History I
THTR 290 Theatre for Social Change
THTR 300 American Drama
THTR 308 American Experimental Theatre
THTR 309 Feminist Theatre
THTR 310 African American Theatre
THTR 320 Theatre History II

Concentrations

A concentration for the major consists of five courses from any *one* of the clusters below. A course used to fulfill a core competency cannot be used to fulfill the concentration requirements. A minor chooses any three courses from the following as electives, one of which must be in the creative arts:

Concentration in Studies in Mass Media and Politics

MDSC 303 History of the Social Documentary
MDSC 308 Cinematic Effects
MDSC 309 Media Industries
MDSC 315 Intro to Social Documentary

Cross-listed:

AFS 200 Ghettoscapes (eq)
AFS 309 Black Cinema (eq)
AFS 326 Black Popular Culture (eq)
POL 320 Media and Politics
POL 363 Digital Networks

Concentration in Studies in Film, Television, and New Media

MDSC 200 Cultures of Advertising
MDSC 203 History of Television
MDSC 303 History of the Social Documentary
MDSC 304 Media and Theory
MDSC 309 Media Industries and Alternatives
MDSC 315 Intro to Social Documentary
MDSC 320 Media Economics
MDSC 329 Global Musicals
MDSC 330 (Any) Special Topics
MDSC 415 Advanced Documentary

Cross-listed:

AFS 200 Ghettoscapes (eq)
AFS 309 Black Cinema (eq)
AFS 326 Black Popular Culture (eq)
AFS 430 The Films of Spike Lee (eq)

ASN 305 Showa Through the Silver Screen
ASN 342 Chinese Cinema
BIDS 390 The Video Essay
EDUC 208 Teaching, Learning and Popular Culture
ENG 185 From Novel to Film
ENG 284 Documentary Film History (eq)
ENG 286 The Art of the Screen Play (eq)
ENG 287 Jane Austen in Film
ENG 310 Power, Desire, Literature OR Gender and Power in Literature
FRE 241 Prises de Vue
GERE 104 German Cinema
ITAL 204 Italian Cinema
POL 363 Digital Networks
RUSE 137 Vampires: From Vlad to Buffy
RUSE 204 Russian Film (eq)
SPAN 225 Hispanic Media

Studies in Critical Method and Mass Media Theory

MDSC 200 Cultures of Advertising
MDSC 304 Media and Theory
MDSC 309 Media Industries & Alternatives

Cross-listed:

AFS 200 Ghettoscapes (eq)
AFS 309 Black Cinema (eq)
AFS 326 Black Popular Culture (eq)
AFS 430 The Films of Spike Lee (eq)
ARTH 110 Visual Culture
BIDS 390 The Video Essay
PHIL 220 Semiotics
PHIL 230 Aesthetics
PHIL 260 Mind and Language
POL 320 Media and Politics
POL 363 Digital Networks
WRRH 250 Talk and Text

Concentration in Studies in Cultural Production: Composition and Technology

MDSC 200 Cultures of Advertising
MDSC 206 Script to Screen
MDSC 305 Film Editing
MDSC 308 Cinematic Effects
MDSC 309 Media Industries and Alternatives
MDSC 314 Script to Screen II
MDSC 315 Introduction to Social Documentary
MDSC 330 Special Topics: Documentary Portrait Production
MDSC 415 Advanced Social Documentary

Cross-listed:

ARTS Any studio art course
BIDS 390 The Video Essay
ENG Any creative writing course
ENG 398 Screenwriting (eq)
WRRH 320 Op-Ed
WRRH 327 Literary Journalism

Cognate Courses

Social or Political Theory

(majors choose one; none of these courses can be counted for the minor)

ASN 101 Trekking Through Asia

ANTH 316 Visual Anthropology
BIDS 200 Dialogues in Critical Social Studies
ECON 122 Economics of Caring
ECON 230 History of Economic Thought
PHIL 152 Philosophy and Feminism
POL 160 Introduction to Political Theory
POL 175 Introduction to Feminist Theory
POL 180 Introduction to International Relations
POL 265 Modern Political Theory
POL 267 Twentieth Century Political Theory
POL 279 Radical Thought from Karl Marx to George Bush
POL 363 Digital Networks
POL 366 Theories of American Democracy
REL 255 Peace and Violence in the Q'ran
REL 236 Gender and Islam
REL 271 The Holocaust
REL 272 Sociology of the American Jew
REL 401 Responses to the Holocaust
SOC 100 Introduction to Sociology
SOC 221 Race and Ethnic Relations
SOC 226 Sociology of Sex and Gender
SOC 228 Social Conflicts
SOC 249 Technology and Society
SOC 258 Social Problems
SOC 375 Social Policy
WMST 300 Feminist Theory

American History and Social Consciousness

(majors choose one; none of these courses can be counted for the minor)

AMST 100 History of American Culture
AMST 101 Myths and Paradoxes
ANTH 222 Native American Religions
ANTH 354/454 Food, Voice, Meaning
HIST 111 Topics in American History
HIST 204 The Making of Modern South Asia
HIST 208 Women in American History
HIST 215 American Urban History
HIST 227 African American History I
HIST 228 African American History II
HIST 240 History of Immigration and Ethnicity in America
HIST 246 American Environmental History
HIST 306 Civil War and Reconstruction: 1845-1877
HIST 310 Rise of Industrial America
HIST 311 20th Century America: 1917-1941
HIST 312 The U.S. Since 1939
HIST 348 Black Women's Struggle for Rights in America
POL 110 Introduction to American Politics
POL 215 Racial and Ethnic Politics
POL 366 Theories of American Democracy
PPOL 101 Democracy and Public Policy
REL 108 Religion and Alienation
REL 109 Imagining American Religions
REL 237 Christianity and Culture
WMST 100 Introduction to Women's Studies
WMST 204 Politics of Health
WMST 215 Feminism and Psychoanalysis
WMST 220 The Body Politic
WMST 243 Gender, Sex, and Science
WMST 300 Feminist Theory

COURSE DESCRIPTIONS

MDSC 100 Introduction to Media & Society This course provides an introduction to various media and their modes, methods, and themes. We will explore the role of the media in shaping social consciousness, global economies, and material culture. Examples drawn from film, television, print media, and digital environments will be contextualized, analyzed, and theorized as crucial elements of our media culture. Students will gain an appreciation for the social, cultural, economic, and political influences of global communications while performing close readings of conventional media objects. Writing assignments, exams, and projects will help to cement insights gained through close investigation of films, TV shows, advertisements, video games, music videos, and more. (Staff, *offered each semester*)

MDSC 130 Introduction to Global Animation This course will introduce students to 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.

MDSC 140 Body Moves From the bodies executing everyday tasks in early motion photography to the protesting bodies of Occupy Wall Street and Black Lives Matter, this course will explore how moving bodies in the media have altered our perception of the modern world. We will consider the impact of the moving body and its media representations on gender, race, class, and globalization. We will study, for instance, pop star Beyonce Knowle's video Formation in relation to the body politics of surveillance. We will also consider how tracking systems visualize the body, especially the immigrant body, as it moves through space and between places. This course emphasizes the relationship between theory and practice. Therefore, students will have the opportunity to create digital collages, google, earth maps, and short iphone films. No previous experience with media production required.

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

MDSC 203 History of Television An in-depth look at television history, from TV's theoretical beginnings to its current incarnation as a turbulent mirror for "reality," this course critically examines television texts and criticism of the medium as entertainment, and as a contested force in social and cultural practices. Students consider significant technical and aesthetic shifts in programming, and arguments about the negotiation of race, ethnicity, class, and gender in TV. While some attention is paid to other national industries, the chief focus of the course is on television in the United States and western hemisphere. (Staff)

MDSC 206 Script to Screen This course will focus on the elements of visual storytelling that lead from the words on the page to the moving image on the screen, or from the concept to the print ad or commercial. (Jimenez, *offered alternate years*)

MDSC 207 Dance on Film This course provides an overview of the more than one hundred year long relationship between dance and video technologies. From Hollywood films like Singin' in the Rain and Dirty Dancing to experimental dance films by contemporary multimedia choreographers William Forsythe and Bill T. Jones, we will investigate how dance has long served as a topic of inspiration for Filmmakers, and how film challenges the ephemerality of dance. We will consider dance film with regard to gender, race, place, culture, labor, and politics. This course emphasizes the relationship between theory and practice. Therefore, students will write short papers on a variety of screendance works and have an opportunity to create a dance on film. No previous experience with media production or choreography is required.

MDSC 303 History of the Social Documentar Photography and moving images have been used to enlighten those who do not suffer to the lives of those who do, to forward social change, and to influence social policy, sometimes progressively and sometimes not. This course examines visual social documentary's influence, largely confined to consideration of American social documentarians, including influence of photographers of immigrants' conditions in major cities during the early 20th century; government-sponsored documentation of rural Americans' lives during the Great Depression; and documentary films which have shaped social conscience from consciousness. (Robertson, *offered alternate years*)

MDSC 304 Media and Theory This course provides an in-depth study of media forms and their modes, methods, and themes. We will explore the role of media in shaping social consciousness, material culture, and the experience of modern life. We will survey key theoretical works in media studies and cultural studies by reading them along with primary documents such as film texts, radio broadcasts, television programs, magazine and newspaper articles, soundtracks, digital environments, and more. Consumer attitudes, narrative forms, artistic practices, and modes of production will be investigated for their ideological underpinnings.

MDSC 305 Film Editing I This course offers an introduction to the art of film editing, with an emphasis on the practical aspects of editing. Students learn basic editing techniques for narrative and documentary film, using an industry standard NLE. In addition to actual editing exercises using unedited rushes or dailies, students study film sequences to learn various editing styles and techniques. (*Jiménez, offered annually*)

MDSC 308 Cinematic Effects This course is an introduction to special effects and motion graphics. Using industry-standard compositing software (After Effects), students will learn basic compositing techniques, such as green screen, rotoscoping and matchmoving, within the context of the history and art of visual effects. Since its inception, film has been drawn to the possibility of altering reality through visual effects in the works of Georges Méliès; with the advent of digital compositing, special effects have gained added importance in contemporary filmmaking. Moreover, visual effect as 'staged' reality go beyond film to encompass the function of illusionism in Western representation as shown by Norman Klein in "the Vatican to Vegas: A History of Special Affects." Prerequisite: MDSC 305. (*Jimenez, offered annually*)

MDSC 309 Media Industries & Alternatives Approved by COAA for the appointment of Professor Patti At the end of a contemporary feature film, a credit sequence may list hundreds of individuals and companies. How can we understand the roles that these credited collaborators (and other uncredited collaborators) play in media production? How do issues of media ownership and media authorship influence media cultures? This course combines an analysis of contemporary media industries (including film, television, and new media) with an analysis of alternative sites of media production (including indigenous, independent, and amateur media). The course's investigation of cultures of production, promotion, and distribution will introduce students to the emerging field of media industries studies and its exploration of global media cultures and media convergence. We will examine the roles of various institutions (studios, networks, publishers, unions, not-for-profit agencies, etc.) and individuals (directors, writers, costume designers, gaffers, publicists, stylists, agents, critics, etc.) in the production and reception of contemporary media. We will draw on a broad range of production case studies which may include: Hollywood blockbusters, Nigerian video films, independent web television series, and the Italian dubbing industry. (Patti)

MDSC 313 Global Cinema This course investigates contemporary global cinema, charting the boundaries of the term global cinema as a critical and industrial framework. What is global cinema? Why do some films circulate internationally while others remain fixed within national or regional cultures? How have new media modes of distribution like instant streaming shaped global cinema? Through a focus on the politics and economics of film distribution, we will explore global cinema and its intersections with various national cinemas, including the cinemas of the US, Italy, India, China, Mexico, Japan, Senegal, Iran, Peru, and Canada, among others. We will consider the impact of international film festivals, trade policies, immigration, transnational stardom, piracy, translation, and censorship on contemporary global cinema. (Patti)

MDSC 315 Introduction to Social Documentary This course is an introduction to the power of the visual social documentary as a force for social change. Students will study the history of social documentary photography and film and learn how to research, develop, shoot, edit, and critique social documentary videos using introductory level cameras and editing software. Considerable time must be spent working independently and collaboratively outside of regular class time. (Robertson, *offered alternate years*)

MDSC 320 Media Economics Course also listed as ECON 320. This course uses economic analysis to study the media industry, including TV, video, print, music and new media. The course begins by reviewing/introducing basic economic concepts. Then develop the framework for industry studies in the field of industrial organization. Students will then prepare industry studies. These will be used to explore public policy questions involving the media. Readings and other materials: Colin Hoskins, Stuart McFadyen & Adam Finn, *Media Economics*, Sage Publications, 2004 (0-7619-3096-5) or Alan B. Albanan, *Media Economics*, Wiley-Blackwell, 2002 (978-0813821245); Ben H. Bagdikian, *The New Media Monopoly*, Beacon Press, 2004 (0807061875); Ronald Behis & Jeanne Lynn Hall, *Big Media, Big Money*, Rowman Littlefield, 2003 (978-0742511309); David R. Croteau & William Hoynes, *The Business of Media*, 2nd Edition, Pine Forge Press (978-1412913157). Prerequisites: ECON 301 OR MDSC 100. (Waller)

MDSC 329 Global Musicals What do song and dance bring to film narratives? Why, in spite of the musical genre's fantastic unreality have audiences around the world embraced it for so long? How does the seductive combination of movement, rhythm, image, and narrative operate in relation to social politics and history? In this course we will take a transnational approach to analyzing this foundational and yet quirky form. Together, we will learn about the industrial, cultural, and social factors that shaped the musical's place in popular culture's around the world: Hollywood in the United States, DEFA musicals in East Germany. Bollywood, New Taiwanese cinema, and Canadian queer cinema. In each of these case studies, we will discuss the genre's relationship to form and meaning, and what function this type of expression serves within to socio-historical context of its production. Finally, we will explore how the musical has moved across different media platforms by examining its presence in television, flash mobs and viral videos, and commercials.

MDSC 330 Special Topics: Studies in Media & Production This course will address a range of topics in accordance with the current scholarly interests of the Media and Society faculty and visiting artists. Therefore, the topics do vary as they address timely issues of research in Media Studies and Production as well as emerging areas in the field. Typical topics could include: portrait documentary, animation beyond Disney, cinematic video games, the end of celluloid, and transmedia narratives. Students may not take the same topic twice for credit.

MDSC 400 Senior Seminar This course is required of all Media and Society majors. Normally, seniors will enroll in this course; however, juniors may also enroll with the recommendation of their advisers. This seminar, which is a capstone course for the major, will focus on a topic determined by the instructor. This is a research-intensive course. (*Offered annually*)

MDSC 415 Advanced Social Documentary This course is for students with a serious interest in documentary videography. The course will concentrate on developing a television-quality documentary. The focus of the course will be on developing a concept, scriptwriting, filming, and editing for the purpose of informing, persuading, or convincing an audience. The topics will include a contemporary issue, or a history that sheds light on a contemporary issue. Students enrolling in this course should expect to spend considerable time outside of the ordinary class period in research, production and post-production. The ability to work well as a member of a collaborative team is essential. Prerequisite: MDSC 315 or instructor's consent. (Robertson)

MDSC 450 Independent Study

MDSC 456 1/2 Credit Independent Study

MDSC 495 Honors

Men's Studies

Program Coordinating Committee

Rocco Capraro, Men's Studies, Program Chair
Etin Anwar, Religious Studies
Jack Harris, Sociology
Renee Monson, Sociology
Craig Rimmerman, Political Science
Jim Sutton, Sociology
William Waller, Economics

The Men's Studies Program offers a minor that involves an intellectually rigorous and coherent exploration of men's identity and experience, and of masculinity itself. While the subject of the minor is men, *all* students, however gender identified, are strongly encouraged to pursue course work in this interdisciplinary field of study.

The minor is structured with an introduction to the field of Men's Studies through a close-up look at the lives of college men. It then offers additional course work in the history and sociology of men's experience, gender and sexuality as organizing categories of men's identity and experience, and theory, including a Senior Capstone course requirement—Theories of Masculinity. The minor also addresses method, including ways of knowing and learning about these matters.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

MNST 101 College Men: Campus Life and the Quest for Manhood

BIDS 245 *Men and Masculinity*

MNST 301 Theories of Masculinity

ELECTIVES Three elective courses—one each from the following three fields listed below: LGBT or related fields, Gender, and Theory.

THEORY COURSES

ARTH 211 Women and the Visual Arts in 19th Century Europe

ECON 310 Economics and Gender

ENG 304 Feminist Literary Theory

LGBT 209 Queer of Color Critique

LGBT 302 Trans* Studies

SOC 300 Classical Sociological Theory

WMST 300 Feminist Theory

LGBT AND RELATED COURSES

AMST 310 The History of Sexual Minorities in America

ENG 212 Literature of Sexual Minorities

LGBT 201 Transgender Identities and Politics

LGBT 206/306 Sexuality and Space

LGBT 207/307 Transnational Intimacies

PPOL 219 Sexual Minority Movements and Public Policy

REL 283 Que(e)rying Religious Studies

GENDER COURSES

ANTH 220 Sex Roles: A Cross Cultural Perspective

ASN 220 Male and Female in East Asian Societies

BIDS 286 Gender, Nature, and Literature in Latin America

BIDS 291 Middle Ages Art and Literature: The Vikings (only this topic applies)

CLAS 209 Alexander the Great

CLAS 230 Gender and Sexuality in Antiquity

CLAS 310 Sparta: Greece's Warrior Society

ENG 330 Male Heroism In The Middle Ages
PHIL 152 Issues: Philosophy and Feminism
POL 238 Sex and Power
PSY 227 Introduction to Social Psychology
REL 236 Gender and Islam
REL 347 Gender and Globalization in the Muslim World
SOC 205 Men and Masculinities
SOC 225 Sociology of the Family
SOC 226 Sociology of Sex and Gender
WRRH 265 He Says, She Says: Language and Gender

COURSE DESCRIPTIONS

MNST 101 College Men: Campus Life and the Quest for Manhood This course looks at the gendered lives of *college men* as they experience *campus life* in their *quest for manhood*. It fulfills the introductory level requirement for the Men's Studies minor. Men's Studies is an interdisciplinary field concerned with men's identity and experience and the social construction of masculinity. In that context, college occupies the critical social and developmental space between boyhood and manhood for many men. College, then, is both a site of learning *and* a site of gender formation. And, while college men *are shaped* by their learning environment, historically, they also *have shaped* their learning environment-- with consequences for themselves and all students, however gender identified. This course begins with a historical introduction, outlining the creation of "campus life" more than a century ago by college men as they occupied residential colleges, including HWS. It then moves forward to the present, encompassing critical issues in campus life today that are also woven into men's quest for manhood: the social construction of gender in the college experience, athletics, curriculum, fraternities, sexualities, men's health and wellness (including alcohol and substance use and abuse), violence, diversity among men (multiple, positive ways of being a man on campus), and campus activism. From the point of view of those issues, the course is an exploration of men's social power on campus, but, also, an inquiry into the sense of personal powerlessness men sometimes feel. All students-- however gender identified—will benefit from this learning experience as they increase their understanding of campus life and their own identities. The course also introduces students to various interdisciplinary methods encompassed by the field of Men's Studies.

BIDS 245 Men and Masculinity This course offers a reinterpretation of men's and boys' lives from the perspectives of history and sociology, informed by pro-feminist men's studies. We assert that masculinity is problematic – for men and for women – but also, subject to change, since it is socially constructed and historically variable. We focus on men's lives in American society from the late 19th-century to the present, and explore multiple masculinities in the intersectionalities of race, class, ethnicity, and sexuality. This course allows all students, however gender identified, to develop a deeper understanding of men *as men*, and to re-think male experience. The course syllabus includes small-group discussions, guest lectures, and films. Course requirements typically include three bidisciplinary essays: a biography exploring the problematics of masculinity; an analytic of men in groups; and a speculative essay "solutions" and social change. Typical readings: Pollack, *Real Boys*; Johnson, *The Gender Knot*; Gonzales, *Muy Macho*; Monette, *Becoming a Man*; Kimmel, *Men Confront Pornography*; Coltrane, *Family Man*; Gerson, *The Unfinished Revolution*.

MNST 301 Theories of Masculinity This course is a Men's Studies Senior Seminar/Capstone that looks at several theories, or general explanations, of men's identity and experience and masculinity itself across multiple methodologies, ideologies, and schools of thought. It is centered upon the three major ideological critiques of contemporary masculinity—conservative/traditional, feminist, and mythopoetic— but encompasses important writings of several authors who theorize masculinity from a variety of perspectives, including: psychoanalytic, neo-Marxist, postmodern, and critical race, including: Robert Bly, Harry Brod, Nancy Chodorow, R. W. Connell, Michel Foucault, George Gilder, Jeff Hearn, Shelia Jeffreys, Michael Kimmel, James Messerschmidt, James O'Neill, Samuel Osherson, and Victor Seidler. This course is a required Senior Seminar/ Capstone Course for the Men's Studies Minor. It is open to other students with permission of the instructor.

Middle East Studies

Coordinating Committee

Stacey Philbrick Yadav, Political Science, Coordinator
Etin Anwar, Religious Studies
Michael Dobkowski, Religious Studies
Catherine Gallouët, French and Francophone Studies
Salahudin Kafrawi, Religious Studies
Liliana Leopardi, Art and Architecture
Michael Tinkler, Art and Architecture
Gul Unal, Economics

The Middle East Studies minor offers students an interdisciplinary and historically grounded understanding of the societies, politics, economies, and cultures of the Middle East and North Africa. It can be fruitfully combined with a wide range of disciplinary or interdisciplinary majors to provide students with the ability to think critically and constructively about the region's internal dynamics and relationship(s) to other regional and global communities.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

The minor consists of three core courses and three electives. No more than three courses from one division may be counted toward the minor. Students may choose to take the fourth core course as one of their electives, and may count one regional language courses at or above the equivalent of the fourth semester. Courses taken abroad on non-HWS programs will be considered on a case-by-case basis. Other relevant courses offered less frequently may be counted toward the minor in consultation with the minor adviser and with approval of the program coordinator. All courses must be passed with a letter grade of C- or higher.

CORE COURSES

POL 258 Comparative Politics of the Middle East
POL 285 International Politics of the Middle East
REL 219 Introduction to the Islamic Religious Tradition
REL 274 Zionism, Israel and the Middle East Conflict

ELECTIVES

ARTH 249 Islamic Art and Architecture
ARTH 254 Islamic Art at the Crossroads
ECON 476 Political Economy of the Middle East and North Africa
FRNE 219 Beyond Colonialism: North African Cinema & Literature
POL 208 Gender and Politics in the Middle East and North Africa
POL 366 Islamic Political Thought
POL 401 Yemen: Politics on/of the Periphery
REL 236 Gender and Islam
REL 242 Islamic Mysticism
REL 248 Islamic Ethics and Politics
REL 280 Negotiating Islam
REL 335 Jihad
REL 347 Gender and Globalization in the Muslim World
REL 370 Jewish Messianism

One independent study course may also be counted toward the minor with permission of the minor adviser.

ARABIC LANGUAGE STUDY AT HWS

HWS currently offers a four-semester Arabic language sequence. The introductory sequence includes ARAB 101 (offered every fall) and ARAB 102 (offered every spring), and intermediate courses include ARAB 201 (offered every fall) and ARAB 202 (offered every spring); Arabic courses are administered via HWS's Less Commonly Taught Languages program (LCTL). For students entering the sequence above ARAB 101 and/or transferring credits from outside of HWS or while abroad, appropriate placement will need to be determined before students will be permitted to enroll.

Music

Department Faculty

Mark Olivieri, Associate Professor and Chair
Ben David Aronson, Applied Instructor (Low Brass)
Aaron Bigeleisen, Applied Instructor (Voice)
Anthony Calabrese, Applied Instructor (Percussion), Director of Percussion Ensemble
Yi-Wen Chang, Applied Instructor (Piano)
Glenna Curren, Applied Instructor (Cello)
Robert Cowles, Professor
Steve Curry, Applied Instructor (Drums)
Benjamin Ellis, Applied Instructor (Guitar), Director of Classical Guitar Ensemble
Natalie Fuller, Applied Instructor (High Brass)
Julianna Gray, Applied Instructor (Violin/Viola)
MaryAnn Hamilton, Applied Instructor (Organ)
Meg Cognetta Heaton, Applied Instructor (Piano)
Caleb Hopkins, Director of Community Chorus
Scott Kwiatek, Applied Instructor (Jazz Bass)
Charity Lofthouse, Associate Professor
Ben Magruder, Director of String Ensemble
Andrea McGaugh, Applied Instructor (Voice)
Suzanne Murphy, Applied Instructor (Voice)
Jeananne Ralston, Applied Instructor (Piano)
Troy Slocum, Applied Instructor (Piano)
Karl Stabna, Applied Instructor (Jazz Saxophone and Jazz Improvisation)
Will Talley, Director of Community Wind Ensemble
Wendra Trowbridge, Applied Instructor (Voice)
Greg Wachala, Applied Instructor (Guitar), Director of Jazz Guitar Ensemble
Katherine Walker, Assistant Professor

The Department of Music promotes the idea that listening to music cannot be a passive experience. Music, like the other fine and performing arts, involves the mind, aesthetic perception, emotions, and the body, in both listening and music-making activities. To that end, the department maintains the goal of demystifying the study of music by helping students to develop the necessary vocabulary to describe what is heard, and empowering them to make critical judgments and argue interpretations of aural phenomena.

Coursework in the Department of Music is designed to develop the musical understanding of students who desire to broaden their cultural perspective through study of the arts, as well as to prepare students wishing to pursue a professional career in music. Music classes are open to all students who have fulfilled the necessary prerequisites or gained permission of the appropriate individual instructors. The department offers a major and minor; all course work to be counted toward the major or minor must be passed with a grade of C- or better. New York State music education certification is available to students majoring in music.

Introductory music courses expose students to a comprehensive survey that is both sufficient to provide non-majors with a broad understanding, and designed to prepare students for subsequent coursework if they choose to continue. Music, by its very nature interdisciplinary, connects too many programs of study at the Colleges: Asian Studies, European Studies, Africana and Latino Studies, and Media and Society, to name just a few. Music study can also serve as a microcosm for a given culture's macrocosmic view; the relationships between performers and audience, within the performing group, the style of presentation, and other points of contact, can communicate in a symbolic way a culture's underlying structure and values.

The Department of Music encourages all interested HWS students to sing or play in an ensemble or take private lessons, whether as a continuation of earlier musical experiences or first-time endeavor. Admission to HWS's choral and instrumental ensembles is by audition. Private instruction (14 half-hour lessons per semester) is available to students for a per-semester fee. Private composition lessons are also available as an independent study.

Music majors and minors are expected to develop a deep and comprehensive understanding of music, with the aim of preparing students interested in continuing with graduate-level work. In-depth exploration is a natural hallmark of formal musical training; music theory, music history, and upper-level courses all embody thorough intellectual engagement, whether through rigorous theory and ear training study, style analysis, or research of a musicological topic. Students also have the opportunity to finish their undergraduate careers with a highly rewarding honors program. The Honors program consists of a yearlong course of study, which can be developed and pursued in collaboration with a specific faculty mentor.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

MUS 120, 220, 320, 420, 460; MUS 304 or 305; two courses from MUS 202, 203, and 204; one elective at the 200-level or above; one additional elective from MUS 130 or above; and two performance course credits (one course credit earned through participation in a major choral or instrumental ensemble for two semesters, and one course credit earned through taking private lessons for two semesters).

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

MUS 120; one course from the group MUS 202, 203, or 204; MUS 220; one music elective at the 200-level or above; one additional course from MUS 130 or above; and one performance course credit earned through participation in a major choral or instrumental ensemble for two semesters or through private lessons for two semesters.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses (only available to classes entering Fall 2015 and earlier)

MUS 120; one course from the group MUS 202, 203 and 204; MUS 220; one additional course from MUS 130 or above; two performance course credits (one course credit earned through participation in a major choral or instrumental ensemble for two semesters, and one course credit earned through taking private lessons for two semesters); and one non-music elective course from art, history, education, philosophy, religious studies, anthropology, languages, dance, or another department, chosen in consultation with the adviser (the music and non-music electives should intersect topically).

TEACHER CERTIFICATION

Students seeking to obtain New York State teacher certification to teach in the public schools (pre-K–12) are required to fulfill all requirements of the regular music major (disciplinary) in the Department of Music, with the following additions: The required music major elective must be replaced by MUS 305 *Conducting*. In addition to the standard ensemble and applied study requirements for the music major—i.e., at least one credit (two semesters) of ensemble participation and at least one credit (two semesters) of applied study on a primary instrument or voice—at least two credits (i.e., four semesters) must be earned through private applied instruction in any four (i.e., one semester each) of the following areas: brass, woodwinds, strings, voice, piano, guitar, and percussion. It should be noted that only two out of the four credits required in this area of ensemble participation and lessons may be counted toward the general baccalaureate requirement of 32 credits for graduation from the Colleges.

Students seeking to obtain New York State teacher certification should arrange early in the process to meet with Assistant Professor of Music Mark Olivieri as well as a faculty member from the Department of Education to ensure that all education requirements are being addressed.

COURSE DESCRIPTIONS

MUS 100 Introduction to Music Literature This course is intended to deepen the meaning of experiencing music as a living language from listening to Beethoven's Fifth Symphony performed in the concert hall to hearing the soulful strains of blues in a Chicago club, or the 'exotic' timbres and tunings of a Balinese gamelan. Each repertory is unique in its materials and methods of organization, each elicits a unique set of values and feelings in response. Each is described and assigned meaning through the cultural filters of our own individual backgrounds. Music utilized in the American tradition based on European models is surveyed, as are representative models from contrasting cultures. (*Offered each semester*)

MUS 110 Introduction to Music Theory This course introduces fundamentals and basic principles of Western music notation and music theory, as well as aural skills connected to these concepts. Specific topics of study include clefs, major and minor scales, key signatures, intervals, triads, and an introduction to four-part writing, harmonic progressions, and chordal function. (*Offered each semester*)

MUS 120 Theory/Aural Skills I -Tonal This course uses an integrated approach to develop the theoretical knowledge and aural skills necessary to become a listener/performer who can perceive sound in meaningful patterns, express these concepts musically, and think critically and artistically about musical form, style, and content. Review of diatonic scales, intervals, triads, and keys is followed by principles of voice leading, Roman numeral analysis and functional harmony, and non-harmonic figuration. Harmonic topics include tonic, dominant, subdominant, submediant, and supertonic triads in functional contexts; the dominant-seventh chord and its inversions; the leading-tone diminished seventh chord; and the cadential six-four chord. Formal topics include sentence and period phrase structures. Analytical and writing skills are introduced and developed, and aural understanding of the above foci is achieved through singing, conducting, playing, and listening. Prerequisite: MUS 110 or permission of the instructor. (*Offered each semester*)

MUS 190 History of Rock & Roll The course provides a survey of rock and roll from its roots through contemporary times. Beginning with a study of the development of rock from earlier sources, such as mainstream popular music, rhythm and blues, and country and western, the course proceeds by considering the artists and trends that serve to define rock music through the decades. The course places a strong emphasis on hearing the music that is discussed: students receive guidance in listening to basic musical features such as form, rhythm and meter, and instrumentation. Attention is also given to content of lyrics and to the role that rock music plays as a general, sociological phenomenon.

MUS 202 Medieval/Renaissance From Gregorian chant and the songs of the troubadours, the beginnings of polyphony, the “new secular style” of the 14th century, and the “sweet” harmonies of the 15th century Burgundian school, through the humanistic currents of the late 15th and 16th centuries, composers created new styles, techniques, and forms, responding to the demand for greater expressivity and more variety. The course surveys tradition and change in music from 600 to 1600 and is based on selected readings, recordings, and scores. (*Offered every third semester*)

MUS 203 Baroque-Classical From the early operas of Monteverdi to the oratorios of Handel and the cantatas of Bach, the Baroque composer aimed to “affect” his listener through powerful musical contrasts and rhetorical passions; Haydn, Mozart, and the young Beethoven, on the other hand, were more interested in projecting formal logic and proportional design in their sonatas, string quartets, symphonies, and other instrumental works. The course surveys tradition and change in Baroque and classical music and is based on selected readings, recordings, and scores. (*Offered every third semester*)

MUS 204 Romantic - Modern Most 19th century composers pushed the expressive power of chromatic harmony and thematic unity to the musical extreme. By 1910, most of the musical avant-garde no longer found it possible to work within the constraints of the three century old tonal system. New systems and searches for novel sonorities led to the use of natural and electronically generated sounds. Chance happenings were advocated by composers who objected to older music’s predictability. The course surveys tradition and change in romantic and modern music and is based on selected readings, recordings, and scores. (*Offered every third semester*)

MUS 205 Music at the Movies This course provides a comprehensive survey of film music from the silent era through the present day, exploring its role and relation to the plot and visual elements at small-scale and large-scale (narrative) levels. Topics covered will include general elements of music, musical forms and stylistic periods, as well as film score compositional developments including instrumentation, theme structures, diegetic (part of the film’s narrative sphere) and non-diegetic (purely soundtrack) music, music as narrative participant, subliminal commentary, and music as iconographic character. Films viewed will include those with soundtracks by major 20th-century composers and specialized soundtrack composers. The course is designed for varying levels of musical knowledge; reading musical notation is helpful but not necessary. (*Offered periodically*)

MUS 207 Big Band-Bossa: Jazz History This course studies the development of contemporary styles and techniques in jazz and American popular music of the Western hemisphere since 1900. (*Offered annually*)

MUS 209 Women in Music This course surveys the careers and works of women composers and performers, primarily of European art music and American popular music, from Antiquity to the present day. Issues explored will include women’s achievements and contributions, women’s roles as composers, patrons and performers, portrayals of women in opera, feminist musical criticism, cultural values that have affected women’s participation in musical life, and the way in which women present themselves publicly as women and as artists. (*Offered periodically*)

MUS 213 Musical Aesthetics This course introduces students to the aesthetic tradition in music by examining its most important and enduring claims. Musical aesthetics is a branch of philosophy whose goal is to provide persuasive

answers to questions about music's nature, purpose, and value: What is art? What is the nature of aesthetic experience? What is a musical work, and what determines its value? What is the relationship between music and other art forms? How would music function in an ideal society? Over the course of the semester, students will critically engage some of the most canonical answers to these questions, and learn to apply them to musical works from a variety of time periods and traditions. (Ability to read music helpful but not required.) (*Offered periodically*)

MUS 214 Music Criticism in Theory & Practice This course draws from recent critical theory to uncover diverse ways of experiencing, interpreting, and articulating musical meaning. The course combines theoretical and practical components. As budding critical theorists, students will become literate in major contemporary "isms,"-including Structuralism, Post-Structuralism, Formalism, Queer Theory, Semiotics, Race Studies, and Postcolonial Theory- interrogating the beliefs, agendas, and biases that underlie these schools and their applications to music. As practicing music critics, students will generate and articulate individual responses to a variety of musical works-including those by Mozart, Beethoven, Berlioz, Chopin, Shostakovich, Gershwain, Coltrane, Madonna, Ice Cube, and Radiohead—in dialogue with the critical methods studies over the course of the semester. Through these combined efforts, students will come to view a musical work as a many-sided entity supporting multiple interpretations; they will grapple with the continuum between objective and subjective experience, and be able to locate interpretive moments on that continuum; and they will deepen their appreciation and understanding of music, while making visible and interrogating their own-as well as broader cultural-biases and tastes. (*Offered periodically*)

MUS 215 Music & Race in US Popular Culture This course uses music as a lens to examine race and racism in the cultural, political, and economic arenas of the United States from 1900 to the present day. Through non-technical analysis of selected examples from the U. S. popular canon, students will learn to identify ways in which music and performative gesture underscored, subverted, and sometimes transcended racial stereotypes. Through focused engagement with topics including (1) Primitivism in the Jazz Age of the 1920s; (2) Black Power, White Money, and 1960s Soul; (3) Gender, Sexuality and Gangsta Rap; and (4) Racial Cross-Dressing- Minstrelsy from Jim Crow to Eminem, students will learn to hear discourses of race and identity that reside below the surface of popular music in the United States while developing analytical tools for engaging music as an expression of cultural identity. (*Offered periodically*)

MUS 220 Theory/Aural Skills II-Tonal This course continues goals outlined in MUS 120. Further exploration of harmonic analysis and part writing techniques, including supertonic, leading-tone, and subdominant seventh chords; Neapolitan and augmented-sixth chords; major-minor modal mixture; tonicization of and modulation to V in major and III and v in minor; and diatonic sequences. Rhythm and musicianship topics include more elaborate divisions of the beat and polyrhythms, and introduction to alto clef, as well as small binary forms. Prerequisite: MUS 120 or permission of the instructor. (*Offered each semester*)

MUS 235 Music and Noise Noise can be described as the opposite of music, but throughout the past century many musicians have found ways to blur the boundary between the two. This course will explore intersections between music and noise, primarily within 20th-century US and European contexts. Topics to be covered include how sound communicates meaning: the shifting definitions of both noise and music within different contexts, political, technological, and cultural motivations for incorporating noise into music, environmental noise and sound pollution, and some of the ethical concerns surrounding these topics. Students will encounter a broad variety of repertoire and learn to engage critically with their own listening experiences. This course is designed for any level of musical knowledge, ability to read music not required.

MUS 304 Composition Through a progressive series of composition projects, students investigate the sonic organization of musical works and performances, focusing on fundamental questions of unity and variety. Students will learn how to become more fluent improvisers as a means to inform their creative process and divorce themselves from composing works solely utilizing theoretical constructs. Aesthetic issues and intentionality are considered in the pragmatic context of the instructions that composers provide to achieve a desired musical result, whether these instructions are notated in prose, as graphic images, or traditional western musical notation. (*Offered annually*)

MUS 305 Conducting This course serves as an introduction to the art of conducting. Exploration and development of the necessary skills involved in becoming a successful musical leader generally and conductor specifically are undertaken. Emphasis is placed on the development of a basic repertoire of gestures needed to elicit a variety of musical responses. Physical technique associated with both the right and left hand (including baton technique) is emphasized. Topics related to programming, rehearsal technique, score reading, ear training, and mixed meter are also

explored. The final project will normally involve each student recruiting players or singers and leading them in rehearsal of a pre-selected piece of music. Prerequisite: MUS 220. (*Offered periodically*)

MUS 320 Theory/Aural Skills III-Chromatic This course builds on skills developed in MUS 120 and 220, and completes the tonal theory sequence with a focus on chromatic harmony of 19th-century Western art music. There is a strong emphasis on all aspects of part writing and analysis, and on aural engagement with theoretical and formal concepts through listening and performance of more complex melodic, polyrhythmic, and harmonic materials. Theoretical and musicianship topics include diatonic modulation to all closely related keys, chromatic modulation and voice-leading techniques, altered chords, polyrhythm, hypermeter, tenor clef, introduction to fugue techniques, and Sonata Theory. Prerequisite: MUS 220 or permission of the instructor. (*Offered annually*)

MUS 420 Theory and Aural Skills IV-20th and 21st Centuries This course utilizes the skills gained in the tonal theory sequence to explore the diverse landscape of post-1900 repertoire and theoretical concepts. Repertoire-based development of theoretical and musicianship skills features topics including: high chromaticism; introduction to jazz theory and forms; octatonicism and pentatonicism; set-class and twelve-tone theory; atonality; triadic transformations; unequal meters and complex polyrhythms; and historical approaches and current trends in popular music theory and analysis. Students will produce original written analyses of popular music and atonal/twelve-tone works, one of which will serve as the basis for an analytical presentation and participation in the Senior Symposium, if eligible. Prerequisite: MUS 320 or permission of the instructor. (*Offered annually*)

MUS 460 Seminar in Music This seminar provides in-depth capstone study of a selected area within musicology, music theory, or composition, as well as research and bibliographic skills necessary for graduate study in music. Subjects vary, with topics ranging from the works of a single composer (e.g., Mozart's operas, Stravinsky's ballets, Bach's cantatas) or specific themes (e.g., text/music relationships,) to large-scale composition projects and studies, to interdisciplinary, theoretical, critical, analytical, or historiographical investigations. Requirements include active participation in discussion and research projects, as well as a substantive final paper and participation in the Senior Symposium, if eligible. Prerequisites: One of MUS 202, 203, or 204; as well as concurrent enrollment in, or completion of, one 300-level MUS course; as well as permission of instructor. (*Offered annually*)

MUS 450 Independent Study

MUS 456 1/2 Credit Independent Study

MUS 495 Honors

PRIVATE INSTRUCTION COURSES

MUS	903	High Brass (Fuller)
MUS	904	Low Brass (Aronson)
MUS	906	Cello (Curren)
MUS	907	Jazz Saxophone (Stabnau)
MUS	908	Violin/Viola (Gray)
MUS	910	Piano (Chang, Heaton, Ralston, or Slocum)
MUS	911	Voice (Bigeleisen, McGaugh, Murphy, or Trowbridge)
MUS	914	Woodwinds (Stabnau)
MUS	915	Jazz Improvisation (Stabnau)
MUS	916	Organ (Hamilton)
MUS	917	Guitar (Ellis or Wachala)
MUS	918	Drums (Curry)
MUS	919	Jazz Piano (Olivieri)
MUS	927	Percussion (Calabrese)

See the Department of Music's webpage (www.hws.edu/academics/music/instruction.aspx) for additional information related to taking private lessons.

ENSEMBLES

MUS	920	Colleges Jazz Ensemble (Olivieri)
MUS	922	Colleges Classical Guitar Ensemble (Ellis)

MUS	923	Colleges Jazz Guitar Ensemble (Wachala)
MUS	924	Colleges Percussion Ensemble (Calabrese)
MUS	930	Colleges Chorale* (Cowles)
MUS	935	Colleges Community Chorus (Hopkins)
MUS	945	Colleges String Ensemble (Magruder)
MUS	950	Colleges Community Wind Ensemble (Talley)

*Members of the Colleges Chorale may be considered for membership additionally in the Colleges *Cantori*, a chamber vocal ensemble. *Cantori* is a not-for-credit ensemble.

Note: Students who take half hour private lessons receive one-half course credit per semester; students who take hour private lessons receive a full credit per semester (although this full credit does not count toward the student's standard course load in a given semester). Students who participate in any of the above-listed ensembles receive one-half course credit per semester.

Peace Studies

Program Faculty

Steven Lee, Philosophy, Coordinator
Betty Bayer, Women's Studies
Michael Dobkowski, Religious Studies
Shalahudin Kafrawi, Religious Studies
Carol Oberbrunner, Philosophy
Richard Salter, Religious Studies
Charles Temple, Education
Tenzin Yignyen, Buddhist Scholar, Asian Language and Cultures

Peace Studies at Hobart and William Smith Colleges is a program offering an interdisciplinary minor. It focuses on the conditions that promote social justice and the non-violent resolution of conflict in relations among individuals, groups, societies, and nations. The program combines philosophical inquiry, historical understanding, and critical analysis of contemporary social conditions, experiential learning, and a deep commitment to educating and empowering students for citizenship in a world of greater peace, equity, and social justice. Our objective for the minor in Peace Studies is to prepare students to speak and act in their lives out of deep commitment to creating conditions of social equality and respect for others.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

All courses must be completed with a C- or better. Courses taken for Credit/No Credit may not be counted toward the minor. At least three courses must be unique to the minor.

- One foundation course: REL 105 Religion, Peace, and Conflict.
- Two core courses: one from Group A and one from Group B. Group A courses provide a theoretical foundation for the study of peace, justice, and conflict. Group B courses provide close observation and experiential learning relevant to the peacemaker role, and/or meaningfully incorporate a substantial community service requirement.
- Two electives from Group 1 or 2: Courses in Group 1 provide a substantive foundation in the study of peace and justice; courses in Group 2 provide a substantive foundation in the study of peace and conflict.
- One supervised full credit practicum/internship (PCST 399) or two one-half unit supervised community service practica. Ordinarily a full credit practicum represents a minimum of 150 hours (75 hours for one-half credit) of community service, internship placement, or other experiential learning, approved by the student's program adviser and documented by a weekly reflective journal and a final report.
- Senior Independent Project (PCST 450): Enacting Peace: A self-initiated project that involves in some way a peacemaker role under the supervision of a Peace Studies program faculty adviser. Projects may include creative works and performance and include summer projects judged to be of equivalent sustained commitment by the adviser. Note: Additional information regarding program requirements is available from program faculty.

Core Group A: Theoretical Foundations for the Study of Peace, Justice, and Conflict

ASN 225 Tibetan Buddhism
ECON 236 Radical Political Economy
EDUC 370 Multiculturalism
PHIL 152 Philosophy and Feminism
PHIL 155 Morality and War
PHIL 157 Ethical Inquiry: A Multicultural Approach
PHIL 232 Liberty and Community
POL 180 Introduction to International Relations
POL 249 Protest Politics in Comparative Perspective
POL 380 Theories of International Relations
PPOL 101 Democracy and Public Policy
REL 228 Religion and Resistance
SJSP 100 Foundations of Social Justice
SOC 300 Classical Sociological Theory
SOC 370 Theories of Religion: Religion, Power, and Social Transformation
WMST 372 Peace

Core Group B: Theory in Action

PHIL 234 Theories of Right and Wrong
POL 212 The Sixties in American Politics
POL 215 Racial and Ethnic Politics
PPOL 364 Social Policy and Community Action
SJSP 101 Community-Based Research: Introduction to the Scholarship of Engagement
SOC 290 Sociology of Community

Elective Group 1: Peace and Justice

AFS 201 South Africa: An Orientation
AFS 202 South African Women's Narratives
ASN 225 Tibetan Buddhism
BIDS 211 Labor: Domestic and Global
ECON 236 Radical Political Economy
ENV 333 Environmental Justice and American Literature
PHIL 157 Ethical Inquiry: A Multicultural Approach
PPOL 101 Democracy and Public Policy
PPOL 328 Environmental Policy
PPOL 364 Social Policy and Community Action
REL 103 Journeys and Stories
REL 108 Religion and Alienation in 20th Century Culture
REL 228 Religion and Resistance
REL 236 Gender and Islam
REL 238 Liberating Theology
REL 281 Unspoken Worlds: Women, Religion, and Culture
REL 283 Que(e)rying Religious Studies
REL 347 Gender and Globalization in the Muslim World
SOC 259 Fight For Your Rights! The Sociology of Social Movements
SOC 290 Sociology of Community
SOC 370 Theories of Religion: Religion, Power, and Social Transformation
THTR 290 Theater for Social Change
WMST 372 Peace

Elective Group 2: Peace and Conflict

AMST 100 History and Form of American Culture
AMST 302 The Culture of Empire
ENG 111 The Experience of War in Literature
ENG 276 Imagining the Middle East
ENG 316 Hearts of Darkness
FRNE 219 North African Cinema and literature
FRNE 395 Race in 18th Century French Culture
HIST 103 Revolutionary Europe
HIST 237 Europe Since the War
HIST 238 The World Wars in Global Perspective
HIST 272 Nazi Germany
HIST 284 Africa: From Colonialism to Neocolonialism
HIST 285 The Middle East: Roots of Conflict
HIST 301 The Enlightenment
HIST 320 History and Memory: The Asia Pacific Wars
HIST 461 Seminar: War and Peace in the Middle East
MDSC 224 The Age of Propaganda I
MDSC 225 The Age of Propaganda II
POL 180 Introduction to International Relations
POL 212 The Sixties and American Politics
POL 215 Racial and Ethnic Politics
POL 249 Protest Politics in Comparative Perspective
POL 254 Globalization

POL 283 Terrorism
POL 290 American Foreign Policy
PPOL 328 Environmental Policy
REL 250 Race and Religion
REL 255 Peace and Violence in the Qur'an
REL 265 The West and the Qur'an
REL 271 The History and Impact of the Holocaust
REL 274 Zionism, the State of Israel, and the Middle East Conflict
REL 335 Jihad
REL 401 Literary and Theological Responses to the Holocaust
SOC 356 Power and Powerlessness
SPAN 317 Arte y Revolución
SPNE 355 Gabriel Garcia Marquez (in English)

COURSE DESCRIPTIONS

PCST 399 Internship A minimum of 150 hours of community service, internship placement, or other experiential learning, approved by the student's program adviser and documented by a weekly reflective journal and a final report.

PCST 450 Senior Independent Project Enacting Peace A self-initiated project that involves in some way a peacemaker role under the supervision of a Peace Studies program faculty adviser.

Philosophy

Department Faculty

Eric Barnes, Associate Professor
Scott Brophy, Professor
Greg Frost-Arnold, Associate Professor, Chair
Karen Frost-Arnold, Associate Professor
Steven Lee, Professor
Lisa Leininger, Assistant Professor
Carol Oberbrunner, Assistant Professor
Kelsey Ward, Assistant Professor

Courses in the Philosophy Department provide students with a background in the history of philosophy, and assist them in developing competence in the analysis and evaluation of philosophical problems and arguments that arise in making choices about their own lives and in participating in the decisions on the future of our society.

Philosophy is concerned with the most fundamental questions that human beings can ask. What is the ultimate nature of the world? When are our beliefs justified? What can we know? Which actions are right and which are wrong? What is the best form of government? What is the good life? Is mind reducible to body? In addition, philosophy seeks to understand the bases of other areas of study, for example in philosophy of science, philosophy of language, philosophy of law, and philosophy of art.

The Philosophy Department welcomes both those who have an interest in continuing in philosophy and those who wish to use their philosophical training as a basis for other life pursuits. The study of philosophy has both intrinsic and instrumental value. The intrinsic value is the sense of satisfaction and self-discovery that comes from dealing in a careful and systematic way with basic questions. The instrumental value lies in the skill that the study of philosophy provides in critical thinking, a skill that helps a person to communicate better and to more effectively adapt to changing circumstances.

All courses toward a philosophy major or minor must be completed with a grade of C- or higher, and no C/NC courses are allowed.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

At least six courses must be unique to the major. No more than three 100-level courses may be counted toward the major.

The following three courses:

PHIL 370 Ancient Philosophy
PHIL 372 Early Modern Philosophy
PHIL 460 Senior Seminar

At least two area courses (at least one of which must be at the 300-level):

Area 1: One of the following courses about knowledge/reality: 220, 237, 238, 260, 275, 342, 345, 350, 373, 374, 380, 390

Area 2: One of the following courses about values/normative theory: 230, 232, 233, 234, 235, 236, 250, 256, 310, 315, 330

Any five additional philosophy courses, at least two of which must be at the 200-level or higher.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

One of the following courses about knowledge/reality: 220, 237, 238, 260, 275, 342, 345, 350, 373, 374, 380, 390

One of the following courses about values/normative theory: 230, 232, 233, 234, 235, 236, 250, 310, 315, 330

One of the following historical courses: 370, 372, 373, 390

Any two additional philosophy courses

COURSE DESCRIPTIONS

PHIL 100 Introduction to Philosophy How should I live my life? When is it acceptable to lie? Do I have a responsibility to help strangers? Is it always wrong to break the law? Can we prove God exists? What makes me, me? How do my race, class, and gender shape what I know? What distinguishes knowledge from mere opinion? This course provides an understanding of what philosophy is by addressing some of the key questions that philosophers examine, and by developing students' philosophical reasoning and sensitivity. (Staff, *offered every semester*)

PHIL 110 Puzzles and Paradoxes Puzzles can be both fun and frustrating. In some places, working to solve them can also provide fascinating insights about our world. Philosophical puzzles and paradoxes are like that. This course will cover a variety of challenging puzzles about the nature of reality, morality, language and what we can know about the world. Some of these puzzles have been solved, but many are not yet solved, and we can learn much from both of these. Even if you don't solve a particular puzzle completely, working toward the answer can help you with future problems by giving you a set of tools that you can use again and again to get other answers. Puzzles and paradoxes make you a better thinker. (And, for some, they are lots of fun too.) Reading and other materials: The exact readings used will depend on the professor who is teaching the course and on which puzzles that professor wants to cover during the semester. There are textbooks that cover many of these puzzles, but we expect that a textbook would be supplemented by other readings. A sample of the puzzles that we envision being appropriate for this course would include: metaphysical problems (Zeno's paradoxes, Sorites paradox, artificial persons, time travel, relativism); epistemological problems (liar paradox, surprise text paradox, preface paradox, grue paradox, Descartes' evil demon); ethical problems (free will & responsibility, psychological egoism, paradox of hedonism, the experience machine); political problems (prisoner's dilemma, Arrow's impossibility theorem); and problems in rational choice (Newcomb's paradox, Monty Hall problem, two envelope paradox, principle of insufficient reason & Bertrand's paradox). Of course, this is not an exhaustive list, nor could it all be done in one semester. However, we do envision the course including some problems from each area listed here.

PHIL 120 Critical Thinking & Argumentative Analysis This course is designed to improve a person's ability to think critically. While any course in philosophy does this, this course explicitly examines the principles of good reasoning. Emphasis is placed on the evaluation, the understanding, and the formulation of arguments. Instruction is given in the detection and correction of fallacies of reasoning and in the writing of argumentative essays. (*Offered annually*)

PHIL 151 Continuing Issues: Crime & Punishment This course explores the relationship between moral responsibility and criminal responsibility. It looks at some perennial problems in ethical theory, such as: What makes an act wrong? When is a person morally responsible for their actions? When is punishment an appropriate response to behavior that violates social norms? It also looks at some problems in legal theory and in public policy, such as: What sorts of acts ought to be criminal? When is a person legally responsible for her actions? Why should insanity be a defense to criminal charges? The following general question links all these problems: Which forms of behavior control are morally justifiable responses to which forms of social deviance? (Brophy, *offered annually*)

PHIL 152 Continuing Issues: Philosophy & Feminism This course examines both the ways in which philosophical concepts and methodologies have influenced contemporary thinking about gender and the ways in which feminist viewpoints have challenged many traditional philosophical ideas. Among the topics discussed are: marriage, sexuality, prostitution, human trafficking, affirmative action, and the connections between feminism and other liberation movements. (K. Frost-Arnold, *offered alternate years*)

PHIL 154 Continuing Issues: Environmental Ethics This course explores the ethical and philosophical issues that arise when we consider the relation between humans and the natural environment - issues made urgent by our current environmental crisis. Among questions examined are: Is the value of nature intrinsic or only instrumental? Do humans have obligations toward nonhuman animals? Why are animal species worth preserving? Is it individual animals or ecosystems that should be of moral concern? What can feminism tell us about our treatment of nature? Are economic efficiency and cost/benefit analysis adequate criteria for assessing our relation to the environment? (King, *offered annually*)

PHIL 155 Continuing Issues: Morality and War This course explores the phenomenon of war from a moral point of view. Among the questions considered are: When, if ever, is it morally justified to fight a war? What, if any, are the moral limits on how one may fight a war? Among the topics considered are: just war theory, pacifism, realism, humanitarian intervention, civil war, terrorism, and nuclear deterrence. (Lee, *offered annually*)

PHIL 156 Biomedical Ethics This course examines ethical issues that arise in the practice of medicine, in the delivery of health care, and in biomedical research. Ethical issues arise in all areas of human activity, but they arise in medicine with special urgency. Some reasons for this are the special nature of the physician/patient relationship, the importance of the matters of life and death involved, the difficulty in distributing health care in a just manner, and the many recent technological advances in medical treatment that exacerbate all of these problems. Among the issues considered are informed consent, patient autonomy, confidentiality and privacy, genetic intervention, medical experimentation, reproductive control, allocation of scarce medical resources, and justice in health care delivery. (Staff, *offered annually*)

PHIL 157 Ethical Inquiry: A Multicultural Approach This course considers some specific ethical issues from global and multicultural perspectives. Topics include issues such as human rights, gender roles and morality, world hunger and poverty, euthanasia, and racial and ethnic discrimination. In addition to examining these issues using a variety of Western philosophical traditions, students consider approaches that come from Chinese, African, Indian, Native American, feminist, Buddhist, and other non-Western perspectives. (Oberbrunner, *offered alternate years*)

PHIL 158 Debating Public Policy Effectively advocating for one's plan of action, when it's opposed, is what makes the difference between just a cool idea and an implemented policy. However, respectfully and persuasively selling one's ideas requires knowledge and skills that most people lack. This course develops students' theoretical knowledge of policy analysis tools and their practical skills (especially oral communication skills) to improve their advocacy. Students work in teams to develop public policy positions on current political, moral, and legal issues - domestic and international. Teams then formally debate these positions while other students vote on them. Strong emphasis is placed on anticipating problems with one's own public policy positions. Students learn about the general structure and tools of advocacy and opposition, as well as particular issues of current concern. The primary goal of this course is not to teach you how to debate. Debate is just the primary medium of the assignments about public policy analysis. (Barnes, *offered alternate years*)

PHIL 159 Continuing Issues: Global Justice This course examines a set of ethical issues arising from the relations among nations and their peoples in the light of increasing global interdependence. What does global justice require of us? What is the moral significance of national borders? Are we justified in treating our compatriots as more important morally than those in other nations? What are the obligations of those of us in wealthy nations to the hundreds of millions on our planet in extreme poverty, especially when some of this poverty is the result of our own activities? Are our obligations to those in other lands negative only (not to harm), or are they also positive (to provide needed help)? In seeking to answer these questions, the course examines realist, statist, and cosmopolitan normative theories of international relations. (Lee, *offered occasionally*)

PHIL 162 Ethics Civic Engagement How can I participate in my community in an ethical manner, and what can we, as a community, do to promote responsible civic engagement? Students will study traditional ethical theories and learn how to apply them to the many complex ethical questions facing individuals who engage in volunteering, service, civic engagement, and community activism. We will also address contemporary analyses of the ethical challenges posed by social inequalities of gender, race, sexuality, and class. Topics explored in this course include: professionalism, confidentiality, respect for autonomy, conflict of interest, appreciation of difference, trust and honesty. Students will learn ethical and non-oppressive strategies for engaging with both local and international communities. This course is a service-learning course with a civic engagement component. Readings and other materials: Rachels, James. "The Elements of Moral Philosophy." NY: McGraw Hill, 2004. Potter, Nancy Nyquist. "How Can I Be Trusted?" Rowman & Littlefield, 2002. O'Neil, Onora. "A Question of Trust." NY: Cambridge, 2002- Chapdelaine, Andrea et al. "Service-Learning Code of Ethics." Boston: Anker, 2005- Mortenson, Greg. "Three Cups of Tea: One Man's Missions to Promote Peace ... One School at a Time." Penguin, 2007. Selections from Bailey, Alison & Cuomo Chris (Eds.) "The Feminist Philosophy Reader." NY: McGraw Hill, 2007. Selections from Adams, Maurianne et al. (Eds.) "Readings from Diversity and Social Justice." NY: Routledge, 2000. (K. Frost-Arnold, *offered alternate years*)

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.

PHIL 208 The Scientific Revolution The present-day scientific view of the world has not always existed: it began in a particular time and place. This course studies the birth of the modern conception of the natural world in seventeenth century Europe, an event often called the “Scientific Revolution.” We begin with an overview of ancient Greek ideas in philosophy, medicine, and cosmology. Then, the main portion of the course will focus on the profound intellectual transformations in Europe during the 17th century, when our knowledge of the natural world first became “modern.” We will aim to understand the scientific revolutionaries on their own terms and for their own sake, but we will also study how their ideas relate to earlier and later periods. Finally, we look at the most influential theory of scientific revolutions, that of Thomas Kuhn, and compare it (and its successors) to the historical data. (G. Frost-Arnold, *offered occasionally*)

PHIL 220 Semiotics This is an introductory course to semiotics, the doctrine of sign in all forms and shapes. Signs are processes of interpretation. Anything (object, idea, feeling, action) can become a sign by being interpreted. But interpretation is itself a sign in need of being interpreted, and so semiotics quickly becomes a labyrinth in which the concept of the sign becomes more, rather than less, problematic, as the inquiry into its nature proceeds. A wide variety of approaches to semiotics are presented, and applications to literature, art, architecture, dance, history, anthropology, film studies, women studies, photography, sociology, psychology, and biology are encouraged. (Baer, *offered annually*)

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

PHIL 232 Liberty & Community This is a basic course in political philosophy. The focus is on striking a balance in a political order between the freedom of the individual and the requirements of community. The central question is whether the state is merely instrumental to the fostering of individuality or is intrinsically valuable because of the community it represents. A related question is whether social relations are best understood as created by contract among persons or as in some sense constitutive of our personhood. What is at issue is the adequacy of liberalism. (Lee, *offered alternate years*)

PHIL 233 Cosmopolitanism & Global Ethics Cosmopolitanism, deriving from the greek ‘cosmos’ (world) and ‘polites’ (citizen), is the study of citizenship beyond the boundaries of nation-states. In this course, we will study theories of world-citizenship and the relationship of citizenship to global ethical questions. We will look, in particular, at two sorts of composition: ethical and political. Ethical cosmopolitanism concerns the ethical obligations we have to individuals with whom we do not share a nation-state. Political cosmopolitanism concerns development of global institutions to govern political or economic policies and laws that have global impact. Of primary importance in this course is the question of whether citizenship creates special moral and political obligations. We will consider the idea of world citizenship with regard to international organizations and global governance, human rights, immigration, economic inequality, and gender justice.

PHIL 234 Theories of Morality We’ll examine the three dominant theoretical approaches to answering the fundamental practical question of what makes actions right and wrong. In the process, we’ll also investigate questions like: What makes someone a good person? What makes something immoral? What is the relationship between rights and obligations? What makes the world a better place? (Barnes, *offered alternate years*)

PHIL 235 Morality & Self-Interest How should we act? Morality and individual self interest are often thought to give conflicting answers to this question. This course examines basic issues in moral theory by focusing on the question of whether acting in one’s own interests is incompatible with acting as morality requires, as it often appears to be. Do morality and self-interest diverge or converge? We study these issues through historical works by philosophers such as Plato, Aristotle, Hobbes, Hume, Kant, Mill, and Nietzsche. The course is a service-learning course with a community service component. (Lee, *offered alternate years*)

PHIL 236 Philosophy of Law Study of the law raises many problems for which philosophy provides solutions. At the same time, the law provides valuable source material bearing on many traditional issues in philosophy. This course studies these problems and issues by examining both philosophical writings on the law and legal opinions. Tort and contract law are examined, as well as criminal and constitutional law. Some of the questions to be considered are: What

is law? What is the relation between law and morality? To what extent is the state justified in interfering with a person's liberty? When are persons responsible for their actions? What is justice? When is a person liable for harm caused to others? When is morally justified to punish a person? (Lee, *offered alternate years*)

PHIL 237 Philosophy of Religion After reviewing some world religions, this course examines philosophically a variety of fundamental questions about religion. Can we honor both the global diversity of religions and our common humanity? Can rational thought help us? The Western tradition, both classical and contemporary, includes a fascinating set of arguments to prove God's existence. Are they successful? Students address the Problem of Evil, a perennial question about why there is so much human suffering. Is religion patriarchal? What are some different ways of understanding the nature of divinity? Can we understand personal immortality? What is the relationship between religion and science? Students look at several perspectives on religious truth and ways of knowing it. (Oberbrunner, *offered occasionally*)

PHIL 238 Philosophy of Natural Science We take up several questions central to the philosophy of science: What distinguishes science from non-science? What is inductive reasoning? When is data evidence for a theory? What is a law of nature? How does a scientific community modify theories or reject one theory and replace it with another? What role, if any, do values play in the scientific enterprise? (G. Frost-Arnold, *offered alternate years*)

PHIL 240 Symbolic Logic This course is an introduction to the techniques and theories of formal logic. Topics include translation between English and artificial languages; formal techniques and procedures (natural deduction and truth tables); the concepts of validity, soundness, completeness, and consistency; along the way, we will discuss philosophical questions about logical truth and logical knowledge. (G. Frost-Arnold, *offered alternate years*)

PHIL 243 Philosophy of Sex and Love Sex and love are among some of the most ordinary human (and animal) experiences. Yet, we often neglect to consider them philosophically. This neglect stems in part from longstanding dualisms of mind/body and reason/feeling. This class focuses almost exclusively on bodies and feelings: in doing so it prioritizes what has often been philosophically neglected or rejected. Once we do that, puzzles arise nearly everywhere we look. Most basically: What is sex itself? Are sex and sexuality constituent or accidental features of identity? Are some sex acts morally wrong? What does it mean to love someone; it is a feeling, an action, or a metaphysical union? Should you commit yourself to someone else, what would it mean to do so? This class will provide a survey of metaphysical, epistemological, ethical, social, and political concerns about sex and love. We will focus on four main themes: being sexed and sexual, sexual orientations, power and sexualized violence, and marriage, commitment, and non-committal sex. Typically, we will discuss philosophical dimensions of: sex acts and sexual desires, masturbation, sexualized violence, sexual identities, queer subjectivities, marriage, non-monogamy, pornography, public sex, and sex work.

PHIL 250 Feminism: Ethics & Knowledge This course examines various feminist critiques of traditional approaches to ethics and to knowledge. The first half of the course addresses moral issues. Are traditional moral theories adequate for addressing the problems that women face? Do women tend to think about morality differently than men do? What is "feminist ethics?" What moral obligations does it assign to individuals? What are its implications for governments and social policy? The second half of the course discusses issues in science and epistemology (i.e., theory of knowledge). Historically, how has science contributed to the subordination of women? Are social and political considerations relevant to science? Is it possible for science to be "objective?" What can be done to make science less biased? (K. Frost-Arnold, *offered alternate years*)

PHIL 256 Health Care Policy A government's laws and policies exert a great deal of influence on individuals' health and on how they interact with their health care system. You might be allowed to choose your own doctor or your choices might be restricted. The system might permit doctors to help terminally ill people to end their own lives, or it may even empower others to make such a choice. Public policies might encourage or prohibit research to find ways to improve humans by altering their genes. The government could help everyone get health insurance or they could even take over the whole health care system. These kinds of public policy decisions would have major economic, political and personal ramifications. The goal of this course is to investigate and understand these choices in health care policy, focusing on the ethical principles that are the foundation of any justification of such policies.

PHIL 260 Mind and Language One fascinating feature of language and mind is that both are able to carry information: sentences and beliefs have content or meaning. In other words, sentences and beliefs are about something. This course investigates several questions involving linguistic and mental content. How do words and mental states acquire their content? What is the meaning of a word or sentence? For example, is the meaning of a proper name (e.g. 'Thomas

Jefferson') simply the entity bearing that name, or must its meaning be more complex? What is the relationship between mental content and linguistic expressions: that is, do features of the language we speak determine which thoughts we can have, or vice versa? (G. Frost-Arnold, *offered occasionally*)

PHIL 271 Medieval Philosophy This course is a survey on common themes in Medieval philosophy. It explores on issues elaborated in the works of major Christian, Muslim, and Jewish philosophers. Among these issues include Being and its modalities, Perfect Being and the world, free and pre-determination, universals and particulars, and causality. It especially discusses the interplay between Platonic, Aristotelian and Neoplatonic views on the one hand and religious teachings on the other, as expressed in the works of medieval philosophers such as Augustine, Sa'adia, Ibn Sina, Maimonides, Averroes, Aquinas, and Ibn Tufayl.

PHIL 275 GOD This course examines both the nature of God and the foundation of rational belief in God. The traditional understanding of God, at least according to the Abrahamic religions, is a being that is omnipotent, omniscient, and omnibenevolent. However, each of these properties introduces classical philosophical problems. The puzzle of omnipotence challenges the idea that omnipotence is even a coherent notion. The dilemma of freedom and foreknowledge implies that God's omniscience is incompatible with human freedom. Last, the problem of evil gives reason to doubt that God is truly omnibenevolent. In sum, the class explores the following majors questions: does God exist? What is God like? How do we know what God is like? Do we have good evidence for belief in God? If not, can we still have rational belief in God?

PHIL 312 Language and Power Language plays a central role in our interactions with others in the world: it helps us to convey our thoughts and to create important connections with others. It can also be a powerful mechanism through which to derogate, marginalize, or subordinate people. This course will examine how language draws on exerts, and reinforces social power. We'll make use of classic ideas from philosophy of language to address contemporary concerns about social discourse. We'll start by examining famous arguments in support of freedom of speech. One of the central questions of the course is how these arguments work when we understand speech not merely as a way to convey information, but as an action which itself can have a significant impact on others. Much of the course will focus on the real impact of hate speech, pornography, and use of derogatory terms. We'll examine the role of social authority and the ways in which discourse can be distorted by features of the participants' identities. Then, we'll look at what sorts of inferences are licensed both by derogatory terms and by seemingly innocuous language used in daily life. Finally, we'll discuss whether, how, and when resistance to harmful speech is possible.

PHIL 315 Seminar: Social Justice Justice is demanded by people and for people all around us. Many claim that they or others are being treated unjustly, but to recognize which of these demands we should acknowledge, we need to understand what justice is. Our focus in this seminar will be on social justice, the justice of how individuals are treated by society, rather than how we treat each other as private persons. One of the main topics considered is distributive justice. The first part of this seminar will be dominated by a discussion of the work of John Rawls, the most significant English-language political philosopher of the 20th century. Then we consider other theoretical approaches to social justice, such as strict egalitarianism, libertarianism, resource and welfare based approaches, and feminist and capabilities approaches. We will also consider social just on a global scale. (Lee, *offered annually*)

PHIL 321 Environmental Theory & Policy What is the value of wilderness? Does wilderness only have value because human beings find it beautiful or useful or fun? Or, is it possible to locate a form of value that wilderness has which is independent of human purposes? We will examine both the pragmatics and theory of policy and use these as a lens for a critical look at the questions of value that we began the course with.

PHIL 330 History of Moral Theory 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.

PHIL 342 Experiencing & Knowing Why should we believe What others tell us? How do we know the external world Exists? How reliable are the inductive methods of science? How can we tell when we have achieved knowledge? What is the scope of human knowledge? What are its limits? This course examines some 20th century discussions of these and similar questions that have long intrigued thinkers wishing to understand the capacities of the human mind. (K. Frost-Arnold, *offered alternate years*)

PHIL 345 Power, Privilege, & Knowledge How is power used to shape the knowledge produced in a society? How does my race or gender influence my knowledge and ignorance? These are key questions in social epistemology, which is the study of the social dynamics of knowledge. In this course, students explore the historical beginnings of social epistemology in the work of Marx, Foucault and Goldman. Drawing on this history, students conduct a sophisticated study of contemporary work by feminists and philosophers of race. Among the topics discussed are: the corporatization of science, knowledge of the female orgasm, white ignorance, and strategies for becoming a responsible knower in a world of power and privilege. (K. Frost-Arnold, *offered alternate years*)

PHIL 350 Theories of Reality This course will focus on questions such as the following: What is real? Is the material world the only reality? Are properties, like being round, or being rational, as real as things? Is mind, awareness, consciousness, a different sort of reality? Are people simply complex machines? Are human beings free to create their own futures? With respect to physical reality, we will consider issues such as causality, space, time, and substance. For persons, we will examine the relationship between mind and body, the idea of personal identity, and the nature of human free will and responsibility. Both classical and contemporary perspectives will be considered. (Oberbrunner, *offered annually*)

PHIL 355 Philosophy of Time We seemingly experience the phenomenon of time every day. But what exactly is it? One of the greatest philosophers of time, C. D. Broad, declared that the problem of understanding time is “the hardest knot in the whole of philosophy.” This course is an attempt to begin to unravel this knot. The topics are divided into two main sections reflecting the two main issues in the philosophy of time: the ontology of time and the properties of time. The ontology of time concerns, first and foremost, whether time is real, and, if so, whether only the present exists or whether the past and the future exist along with the present. The second section of the course concerns the consideration of the particular properties of time that give rise to several well-known questions involving time: How does time pass? What gives time its direction? Can we time travel into the past or future? These questions seem simple, but as one attempts to seek answers, it becomes clear that no obvious answers are to be found. Thus, this class ultimately serves not only as a philosophical introduction to the basic issues concerning time but also offers to students an illustration of how to structure and think through abstract issues.

PHIL 370 Ancient Philosophy This course is a survey of the Origins of Western philosophy. The course focuses on ancient Greek views of the nature of reality, morality, and knowledge. The great philosophers of the Classical period are studied in detail. The emphasis throughout this course is on understanding, analyzing, and evaluating the arguments and theories of these philosophers. Typical readings include: Plato, Euthyphro, Meno, Symposium, and Republic; Aristotle, Categories, Nichomachean Ethics, and Politics. (King, *offered annually*)

PHIL 372 Early Modern Philosophy This course is an introduction to the principal works and central theories of the early modern period (1600-1750). The philosophical thought of this period was closely tied to the newly developing sciences and also to profound changes in religion, politics, and morality. Accompanying the transformation of thinking in all of these areas was a renewed interest in skeptical theories from ancient sources, and what emerged was the beginning of uniquely modern approaches to philosophy. Each year this course focuses on a handful of texts from this period, to be selected from the works of Montaigne, Bacon, Galileo, Descartes, Hobbes, Arnauld, Gassendi, Mersenne, Leibniz, Spinoza, Boyle, Butler, Malebranche, Pascal, Newton, Locke, Berkeley, and Hume. (Brophy, *offered annually*)

PHIL 373 Kant Kant’s critical and transcendental investigations of the limits of the ability of the human mind to resolve issues of what we can know and how we should act have been enormously influential for all subsequent philosophical inquiry. This course is devoted to understanding the problems Kant faced, the answers he advanced, and the difficult and intriguing arguments he provided to support his views. Because understanding Kant’s empirical realism and transcendental idealism is incomplete without critical scrutiny of his argument, objections are introduced and discussed. (Baer, *offered annually*)

PHIL 460 Senior Seminar This course has variable content. Each year a central philosophical issue or the work of an important philosophical figure is examined. (*Offered annually*)

PHIL 450 Independent Study

PHIL 456 1/2 Credit Independent Study

PHIL 495 Honors

Courses Offered Occasionally*:

PHIL	125	Oral Argumentation and Debate
PHIL	150	Philosophy and Contemporary Issues: Justice and Equality
PHIL	160	Philosophy of Medicine
PHIL	205	Ideas of Self
PHIL	225	Versions of Verity
PHIL	271	Medieval Philosophy
PHIL	374	German Idealism
PHIL	380	Experience and Consciousness: Introduction to Phenomenology
PHIL	381	Existentialism

*Frequency as determined by student demand and faculty availability

Physics

Theodore Allen, Associate Professor, Chair
Larry Campbell, Research Professor
Ileana Dumitriu, Associate Professor
Leslie Hebb, Assistant Professor
Steven Penn, Associate Professor
Peter Spacher, Laboratory Technician and Instructor
Donald Spector, Professor
Brian Maynard, Laboratory Director

Historically, the discipline of physics is identified as the branch of science that seeks to discover, unify, and apply the most basic laws of nature. Our curriculum introduces students to its principal subfields—electromagnetism, mechanics, thermal physics, optics, and quantum mechanics—and provides the most extensive training in mathematical and analytical methods of any of the sciences. Since this is the foundation upon which all other sciences and engineering are based, the study of physics provides a strong background for students who plan careers in areas such as physics, astrophysics, astronomy, geophysics, oceanography, meteorology, engineering, operations research, teaching, medicine, and law. Because physics is interested in first causes, it has a strong connection to philosophy as well.

Increasingly in the modern era, physicists have turned their attention to areas in which their analytical and experimental skills are particularly demanded, exploring such things as nanotechnology, controlled nuclear fusion, the evolution of stars and galaxies, the origins of the universe, the properties of matter at ultra-low temperatures, the creation and characterization of new materials for laser and electronics technologies, biophysics and biomedical engineering, and even the world of finance.

PHYS 150 and 160 have a calculus co-requisite and are intended for students majoring in the natural sciences, or other students with a strong interest in science. Courses with numbers lower than 150 are particularly suitable for students not majoring in a physical science. Prerequisites for any course may be waived at the discretion of the instructor. Grades in courses comprising the major or the minor must average C- or better.

BINARY ENGINEERING PLAN

Joint-degree engineering programs are offered with Columbia University and The Thayer School of Engineering at Dartmouth College. Through these programs, in which students spend three years at Hobart and William Smith Colleges and two years at an engineering school, a student will receive a B.A. or B.S. from Hobart or William Smith and a B.S. or B.E. in engineering from the engineering school. Majoring in physics at HWS provides the best preparation for further work in most engineering fields. See “Joint Degree Programs” elsewhere in the *Catalogue* for details.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

PHYS 150, PHYS 160, PHYS 270, PHYS 285, PHYS 383, MATH 130 *Calculus I*, MATH 131 *Calculus II*, and five additional courses in physics at the 200- or 300-level. A course at the 200- or 300-level from another science division department may be substituted for a physics course with the approval of the department chair.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 16 courses

All of the requirements for the B.A. physics major, plus four additional courses in the sciences. Only those courses which count toward the major in the departments that offer them satisfy this requirement.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

PHYS 150, PHYS 160, PHYS 270, and three additional physics courses.

COURSE DESCRIPTIONS

PHYS 110 Star Trek Physics Can you really learn physics watching Star Trek? This course says “yes.” Students consider such Star Trek staples as warp drive, cloaking devices, holodecks, and time travel, and learn what the principles of physics tell us about these possibilities - and what these possibilities would mean for the principles of physics. Anyone who has ever enjoyed a science fiction book or movie will find that using Star Trek offers an excellent context for

learning about a variety of topics in physics, including black holes, antimatter, lasers, and other exotic phenomena. (*Offered occasionally*)

PHYS 112 Introduction to Astronomy This course offers a survey of the celestial universe, including planets, stars, galaxies, and assorted other celestial objects which are not yet well understood. The Big Bang cosmological model is thoroughly explored, as are the various observational techniques employed to collect astronomical data. (*Offered occasionally*)

PHYS 113 Suns and Planets This course is designed to help the student understand the nature and process of science by studying the subject of astronomy. Specifically, this course provides an introduction to the general physical and observational principles necessary to understand the celestial bodies. We will specifically discuss what is known about our Solar System, including the Sun, the rocky and gaseous planets and their moons, and the minor planets and asteroids. The course will culminate in an overview of the discovery and characterization of planets around other stars where we will begin to put our Solar System in the context of other recently discovered exo-solar systems. (*Offered alternate years*)

PHYS 114 Stars, Galaxies & the Universe This course provides an introduction to the general physical and observational principles necessary to understand stars, galaxies and the Universe as a whole. We will discuss light, optics and telescopes, properties of stars, black holes, galaxies, and cosmology. The course will culminate in a discussion of the formation of the Universe starting with the Big Bang. (*Offered alternate years*)

PHYS 115 Astrobiology Astrobiology is the scientific study of the origin and evolution of life in the Universe. It brings together perspectives from astronomy, planetary science, geoscience, paleontology, biology and chemistry to examine the origin of life on Earth and the possibility of life elsewhere in the Universe. This course is designed to help students understand the nature and process of science through the lens of astrobiology. We will explore questions such as: What is life? How did it arise on Earth? Where else in the Universe might life be found? How do we know about the early history of life on Earth? And how do we search for life elsewhere? We will evaluate current theories on how life began and evolved on Earth and how the presence of life changed the Earth. We will review current understanding on the range of habitable planets in our solar system and around other stars. And we will discuss what life might look like on these other planets and what techniques we could use to detect it. This course is designed to fulfill a student's goal of experiencing scientific inquiry and understanding the nature of scientific knowledge. It does not count toward the major in Geoscience or Physics. (Arens, Hebb, Kendrick, *offered annually*)

PHYS 120 Physics of Dance The course is an exploration of the connection between the art of dance and the science of motion with both lecture/discussion sessions and movement laboratories. Topics include: velocity, acceleration, mass, force, energy, momentum, torque, equilibrium, rotation and angular momentum. "Dance it-Measure it" is the movement laboratory which combines personal experience of movement with scientific measurements and analysis. This is a science lab, not a dance technique course. (*Offered occasionally*)

PHYS 140 Principles of Physics This is a one-semester survey course in physics with laboratory, which makes use of algebra and trigonometry, but not calculus. It is designed particularly for architectural studies students, for whom it is a required course. It also provides a serious, problem-solving introduction to physics for students not wishing to learn calculus. The following topics are included: mechanics (particularly statics, stress, and strain), sound, and heat. This course satisfies the physics prerequisite for PHYS 160. (*Offered annually*)

PHYS 150 Introduction to Physics I This is a calculus-based first course in mechanics and waves with laboratory. Prerequisite: MATH 130 Calculus I (may be taken concurrently). (*Offered annually*)

PHYS 160 Introduction to Physics II This course offers a calculus-based first course in electromagnetism and optics with laboratory. Prerequisites: PHYS 150 and MATH 131 Calculus II (may be taken concurrently). (*Offered annually*)

PHYS 210 Introduction to Astrophysics This first course in Astrophysics will add the foundational rigors of physics to the observations of astronomy to generate a more thorough understanding of our universe. Topics for the course include Stellar dynamics and evolution (star formation, fusion and nucleosynthesis, hydrostatic equilibrium, post-main-sequence evolution, supernovae, white dwarfs, compact objects), Galactic formation and evolution, active galaxies, galactic clusters, dark matter, Big Bang and Universe evolution, and dark energy. (*Offered occasionally*)

PHYS 225 Observational Astronomy This course provides a “hands-on” introduction to observational astronomy. Students will learn how the sky moves and the celestial coordinate systems necessary to plan and implement astronomical observations. They will become proficient using the new 17” telescope at the Perkin Observatory to observe celestial objects including the Moon, the planets, stars, star clusters, nebulae, and galaxies. Students will obtain digital images of the astronomical objects and learn basic techniques of digital image processing. Students will use their own data from astronomical database to draw scientific conclusions about stars and planets.

PHYS 240 Electronics This course offers a brief introduction to AC circuit theory, followed by consideration of diode and transistor characteristics, simple amplifier and oscillator circuits, operational amplifiers, and IC digital electronics. With laboratory. Prerequisite: PHYS 160. (*Offered annually*)

PHYS 252 Green Energy The climate change crisis has spurred the need for and interest in sustainable energy technologies. In this course we will study the major green energy technologies: efficiency, wind, solar (photovoltaic and thermal), geothermal, current/wave energy, smart grids and decentralized production. The class will study each technology from the basic principles through current research. In parallel, students will work together on a green energy project. Project ideas include: developing a green energy production project on campus, or a campus/Geneva self-sufficiency study. (*Offered occasionally*)

PHYS 260 Waves and Optics Simple harmonic motion, coupled oscillators, and mechanical waves. Fourier decomposition of oscillatory motion. Electromagnetic waves and phenomena of scattering, reflection, interference, and diffraction. Modern optical techniques such as waveguides, interferometers, and stable cavities. Prerequisite: PHYS 160. (*Offered annually*)

PHYS 270 Modern Physics This course provides a comprehensive introduction to 20th-century physics. Topics are drawn from the following: special relativity; early quantum views of matter and light; the Schrödinger wave equation and its applications; atomic physics; masers and lasers; radioactivity and nuclear physics; the band theory of solids; and elementary particles. With laboratory. Prerequisites: PHYS 160 and MATH 131 Calculus II. (*Offered annually*)

PHYS 285 Math Methods This course covers a number of mathematical topics that are widely used by students of science and engineering. It is intended particularly to prepare physics majors for the mathematical demands of 300-level physics courses. Math and chemistry majors also find this course quite helpful. Techniques that are useful in physical science problems are stressed. Topics are generally drawn from: power series, complex variables, matrices and eigenvalues, multiple integrals, Fourier series, Laplace transforms, differential equations and boundary value problems, and vector calculus. Prerequisite: MATH 131 Calculus II. (*Offered annually*)

PHYS 287 Computational Methods This course explores topics in computational methodologies and programming within physics. Computers are a ubiquitous tool in physics data acquisition and analysis. Each semester we will explore a set of topics within this field. Topics may include the statistics of data analysis, techniques of linear and nonlinear fitting, frequency analysis, time-frequency analysis, signal and image processing. Technologies may include data acquisition systems, data analysis environments, and common scientific programming languages. Prerequisite: PHYS 285. (*Offered annually*)

PHYS 351 Mechanics Starting from the Newtonian viewpoint, this course develops mechanics in the Lagrangian and Hamiltonian formulations. Topics include Newton’s laws, energy and momentum, potential functions, oscillations, central forces, dynamics of systems and conservation laws, rigid bodies, rotating coordinate systems, Lagrange’s equations, and Hamiltonian mechanics. Advanced topics may include chaotic systems, collision theory, relativistic mechanics, phase space orbits, Liouville’s theorem, and dynamics of elastic and dissipative materials. Prerequisites: PHYS 160 and MATH 131 Calculus II. (*Offered alternate years*)

PHYS 352 Quantum Mechanics This course develops quantum mechanics, primarily in the Schrödinger picture. Topics include the solutions of the Schrödinger equation for simple potentials, measurement theory and operator methods, angular momentum, quantum statistics, perturbation theory and other approximate methods. Applications to such systems as atoms, molecules, nuclei, and solids are considered. Prerequisite: PHYS 270. (*Offered alternate years*)

PHYS 355 Quantum 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. Prerequisites: Two 300-level courses in Physics or Mathematics. (*Offered alternate years*)

PHYS 361 Electricity and Magnetism This course develops the vector calculus treatment of electric and magnetic fields both in free space and in dielectric and magnetic materials. Topics include vector calculus, electrostatics, Laplace's equation, dielectrics, magnetostatics, scalar and vector potentials, electrodynamics, and Maxwell's equations. The course culminates in a treatment of electromagnetic waves. Advanced topics may include conservation laws in electrodynamics, electromagnetic waves in matter, absorption and dispersion, wave guides, relativistic electrodynamics, and Liénard-Wiechert potentials. Prerequisites: PHYS 160 and MATH 131 Calculus II. (*Offered alternate years*)

PHYS 370 Relativity, Spacetime & Gravity This course covers the ideas and some of the consequences of Einstein's special and general theories of relativity. Topics include postulates of special relativity, paradoxes in special relativity, geometry of Minkowski space, geometry of curved spacetime, geodesics, exact solutions of the field equations, tests of general relativity, gravitational waves, black holes, and cosmology. Prerequisites: PHYS 270 and PHYS 285. (*Offered alternate years*)

PHYS 375 Thermal Physics This course reviews the laws of thermodynamics, their basis in statistical mechanics, and their application to systems of physical interest. Typical applications include magnetism, ideal gases, blackbody radiation, Bose-Einstein condensation, chemical and nuclear reactions, neutron stars, black holes, and phase transitions. Prerequisites: PHYS 160 and MATH 131 Calculus II. (*Offered alternate years*)

PHYS 380 Contemp Inquiries This course examines current major lines of development in the understanding of physics. Representative examples include symmetries, superconductivity, superstrings and other attempts at unification, phase transitions, cosmology and the early universe, and non-linear systems and chaotic dynamics. Prerequisites: PHYS 270 and two 300 level physics courses or permission of the instructor. (*Offered alternate years*)

PHYS 383 Advanced Laboratory Advanced Laboratory is the capstone laboratory experience in which students perform a wide variety of experiments that cover the major concepts in Modern Physics and Quantum Mechanics, including wave-particle duality, NMR, particle decay, time dilation, particle scattering and absorption, and laser dynamics and spectroscopy. (*Offered annually*)

PHYS 450 Independent Study

PHYS 456 1/2 Credit Independent Study

PHYS 495 Honors

Political Science

Vikash Yadav, Associate Professor, Chair
Jodi Dean, Professor
Iva E. Deutchman, Professor
Kevin Dunn, Professor
DeWayne Lucas, Associate Professor
David Ost, Professor
Paul A. Passavant, Associate Professor
Stacey Philbrick Yadav, Associate Professor
Justin Rose, Assistant Professor

The Department of Political Science aims to provide students with an understanding of the important political questions that surround issues of power. We believe that senior majors should be familiar with a range of theoretical perspectives and epistemological methods; able to analyze data critically and deconstruct texts; able to conduct independent academic research; and able to write clearly about significant political trends and events.

Political Science offers courses in four subfields: American Politics (AP), Comparative World Politics (CP), International Relations (IR), and Political Philosophy and Theory (PT). Courses are grouped at each level to reflect 1) depth of topical focus, 2) difficulty of assigned readings, 3) prior knowledge expected of the student, and 4) independent research expectations. The 100-level introductory courses introduce students to the systematic study of politics in a particular subfield. The 200-level courses are of intermediate difficulty and seek to advance empirical knowledge and theoretical application/extension. 300-level courses seek to map and explore sophisticated debates and prepare students for independent research and analysis. The 400-level courses are seminars and are limited to junior and senior political science majors. Seminars aim to explore the intersection of theoretical and empirical claims and situate the student's own original work in relation to those claims through independent research and discussion. Students taking their 1st seminar are expected to write a literature review; students taking their 2nd seminar are expected to write a research paper of at least 20-25 pages length.

Political Science offers a disciplinary major and minor. All courses must be completed with a grade of C- or better in order to be credited toward the major.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

Two introductory courses from among POL 110, POL 140, POL 160, and POL 180; one course in each of the four subfields (the introductory courses may count); a 300 level course; a seminar in the junior year (POL 400) and a seminar in the senior year (POL 401); and a group of four courses, one of which may be outside the department, that define a theme or focus and are approved by the adviser. Except for seminars, no more than four courses in any one subfield count toward the major. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted towards the major.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Five political science courses in at least three separate subfields (American Politics, Comparative World Politics, International Relations, or Political Philosophy and Theory), three of which must be at the 200-level or higher. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the minor.

COURSE CONCENTRATIONS

Note: Some courses serve more than one subfield (students must choose which subfield they wish to count the course on their major declaration form; a single course may not be double counted). Seminars do not count toward subfields.

American Politics Subfield

POL 110 Introduction to American Politics
POL 200 Topics
POL 204 Modern American Conservatism
POL 207 Governing through Crime

POL 211 Visions of the City
POL 212 Media and Politics
POL 215 Racial and Ethnic Politics
POL 221 Voting and Elections
POL 222 Political Parties
POL 229 State and Local Government
POL 238 Sex and Power
POL 249 Protests, Movements, Unions
POL 289 Theories of American Democracy
POL 300 Advanced Topics
POL 303 Campaigns and Elections
POL 310 Midterm Campaigns and Elections
POL 324 American Congress
POL 325 American Presidency
POL 326 Urban Politics
POL 332 American Constitutional Law
POL 333 Civil Rights
POL 334 Civil Liberties
POL 335 Law and Society
POL 370 African American Political Thought

Comparative Politics Subfield

POL 140 Introduction to Comparative Politics
POL 200 Topics
POL 208 Gender and Politics in the Middle East and North Africa
POL 243 The Mystery of East Central Europe
POL 245 Politics of the New Europe
POL 246 Politics of East Asia
POL 248 Politics of Development
POL 249 Protests, Movements, Unions
POL 254 Globalization
POL 255 Latin American Politics
POL 257 Russia/China Resurgent
POL 258 Comparative Politics of the Middle East
POL 259 African Politics
POL 281 Politics of South Asia
POL 285 International Politics of the Middle East
POL 300 Advanced Topics
POL 301 Politics of India
POL 304 Politics of Afghanistan
POL 348 Racism, Class, and Conflicts

International Relations Subfield

POL 180 Introduction to International Relations
POL 200 Topics
POL 248 Politics of Development
POL 254 Globalization
POL 280 Contemporary International Relations
POL 281 Politics of South Asia
POL 283 Political Violence
POL 285 International Politics of the Middle East
POL 290 American Foreign Policy
POL 300 Advanced Topics
POL 301 Politics of India
POL 304 Politics of Afghanistan
POL 312 Political Reform in the Middle East
POL 380 Theories of International Relations

POL 394 Identity and International Relations

Political Theory Subfield

POL 160 Introduction to Political Theory
POL 175 Introduction to Feminist Theory
POL 200 Topics
POL 264 Legal Theory
POL 265 Modern Political Theory
POL 267 Twentieth Century Political Theory
POL 279 Radical Thought from Karl Marx to George Bush
POL 289 Theories of American Democracy
POL 300 Advanced Topics
POL 363 Digital Networks
POL 366 Islamic Political Thought
POL 368 Contemporary Political Theory
POL 370 African American Political Thought

Methods Courses

POL 361 Quantitative Research Methods
POL 371 Qualitative Research Methods

CROSSLISTED COURSES

ASN 110 Himalayan Challenges
LTAM 225 Inside the New Cuba
PPOL 101 Democracy and Public Policy
PPOL 219 Sexual Minority Movements and Public Policy
PPOL 328 Environmental Policy
PPOL 364 Social Policy and Community Activism

COURSE DESCRIPTIONS

POL 110 Introduction to American Politics This course examines the capability of the American political system to respond to the needs of all its citizens. It looks at historical origins, basic institutions, distribution of power, popular influence, political parties, social movements, the relationship of capitalism to democracy, and inequalities based on class, race, and gender. (Deutchman, Lucas, Mink, Passavant, Rose, *offered each semester*; subfield: AMER)

POL 140 Introduction to Comparative World Politics An ambitious introductory course, aimed at teaching students basic theoretical and empirical concepts necessary for comparison across the world's political systems. Student will be introduced to the fundamental tenets of diverse political and economic systems and ideologies, explore the foundations of political order and disorder (including discussions of nationalism, state-building, globalization, revolution, and more), and consider the myriad ways in which relationships between state, society, and market are ordered. Theoretical discussions will be supplemented with empirical case studies from around the world. Combining theoretical insights with political, social, and economic history and current events will help students as they endeavor to understand just why it is that the world's political systems are organized the way they are. (Ost, Philbrick Yadav, *offered each semester*; subfield: COMP)

POL 160 Introduction to Political Theory This course reads classical political theory from the Ancient Greeks through the early modern period in England. The class introduces students to some of the major themes through which politics and political life have been understood. Beginning with Thucydides, it examines the virtues and values of the ancient world with attention to the dilemma between justice and expediency. Continuing with Plato and Aristotle, it considers justice, reason, and the good in the context of life in the polis. The course ends with the challenges Machiavelli's and Hobbes' notions of power present for the presumption of an original human sociality, for the emergence of liberal ideals of individual autonomy and national sovereignty. (Dean, *offered annually*; subfield: TH)

POL 175 Introduction to Feminist Theory This course introduces students to key ideas in American feminist thought. Juxtaposing the concerns motivating first, second, and third wave feminists, the course highlights changes in the politics of bodies, gender, and identities. How is it, for example, that some second wave feminists sought to politicize

housework while contemporary feminists are more likely to concern themselves with complex articulations of sexuality, pleasure, and autonomy? The course situates these changes within their social, economic, and historical contexts. Course materials include films, popular culture, memoirs, and novels as well as important texts in feminist theory. (Dean, *offered occasionally*; subfield: TH)

POL 180 Introduction to International Relations As a broad introduction to the study of international relations (IR), this course is designed to give students an understanding of the basic concepts of world politics, an appreciation of the evolution of the current state system, and a sampling of various approaches and theories of IR. Readings come from primary documents, as well as a standard text. The course is grounded in an awareness of current events. Students examine how the lens used to view the world shapes understanding of the world, its problems, and possible solutions. (Dunn, Philbrick Yadav, *offered every semester*; subfield: IR)

POL 201 The Politics of Climate Change This course focuses on the domestic political implications of the issue of climate change. That is, alongside the international negotiations, how is climate change affecting the domestic politics of individual nations? We will examine how climate change is translated through political systems, focusing on the US case. What explains the contemporary positions of the US government with respect to climate change? We will look at the process of political discussion leading to changes in public opinion, and also how these opinions are filtered through various organized forms of political participation. We will then look at the institutional structures - international and domestic - that channel public opinion and political participation, and enforce policy decisions. In tracing this process for the issue of climate change, we also establish a broad understanding of how institutions translate preferences into outcomes. Finally, we discuss how climate change as a political issue helps shed light on how democratic systems relate to ultimate ethical goals. (Staff, *offered occasionally*; AMER, IR)

POL 204 Modern American Conservatism One of the most significant factors in American politics over the last 40 years has been the rise of the Right in the United States. Although there has long been a tradition of an active Right in the U.S., it was for the most part politically marginalized. Over the last 25 years it has been increasingly successful and influential. This is especially true for the Religious Right or Christian Right. What happens to the post-William Buckley, post-/Ronald Reagan Right will be a major focus of this course. (Deutchman, *offered annually*; subfield: AMER)

POL 207 Governing Through Crime Over the last thirty years, the United States has experienced an exponential rise in both the numbers of people incarcerated and the rate of incarceration. Some analysts are beginning to see comparisons between the U.S. and the Soviet gulag or apartheid South Africa in terms of the percent of the population imprisoned. Until the 1970s, criminal justice policy was seen as the domain of policy experts, while courts increasingly sought to protect the due process rights of those accused of crimes. At the end of this era, the administration of the death penalty was declared unconstitutional and considered to be anachronistic, if not "barbaric." Then something changed. Today, it is said, we are a society that governs through crime. (Passavant, *offered alternate years*; subfield: AMER)

POL 208 Gender and Politics in MENA This course will provide an overview of the politics of gender in the contemporary Middle East and North Africa, including the Arab countries, Iran, Israel, and Turkey. Topics covered will include women's engagement in revolutions, political parties, monarchical government, and resistance movements; state intervention into questions of gender, including family law, inheritance and citizenship rights, dress codes, laws regulating sexuality, and state feminism; and women's and feminist movements, including peace movements, Islamist feminisms, pro-democracy activism, and diasporic feminism. In particular, it will analyze recent and current revolutionary transformations in the Middle East and North Africa, in light of the ways that gender intersects with them. (Philbrick Yadav, *offered occasionally*; subfield: COMP)

POL 212 Media and Politics We live in a world of mediated political realities. Like Plato's prisoners in the cave, we see only shadows, not realities. Yet these shadows have become our reality, through the power of the mass media. This, of course, raises a fundamental question about our ability to be self-governing when our understanding of politics is determined not by the events themselves, but by those who create and report them. (Deutchman, *offered annually*; subfield: AMER)

POL 215 Racial and Ethnic Politics This course examines the historical and contemporary relationship between ethnic minority and majority groups in the American political system. The course looks at the use and effectiveness of political and social power in shaping American race relations and the ability of alternative methods to change those relations. The focus of the course is largely on the relationship between U.S. society and African-Americans, but Asian-Americans, Hispanic-Americans, and Native Americans are also covered. (Rose, *offered annually*; subfield: AMER)

POL 222 Political Parties Despite early skepticism and modern contempt, political parties have become integral components of the American political process. This course examines the historical and contemporary functions of American political parties in the context of the wishes of the American public, the desires of political officials, and the needs of the nation. It outlines the operational, functional, and electoral factors that shape the American party system. The course further examines the role and challenges of third parties in the U.S. (Lucas, *offered annually*; subfield: AMER)

POL 229 State & Local Government This course is concerned with the structures, functions, and politics of state governments. It highlights the similarities and differences that characterize the 50 states. It examines the historical and constitutional roles of the states; the role of the states in the federal system; and variations among the states in regard to economic characteristics, citizen attitudes, voter participation, political parties, and public policy. (Staff, *offered occasionally*; subfield: AMER)

POL 238 Sex and Power The overwhelmingly male bias in the American political system raises fundamental questions about equity, justice, and the representation of all interests. The feminist movement, in an attempt to answer some of these questions, has in effect redefined politics itself, fundamentally altering the terms of the debate. This course uses the framework that “the personal is political” to critique the American political system from a variety of feminist perspectives. Specifically, the course focuses on the issues of the sexual revolution, rape and pornography, and the sexuality debates within the feminist community. (Deutchman, *offered annually*; subfield: AMER)

POL 243 Mystery of East Central Europe East Central Europe has always been a place to explore big questions. The region has been at the center of the world’s major political developments - nationalism, imperialism, fascism, communism, democratization, global capitalism - and also its culture: there is no “western culture” without the contributions from the region’s writers, artists, and intellectuals. How can a small region contribute so much to the world? This course not only explores the mesmerizing past and present of a fascinating part of the world, but uses that to understand “us,” too - because so many aspects that emerge there become prevalent in more western societies soon afterwards. The focus of the course will be on Poland and Hungary (with forays into Ukraine, the Baltic republics, Czechia and Slovakia), and the concepts of nation, class, and gender. We look at processes of state and nation building; the impact of religion and minorities (including Jews and anti-Semitism); the impact of class conflicts; and the role of gender-based social movements as well as traditionalist backlashes against them. We inquire into the nature of postcommunist democracy, and we look also at a variety of public policies, concerning child and family policy, and internet policy. We also explore the transformative impact East Central Europe has had on the European Union. (Ost, *offered alternate years*; subfield: COMP).

POL 245 Politics of the New Europe This course studies the evolution of postwar Europe - from radicalism to globalism, the welfare state to Blairist Thatcherism, Stalinism to the fall of the Berlin wall, American domination to the rise of the European Union. The focus of the course is the rise and fall of class politics. It explores what capitalism and socialism have meant to Europe, and contrasts European with U.S. politics. Topics include the crisis of prewar Europe, Keynesianism and communism, the meaning of 1968, radicalism, populism, the new right, and the New Europe. (Ost, *offered alternate years*; subfield: COMP)

POL 248 Politics of Development This course examines contending historical and contemporary explanations for the phenomenon of entrenched global poverty and critically assesses proposed policy solutions to ending absolute poverty in our time. The courses contrast micro-level approaches, which seek to build an “inclusive capitalism” through the extension of property rights and the enhancement of individual capacity with macro-level approaches that seek to restructure the international regime on debt relief and international development organizations. (Yadav, *offered alternate years*; subfields: IR, COMP)

POL 249 Protests, Movements, Unions This is a course in “unconventional” politics around the globe. In recent years, movements have become an inexorable part of the current political system. What are movements? How and why do they come about? What are their aims and purposes? How have movements changed over the past century? Why and when do movements become revolutions? Topics include the Russian Revolution, the lure of communism, the civil rights movement in the U.S., the struggle against communism in Eastern Europe, transnational social movements, and the “alternative globalization” movement. The course also includes theoretical social science readings on the causes, nature, and consequences of protests and movements. (Ost, *offered alternate years*; subfields: AMER, COMP)

POL 254 Globalization This course looks at five themes: global economics, global migration, global civil society, global human rights, and global institutions. Students examine how international mobility of both capital and labor transforms

both lives and politics, and in different ways in different places. Questions include: Why do jobs and people go abroad? Who does it help and who does it hurt? What are the politics of the Caribbean nanny in the middle-class New York home? How does globalization weaken the state, and why is that so dangerous for democracy? Can transnational civil activism make things better? Can the UN or World Bank do a better job? Do “global human rights” exist? Should they? (Ost, Yadav, *offered alternate years*; subfields: COMP, IR)

POL 255 Latin American Politics I This course examines how politics in Latin American countries have been shaped by their differing historical role in supplying raw materials for First World consumption, tracing how the production of various crops (coffee, bananas, wheat) or goods (tin, beef) have led countries to develop different social structures and corresponding political systems. It also considers how recent efforts by social groups (women, indigenous people) to gain a greater voice in government have been both inspired and impeded by neoliberal reforms. (Norman, *offered occasionally*; subfield: COMP)

POL 257 Russia/China Resurgent This course explores the evolution and transformation of these two great powers over the last century. Students begin with trying to understand communism, through a close look at Soviet practices for building the “new society.” Students follow Russia’s trajectory from superpower to beleaguered nation, then turn to parallel developments in China and the reverse evolution from struggling nation to potential world power today. Why has China evolved so differently than Russia? What do the differences mean for the people who live there? What do these experiences tell about the nature of communism? What do they tell about America with its historic fears of communism? (Ost, *offered alternate years*; subfield: COMP)

POL 258 Comparative Politics of the Middle East This course explores the complex and shifting relationships between state and society in the late colonial and post-colonial Middle East. Paying particular attention to questions of state-building and development, it explores the ways in which state legitimacy is variously supported and challenged by alternative sites of authority in society. Course topics will address a variety of secular and religious movements, the role of state and anti-state violence, and the impact of economic and cultural globalization, among others. (Philbrick Yadav, *offered annually*, subfield: COMP)

POL 259 African Politics The course traces the evolution of the African state from its colonial creation to its modern day “crisis” through an examination of how political, economic and social considerations have shaped and transformed African politics. The first section of the course examines the historical creation of contemporary African polities from the era of European colonization. In the second section, attention is paid to the creative solutions that African societies have employed as a response to both unique and universal problems of governance. (Dunn, *offered alternate years*; subfield: COMP)

POL 264 Legal Theory This course addresses the relationship between liberalism and democracy, as well as the question of law’s relation to justice. The course engages in a critical inquiry into the values and weaknesses of law as a mechanism for seeking justice. Among the questions asked: is it possible or desirable for independent law to serve as a neutral ground for resolving conflict? What is the value of rights? Is liberal law inclusive and tolerant of diversity? Is democracy? Should we aspire to tolerance and diversity? What is democracy and does liberalism assist or hinder it? Should we assist or hinder democracy? Should we seek to escape the limits of law in order to do justice? (Passavant, *offered alternate years*; subfield: TH).

POL 265 Modern Political Theory Reading texts from Locke through Nietzsche, this course considers the relation between freedom and slavery in modern European and American political theory. It interrogates the notion of the autonomous subject and the idea of instrumental reason that animates it. Additionally, it reads the self-criticism that is always part of the Enlightenment tradition for alternative conceptions of equality, interconnection, and human flourishing. (Dean, *offered annually*; subfield TH)

POL 267 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 or Passavant, *offered annually*; subfield: TH)

POL 280 Contemporary International Relations This course examines contemporary issues within world politics, usually by developing a case specific focus. Such topics may include the Middle East conflict, political transitions in central Asia, or other current issues of the day. (Staff, *offered occasionally*; subfield: IR)

POL 281 Politics of South Asia This course provides an introduction to the major contemporary political issues and trends in the region of South Asia (i.e. Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka). The first half of the course examines topics of concern in the largest South Asian country, India. The second half of the course is organized thematically to address issues of nuclear and conventional security; state failure and civil war; terrorism; poverty and development; trade and investment; human security and gender discrimination; regional integration; and environmental concerns. (Yadav, *offered alternate years*; subfield: COMP, IR)

POL 283 Political Violence Conflict has been a central issue in the relations among states since the advent of the modern nation-state system. Well before Sept. 11, 2001, terrorism had become a central feature of how conflict has been expressed in the modern international system. This course examines the causes of terrorism, the ways in which individuals and social groups have chosen to wage terrorism, the goals they have established, and the ways in which political and military leaders have chosen to engage in counter-terrorist strategies. Using specific case studies, the course compares the motivations and implications of ethno-nationalist terrorism, political terrorism, and religious terrorism, and the future of terrorism in a post-Sept. 11 world. (Dunn, Norman, *offered alternate years*; subfield: IR)

POL 285 International Politics of the Middle East This course examines international politics in the Middle East in the late colonial and post-colonial periods, focusing on the relationships between states, societies, and markets. Placing particular emphasis on the many ways in which the high politics of states shape the lived experiences of different communities in the region, it works within existing theoretical frameworks in International Relations that envision politics as influenced by shifting constellations of interests, ideas, and institutions. (Philbrick Yadav, *offered alternate years*; subfield: COMP, IR)

POL 289 Theories of American Democracy This survey of American democratic theory covers a variety of competing ideas about politics, political identities, and political institutions. The class examines not only such issues as the roles of states and markets, but also how to balance collective goods with individual freedoms, obligations to citizenship and charity, and how particular narratives and myths have structured an American national identity. Readings span American history from the Puritans to the 'New Right,' from Benjamin Franklin to Malcolm X, and come in a variety of forms: e.g., manifestos, essays, speeches, memoirs, novels, Supreme Court decisions, and movies. (Mink, *offered alternate years*; subfield: AMER, TH)

POL 290 American Foreign Policy This course is an introduction to the study of American foreign policy. The first section provides an historical overview of American foreign policy since World War II, highlighting the important events, themes, and trends that have shaped - and continue to shape - the making and practice of American foreign policy. The second section explores the process of foreign policy making within the American political context. This section examines the "nuts-and-bolts" of how decisions are made and implemented. The third and final section presents key foreign policy issues facing the United States today. (Dunn; *offered annually*; subfield: IR)

POL 300 Advanced Topics This course examines a contemporary issue in depth, usually by developing a case specific focus.

POL 301 Politics of India This course examines the history, domestic politics, and international relations of the modern state of India. The course will focus on the democratic-federal institutions, political parties, social movements, ideologies and identities that shape the contemporary Indian polity as well as India's foreign policy in its region and globally. Prerequisite: POL 281 or ANTH 213 or Permission of Instructor. (Yadav, *offered occasionally*; subfield: COMP)

POL 303 Campaigns and Elections Even early in 2016, the presidential election looks fascinating. Will it be Clinton versus Trump? Will the Republicans get themselves together and nominate a candidate other than Trump? Will Clinton become the first woman president? And what happens to the Senate and House? The Democrats only need four Senate seats to take it back. Of course, besides tracking what happens, we want to understand why. What do the results mean for where we are politically and where we are going? Prerequisite: POL 110. (Deutchman, *offered every presidential year*; subfield: AMER)

POL 310 Midterm Campaigns and Election This class studies midterm campaigns and elections. They are important, of course, and often help one party solidify its power or another party take power. The next midterms will take place in 2018, and that will be the next time this course will be offered. Prerequisite: POL 110. (Deutchman, *offered every midterm election year*; subfield: AMER)

POL 324 American Congress This course examines Congress as a major institution within the American political system. It studies the constitutional, theoretical, and practical behavior of members of the legislative branch in relation to American public policy, other political institutions, and the American public at large. Particular attention is devoted to factors that influence congressional behavior and to examining the (in)ability of the legislative branch to effectively represent the nation. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Lucas, *offered annually*; subfield: AMER)

POL 325 American Presidency This course examines presidential powers from both historical and contemporary perspectives. It places the presidency within the broader analytical context of reform, the president's place in the constitutional order, and American political development. Presidential power will be assessed not only in terms of whether the presidency has the necessary resources to pursue presidential objectives, but also in terms of the potential danger that presidential power poses to broader democratic commitments. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Mink, *offered annually*; subfield: AMER)

POL 326 Urban Politics This course interrogates how American political and economic commitments have informed the urban experience. Specifically, the course examines the organization of urban governments, the relationship between local, state, and federal governments, and the concentration of power in urban settings, including the politics of segregation, suburbanization, and urban renewal. More specifically, this course considers these topics in terms of the challenges posed by American democratic commitments and gives special attention to "public" space (both material and figurative) as a necessary requirement for democratic practice. This is one of the core courses in the urban studies program. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Rose, *offered annually*; subfield: AMER)

POL 332 Constitutional Law This course is concerned with the nature and development of the United States constitutional structure. Emphasis is placed on the question of sovereignty, judicial review, the powers of national and state governments, limits on those powers, the right of privacy in relation to reproductive and sexual autonomy, congressional-executive relations, the courts and presidential power, and the law and politics of impeachment. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, *offered annually*; subfield: AMER)

POL 333 Civil Rights This course addresses the constitutional and statutory protection of civil rights in the United States. It studies the gradual recognition and enforcement of civil rights, recent retreats, and contemporary difficulties in the implementation of egalitarian principles that inform citizenship in a democracy. Substantive areas of focus include desegregation, voting rights, gender discrimination, discrimination based on sexual orientation, affirmative action, and the problems involved with proving discrimination that violates the Constitution. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, *offered annually*; subfield: AMER)

POL 334 Civil Liberties This course addresses how governments are obliged to act and the constitutional limits placed on the way governments may act. It analyzes key constitutional liberties like the right to counsel, the right against self-incrimination, freedom of religion, the "wall of separation" between church and state, and the freedoms of speech, press, and assembly. It also addresses the USA PATRIOT ACT's implications for civil liberties. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, *offered annually*; subfield: AMER)

POL 335 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, law and the government of gender, sexuality, or racialized subjects. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, *offered alternate years*; subfield: AMER)

POL 348 Racisms, Class, and Conflicts Why is racism so prevalent? What makes nationalism, anti-Semitism, or anti-Islamism such compelling “narratives” that so many people and countries adopt them? What purposes do racisms and hatreds serve? And why do class conflicts serve the cause of democracy better than identity conflicts do? This course explores the role that organized conflicts and hatreds play around the world, the ways they are used to gain power, consolidate nations, legitimate domination, secure dignity (at others’ expense), or deflect attention. Politics cannot do without conflicts, but how these conflicts are organized has profound implications for how inclusive, or not, the political system will be. We explore histories of racist thought, and politicized animosities such as racisms in the US, anti-Semitism in Europe, ethnic conflicts in Africa, apartheid, anti-Chinese campaigns, anti-Islamism, as well as conflicts based on class. We will see hatreds less as psychological phenomena than political ones, which can be combatted on that level as well. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (*Ost, offered alternate years*; subfield: COMP)

POL 361 Quantitative Research Methods This course focuses on the application of empirical, quantitative methodology to political analysis. The goal is to acquaint students with the analytical and statistical tools used to understand the political process, to evaluate various theories of politics, and to assess the cause-effect relationships within the political system. This course is designed to introduce undergraduate students to the basic principles of research design and analysis, and to provide them with the tools to do their own empirical research. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (*Lucas, offered occasionally*; subfield: Methods)

POL 366 Islamic Political Thought The objective of this course is to introduce students to some of the major continuities and shifts in themes addressed by political theorists working within the Islamic tradition. The course will cover material from the medieval, early modern, and contemporary periods, principally through a reading of primary sources available in translation. Texts will include work by thinkers in the Arab Middle East, South and Southeast Asia, and Europe and North America, and we will examine debates in Islamic political thought under conditions of political autonomy, colonialism, and post-colonial global integration and disintegration. Substantive themes will include the development of a just political order, the struggle to reconcile reason and revelation (particularly in the perceived struggle between tradition and modernity), and topical debates over issues like human rights, equality, heresy and apostasy, war, and democracy. While this course is open to any junior or senior major in political science, a prior course in the Islamic religious tradition, Muslim history or politics, or political theory is strongly recommended before taking this course. Supplementary readings will be made available for students without prior preparatory coursework. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (*Philbrick Yadav, offered occasionally*; subfield: TH)

POL 368 Contemporary Political Theory This course reads key texts in European and American contemporary political theory. Themes include power, subjectivity, capitalism, organization, revolution, and resistance. Authors include Alain Badiou, Michel Foucault, Jacques Ranciere, and Slavoj Zizek. Prerequisite: one previous political theory course or permission of instructor. (*Dean, offered occasionally*; subfield: TH)

POL 370 African American Political Thought This course examines the political, economic, and social statuses of African Americans in American society, as depicted in the speeches and writings of distinguished African-American thinkers, scholars and artists, from slavery to the present. It explores some fundamental tensions in African-American thought that are manifest in diverse and seemingly contradictory solutions, such as accommodation vs. protest, emigration vs. assimilation, and separatism vs. integration. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (*Rose, offered occasionally*; subfields: TH, AMER)

POL 371 Qualitative Research Methods What is politics? Is there a science of politics? Ought we to strive towards a science of politics? This course looks at how social scientists have come to understand the world of politics. How and why is it that the questions we ask shape the answers we find? We look at empirical theories, linguistic theories, philosophy of science, phenomenology, critical theory, and other approaches to the study of politics. The goal is to enable students to become more sophisticated and critical in their understanding of politics. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (*Philbrick Yadav, offered alternate years*; subfield: Methods)

POL 379 Radical Thought: Karl Marx to George Bush This course examines left and right radical thought of the past 150 years. Students read the left radicals Marx and Lenin and anti-Soviet leftists such as the Frankfurt School and Sartre, as well as the anomalous approach of the anarchists and Freud, who influenced both left and right thinkers. Students then examine right-wing radicalism, reading the work of influential fascists, followed by postwar American radical thought. On the left, that means Herbert Marcuse’s New Left classic *One Dimensional Man*, Fanon and “Third Worldism,” and the re-embrace of liberalism with the discovery of “civil society.” On the right, that means the rise of the neoconservatives,

from Allen Bloom to William Kristol, both important influences on George Bush and his entourage. Finally, students look at left responses to neo-conservatism, from Russell Jacoby to Zizek. (Ost, *offered occasionally*; subfield: TH)

POL 380 Theories of International Relations Why do states act the way they do? How do we explain conflict and cooperation between states? What about non-state actors, from terrorist networks and drug cartels to international organizations? How have social forces such as gender and race impacted the development of world politics? The objective of this course is to expose students to a wide range of theories and approaches to the study of international relations. Students will examine how the lens we use to view the world shapes our understanding of the world, its problems and possible solutions. Prerequisite: POL 180. (Dunn, *offered annually*; subfield: IR)

POL 387 States and Markets This course investigates and problematizes the role of the state in promoting rapid economic growth and development. Specifically, students will focus on understanding and critiquing the fierce debate between developmental state theorists, neo-liberal economists, and the market-enhancing synthesizers. The course will deal alternately with different specific cases and countries, including the Tiger Economies and the Big Emerging Asian Markets, comparative European economies, and the emerging Russian developmentalist state. (Yadav, Ost, *offered alternate years*; subfield: IR, COMP)

SEMINAR DESCRIPTIONS

POL 400 Junior Seminar Majors in political science must enroll in a seminar their junior year and a seminar their senior year. The seminars address a range of topics, often in accordance with the current scholarly interests of the political science faculty. Therefore, the topics do vary as they address timely issues of research in the field. What unites the seminars is their pedagogy. There is a focus on student participation, and the workload is substantial. Typically, students will read a book a week (or the equivalent in articles). The main assignment in the Junior Seminar is a “literature review” on a topic of the student’s choosing. The purpose of the Junior Seminar is to give students an opportunity to acquire the skills for conducting independent research. It is intended to provide the foundation of a “capstone experience” in the study of Political Science for our majors. For some, Junior Seminar research becomes a first step towards an Honors project. Junior Seminars are generally limited to political science majors, unless there is available space and the professor approves the course for a non-major. Prerequisite: a 300-level POL course. Open to Junior POL majors only. (Staff, *offered every semester*)

POL 401 Senior Research Topic Seminar Majors in political science must enroll in a seminar their junior year and a seminar their senior year. The seminars address a range of topics, often in accordance with the current scholarly interests of the political science faculty. Therefore, the topics do vary as they address timely issues of research in the field. What unites the seminars is their pedagogy. There is a focus on student participation, and the workload is substantial. Typically, students will read a book a week (or the equivalent in articles). The main assignments in the Senior Seminar is a “seminar length” research paper on a topic of the student’s choosing. The purpose of the Senior Seminar is to give students the opportunity to do some of their best work at Hobart and William Smith Colleges. It is intended to provide a “capstone experience” in the study of Political Science for our majors. For some, seminar research becomes a first step towards an Honors project. Additionally, the seminars give students a taste of what graduate school might be like as they are concluding their undergraduate careers - to give students a taste of, and preparation for, the next academic level. Seminars are generally limited to political science majors, unless there is available space and the professor approves the course for a non-major. Prerequisite: POL 400. (Staff, *offered every semester*)

Seminar Topics Include:

- **The Politics of Higher Education** In this course students will explore the political dynamics of higher education in America. In particular, the course will examine how American politics shape the landscape of higher education, and how institutions of higher education, in turn, shape American politics. Finally, this course will cover key political movements on college campuses that influenced the missions, demographics and curriculums of colleges and universities.
- **Political Theory and Climate Change** This seminar will consider how we think about climate change. What views of nature, society, change, and action structure our approach to (and avoidance of) people’s relation to the earth’s changing climate? We will discuss the limits that the supposition that there is no alternative to capitalism places on our ability to imagine collective responses to the warming climate. We will evaluate the narratives and assumptions regarding what can and cannot be accomplished through organized action. We will consider the debate over concepts such as the “Anthropocene” and the “capitalocene.” We will wrestle with the appeal of apocalyptic gestures of withdrawal that wallow in catastrophism and despair. Authors include Naomi Oreskes, Timothy Morton,

- Christian Parenti, Adrian Parr, Jane Bennett, Naomi Klein, Bruno Latour, Jason Moore, and others. (Dean)
- **The Idea of Communism** In recent years, the idea of communism has returned as a central concern of critical theory. A number of contemporary theorists are endeavoring to reinvigorate the category, connecting it with a critique of capitalism as well as with changes in technology and property. This course will focus on the contemporary debate, while anchoring the debate in some of the classic work of the communist tradition. It will consider the relationship between the philosophical idea of communism and the political history of communism. It will ask which categories from previous centuries (class struggle, bourgeoisie, dictatorship of the proletariat) remain useful and which require revision, abandonment, and supplement. (Dean)
 - **Ideological Media** This seminar is focused on politics and the media, particularly questions of so-called media bias. Many analysts argue that the traditional functions of the media in a democratic society include informing us to give us the kind of information which will allow us to make well-reasoned and logical political and social decisions. Without the media as an objective conveyer of information, we are trapped by politicians who will often slant a story to support their political position (don't we all do this?). In a democratic society we depend upon the "objective" or "mainstream" media to supply us with facts. Many people on both the political left and the political right argue that the media are not objective and do not inform us well. Over the past 10 years, the political right in particular has been arguing that the so-called mainstream media are really left of center. From another perspective, some analysts (not all on the left) have pointed out that the owners of the media (both of them!) are quite conservative, as is the case with most extremely high-end profiteers (exceptions noted). Thus, the notion of a "left-wing" mainstream media simply makes no sense. Why would the very rich subsidize a media which was aiming to destroy the parent company? Finally, of course, other people raise very important questions about the extent to which an objective media can even exist (just the facts, ma'am, just the facts). First of all, the media consist of humans studying humans. Given that we as human beings are a product of our race, class, gender, sexuality, upbringing, genes, etc., etc., how can we put all of that aside when we analyze a political phenomenon? Some would say we cannot, and thus the media can never really be objective, because all the people doing the analysis bring to their job their race, their gender, their background, etc. and that influences what they see. It has to. (Deutchman)
 - **Iconic Books of Modern American Conservatism** This seminar focuses on the great or iconic books which have helped to define the modern American conservative movement (post World War II). As modern conservatism has hit electoral brick walls in the post-Bush II era, many self-described conservatives are asking: what do conservatives really believe? What does it mean to be a conservative? Are there core beliefs which every conservative shares or should share? Ronald Reagan was largely associated with what has been called Big Tent conservatism, where the conservative movement was seen as large enough to comfortably accommodate conservatives of different stripes. Has this type of conservatism disappeared? What will take its place? In order to understand the possible future(s) of conservatism, we begin by understanding its past. We look at a number of great books by great writers (Friedman, Hayek, Goldwater, etc.), which have traditionally helped to define conservatism. We do so in order to understand what it has meant to be a conservative as the movement developed, and to thus gain some insight into what it might mean in the future. (Deutchman)
 - **Evangelical Christians and the Republican Party** This seminar will examine the long and complicated relationship between Christian evangelicals and the modern Republican Party. It will focus on many of the issues which have galvanized evangelicals, like abortion, gay rights, science versus creationism, etc. Regarding these issues (and others) evangelicals position themselves on the right side of the political divide. Hence, this helps explain both their affinity with the Republican Party and their success in helping to move the party further and further to the right. However, the traditional relationship between evangelicals and the right wing of the Republican Party is now being challenged by a small, but important, emerging evangelical movement more concerned with issues of social equality than the hot button issues of abortion, etc. The seminar will focus on that emerging movement as well. (Deutchman)
 - **Popular Music, Globalization and Political Critique** What are the complex processes of cultural transmission and transculturation at play within the spread of popular music, particularly within the global-local intersection? How are popular musical forms related to the processes of globalization? Is there a possibility of political critique, or even resistance, to be found in popular musical forms and their related subcultures? What are limitations of popular music as a form of political critique and resistance? This seminar seeks to investigate these and other questions concerning Western popular musical forms and their concomitant subcultures. (Dunn)
 - **Sex and Race in International Relations** Across the globe, men tend to define and direct the various elements of international relations. Men predominate in international security apparatuses and in the conduct of war, the global economy continues to be based on a relatively rigid gender division of labor, and despite recently becoming accepted as citizens, women continue to be underrepresented in the corridors of political power. For many, gender is a constitutive force enabling security practices, global capitalism, and power politics. In other words, gender

makes possible current international political and economic practices. Despite the importance of gender, the field of international relations has only recently begun to take it seriously. This seminar introduces students to contemporary feminist interventions into the field of international relations. Students will engage with some of the major theoretical strands of feminist thinking and survey contemporary literature in the sub-fields of political economy, global governance, and security studies. It seeks to enable students to look at international relations through a feminist lens, and to help them explore what it means to do feminist work within international relations. (Dunn)

- **Partisanship in the 21st Century** Since the early 1980s, there has been a remarkable upsurge in the level of partisan polarization in American discourse. Party voting in both chambers of Congress, in national and state elections, and in policy and ideological preferences has increasingly split the country along Democratic and Republican lines. Despite calls for more compromise and less division, the American public nevertheless continues to return these polarized forces to Washington every year. The goal of this course is to examine the factors that have fostered contemporary polarization in the electorate and among elected officials. This seminar looks at the role of a variety of socioeconomic groups within each political party, and examines how those groups relate to and influence the country's partisan divides. (Lucas)
- **America Voted? Patterns and Assessments of Voting** Since the founding of the United States, the nation has at least rhetorically placed considerable emphasis on the value and importance of citizen participation in the electoral process. Admittedly, in its initial decades, the United States restricted voting to property-owners. Nonetheless, over the last century the country systematically has removed many of the barriers to voting. Despite these efforts, voter turnout rates for the U.S. remain staggeringly—and disappointingly—below our democratic counterparts. Likewise, while arguments have suggested that more educated, better off, and more politically aware citizens are more likely to participate, the nation has witnessed an increase in educational and economic well-being associated with decreased political participation— and a related decline in voter turnout. The goal of this seminar is to examine the significance and importance of voting to the American identity and the reasons that help to explain why Americans vote—and don't vote. The course examines systematic, institutional, ideological/opinion, and sociological factors that influence the decision to vote or not in the United States. (Lucas)
- **Remembering the Body Politic** From the beginning of the polity established during the Revolution, Americans faced the difficulty of forming a community founded upon shared political commitments rather than a shared culture and history. In inventing new 'traditions,' political leaders established celebrations and festivals, rituals and ceremonies, consumable goods and carefully planned material spaces as a means of producing appropriate citizens, reinforcing political legitimacy, and representing a national identity. However, these creations, these histories, these identities were sites of struggle allowing Americans to express their understanding of (and their concerns about) the political community. In this seminar we will interrogate American political, economic, and social commitments by examining the contested meanings of the Founding, the Civil War, and the New Deal through the Civil Rights movements of the 1960s and 70s.
- **American Regime** The American Regime is an advanced seminar organized around a number of questions that inform the American experience. Specifically in this seminar, we will consider the American political tradition as a response to the profound political, social, economic, and religious changes that took place beginning with the European Enlightenment. More specifically, we will interrogate liberal anxieties about freedom, equality, and reason by examining everyday practices embodied in those roles that are thought to exist (at least partially) beyond the reach of legitimate political authority (husband and wife, parent and child, master and servant, master and slave). These relationships were (and continue to be) important in the American liberal tradition both because they limit government power and because they provide the foundation upon which political society is built. (Mink)
- **Modern American Progressivism** In this seminar, we will interrogate progressive political thought in the United States from some of its shared origins with the pragmatic tradition in philosophy to the ways in which it influences political debates today. Although progressives at the end of the nineteenth century often articulated concerns about political corruption and social decline that were similar to conservatives, progressives argued that political reform was necessary because government action was essential in meeting the social, economic, and political challenges of an increasing complex world. This faith in collective action through political institutions marked a significant break with the previous American tradition that emphasized individualism and limited government. Specifically in this course, we will examine how progressivism presented itself as a comprehensive reform effort addressing issues of race, gender, class, labor, education and religion. And we examine the ways in which progressive thought developed and continues to inform contemporary understandings of liberalism. (Mink)
- **Narcos: The War on Drugs in Latin America** For the last thirty years, the drug trade has been at the center of U.S. security policy in Latin America. Beginning with Richard Nixon, successive US administrations have waged a "war on drugs" in the Latin American countries by means of a punitive, militarized approach to combat illicit drug production and smuggling. This course explores the impact of the War on Drugs on Latin American societies. How

has U.S. pressures to crackdown on illicit economic activity shaped drug policy in Latin America? What has the war on drugs achieved in the region, and at what cost? We will examine these questions with a focus on the drug trade in Latin America from the 19th century until today. We will trace the trajectory of illicit crop (marijuana, coca, opium poppy) cultivation, production, and transportation through the countries most affected—Peru, Bolivia, Colombia, Guatemala, and Mexico. Along the way, we will study the varied policy responses of Latin American countries, and the role of the United States and the international community in policy choice and implementation - with particular emphasis on the impact of drug policy on politics, economic development, and democracy. (Norman)

- **Varieties of Capitalism** There has been a lot of discussion lately about whether a “different kind of system” is possible. This seminar will explore differences in the political economy of capitalist systems already out there in the world today. Ideally suited for students who have done work in comparative politics/political economy, this seminar will explore the historical and institutional evolution of different capitalist systems, as well as compare and assess the ways they operate today. This is not an economics course, so the focus will be on the rules by which different capitalist systems are governed, with a particular focus on business-labor interaction, industrial relations, and comparative welfare states. While there will be a regional focus on European capitalisms, as well as on differences between America and Europe, the course will also explore varieties outside the capitalist “core.” What exactly do Asian capitalisms do differently? What are some new models in India and Latin America? Does social democracy have a chance in the Third World? Finally, while many observers have come to doubt the importance of labor movements in shaping the political system, we read one recent account that looks at the changing role of labor in global society over the last century. Readings include Hall & Soskice, *Varieties of Capitalism*; Thelen, *The Political Economy of Skills in Germany, Britain, the United States and Japan*; Hacker, *The Great Risk Shift*; Sandbrook et. al., *Social Democracy in the Global Periphery*; Pierson & Castles, *The Welfare State Reader*; Silver, *Workers Movements and Globalization Since 1870*. (Ost)
- **Protest: Politics and Policing** This seminar explores political expression through protest, civil disobedience, riots, and other forms of collective action. It examines changes in law, policing, political economy, and political culture that contain, suppress, or displace forms of popular political expression from public spaces. Have the rights of free speech and assembly become detached from practices of democracy? Is a post-democratic political order taking shape? (Passavant)
- **Crisis and Contemporary Politics: Theory and Action** The late 1960s and 1970s registered a number of crises in the United States (as well as other western parliamentary democracies). These crises might include a crisis of legitimacy, a crisis of democracy, a “crime” crisis, the urban fiscal crisis, and a crisis of the family, among others. How were these crises related to questions of race, protests, and the urban riots of the 1960s? How were they related to the crisis around sex and gender? How were they related to the crisis in the transformation of capitalism and rise of neoliberalism? How were the elections of Richard Nixon and Ronald Reagan reactions to these crises? The responses to those crises of the 1960s and 1970s have shaped contemporary politics and policy in the United States. Nevertheless, in contemporary politics, a sense of crisis proliferates and seems overwhelming. Among contemporary crises, one might consider a state of indefinite financial crisis, a climate crisis, a mental health crisis, and a sense that the political system itself is in a state of crisis such that it cannot respond to the crises that seem to overwhelm us. In other words, the very capacity of collective self-government seems to be in crisis today. (Passavant)
- **Emergency!** This seminar deals with a major challenge faced by liberal democracies and republics: what to do in the case of an emergency? Should constitutions explicitly provide for states of emergency where the latter will be used to suspend the laws and rights that govern under normal conditions? This course will examine how constitutional theory and public law scholarship have treated the question of “states of exception” or “emergencies.” The course will also examine how the United States constitutional system and its political tradition have treated states of emergency. The course will examine not only political or military emergencies, but other emergencies—such as economic emergencies—as well. Finally, the course will examine U.S. law and politics post-September 11, both in light of twentieth century institutional development and in light of the public law concept of “emergency.” Throughout, we will want to bear in mind certain questions, such as: Is a state of emergency a necessary provision for the security of the republic or liberal democracy? Is it possible to resort to states of emergency to meet temporary exigencies without producing a gradual slide towards tyrannical government? Do contemporary conditions require that emergency provisions become permanent? Is the concept of “emergency” descriptively useful for contemporary politics, or does “emergency” denote an alternative state or legal formation struggling to emerge against a previously established state or legal formation? Illustrative readings include John Locke, *Second Treatise*; Clinton Rossiter, *Constitutional Dictatorship*; Carl Schmitt, *Concept of the Political*; William Scheuerman, *Liberal Democracy and the Social Acceleration of Time*; Amy Zegart, *Flawed by Design: The Evolution of the CIA, JCS, and NSC*; Henry Giroux, *Stormy Weather: Hurricane Katrina and the Politics of Disposability*. (Passavant)

- **The Coming Insurrection? Italian Political Thought Today** In the face of Italian political repression in the late 1970s, a movement for “autonomy” was born: autonomy from law, the state, and from the capitalist appropriation of labor’s value. Opposed to centralized command and division, the movement for autonomy tried to imagine inclusive cooperation and how to update Marxism to account for postmodern conditions. Today, there is a proliferation of political theory being produced by Italian intellectuals that has been recently translated into English. These works indicate how influential the autonomy movement has been on a generation of thinkers, Marxist and non-Marxist, in Italy. With the 1998 translation of Giorgio Agamben’s *Homo Sacer: Sovereign Power and Bare Life*, and the 2000 publication of the academic blockbuster by Michael Hardt and Antonio Negri, *Empire*, Italian political thought is having a major impact on both academic theory in the United States (and elsewhere), and political activism as well. This seminar will introduce students to the major concepts and theorists writing in what is quickly becoming a significant genre of contemporary theory. Illustrative readings may include Sylvère Lotringer and Christian Marazzi, eds. *Autonomia: Post-Political Writings*; Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life*; Michael Hardt and Antonio Negri, *Empire*; Paolo Virno, *A Grammar of the Multitude*; Roberto Esposito, *Bios: Biopolitics and Philosophy*; The Invisible Committee, *The Coming Insurrection*. (Passavant)
- **Yemen: Politics of the Periphery** At once on the periphery of the Arab Middle East and at the crossroads of Africa and the Indian subcontinent, Yemen serves as a crucible for evaluating some of the most basic concepts in comparative politics. This course will explore the shifting terrain of politics in Southern Arabia from the 19th to 21st centuries as a means of exploring issues of sovereignty, legitimacy, and variations in the relationship between state, society, and market. Throughout the course, we will identify the conditions that have produced both demand for and challenges to Yemeni unity, expressed by a series of dual regimes in North and South Yemen (from Imamate and British protectorate, to “tribal state” and Marxist republic), their eventual unification under a democratic constitution. The course will conclude with an examination of post-unification challenges, ranging from the insurgency in the North and secessionist movement in the South, to impending water and refugee crises, and descent into war and fragmentation. (Philbrick Yadav)
- **Black Radical Political Thought of the 1960s** In this course, students will read primary and secondary texts written by and about key black radical thinkers and activists of the 1960s era—broadly construed. However, in order to fully understand what was “radical” about such thinkers as Malcolm X, Huey P. Newton, and Stokely Carmichael, among others, it will be necessary to begin the course with a few texts that will situate the political context of these thinkers and to explore the thought of those viewed as “conservative.” Finally we will conclude the course by considering the contemporary radical legacy that these thinkers have bequeathed to a movement such as Black Lives Matter, as well as the conservative backlash that they helped to spur. (Rose)
- **Race and Social Justice** This course will examine contemporary theoretical conceptions of the intersections of race and the struggle for social justice in America. The course will cover material from both ideal and non-ideal political theorists, as well as other non-theory oriented political and social scientists. Beginning with examinations of the concept of race, this course will progress to an inquiry about the ways in which race remains a political reality that is vital to the continual quest of achieving a more equitable and just American society. In addition to those thinkers who directly link race and social justice, students will read authors who offer more general accounts of social justice, and will be asked to evaluate whether these accounts are adequate or deficient in addressing the racialized injustices in America. Finally, this course will explore the racial inequities that persist in the areas of education, housing, wealth accumulation and medical care— among others. (Rose)
- **Sovereignty** The concept of sovereignty is at the heart of power; it is the basis for the legitimation of organizational domination and violence. The concept also provides a reasonably compelling (if incomplete) explanation for the shape of the international (dis)order. Nevertheless, despite its centrality to the study of politics, sovereignty remains a highly contested concept. On the one hand there is a belief in a particular (sectarian/secular and territorially delimited) variant of this concept that emerged and spread from early modern Europe to the rest of the world (primarily through imperialism and colonialism) as a universal ideal and aspiration of units within the modern state system. This camp has devoted its energies to debating the limits/flexibility of the concept (particularly in the face of seeming challenges from increased global flows) and outlining the logic that animates the concept by tracing its historical roots in medieval and ancient European political thought. On the other hand, sovereignty is viewed as epochal and negotiated within particular cultures. In this camp, the form and purpose of sovereignty is subject to dramatic ruptures, as well as convergences over time and space. The epochal camp regards sovereignty in any given society as a sedimented archaeological site to be carefully excavated and catalogued. Forms of state power (e.g. carceral, disciplinary, biopolitical, etc.) are to be distinguished and categorized in a typology through their differing effects on the sovereign subject. Moreover, the negotiations and deviations of the concept beyond the European sub-continent is not to be regarded as a failure to achieve an ideal but accommodations to an array of rival forces and distinct historical path dependencies. We will need to weave between the camps to

best understand the complexity of the contemporary concept. The course will study and excavate the concept at two sites: India and Thailand. Although both countries share parts of a common Indic civilizational legacy, their unique historical trajectories since the European encounter facilitate comparisons that may elucidate important conceptual differences and evolutionary pathways. (Yadav)

POL 450 Independent Study

POL 456 1/2 Credit Independent Study

POL 495 Honors

Psychological Science

Department Faculty

Jamie S. Bodenlos, Associate Professor, Chair
Brien K. Ashdown, Associate Professor
Sara E. Branch, Assistant Professor
Emily Fisher, Associate Professor
Daniel Graham, Associate Professor
Jeffrey M. Greenspon, Professor
Julie Newman Kingery, Associate Professor
Michelle L. Rizzella, Associate Professor

Psychological Science provides students with a broad introduction to the study of behavior and its underlying processes with an emphasis on psychology as an experimental science. The Department of 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 special topics seminars require PSY 100 and at least one 200-level course, which might be specified; 300-level research courses require PSY 100, PSY 210, and at least one other 200-level course, which might be specified. Refer to individual course descriptions for specific 200-level prerequisites.

The department recommends strongly for students planning to major or minor in psychological science to take PSY 100 as soon as possible and then PSY 210. Furthermore, the department recommends strongly that PSY 210 be either completed (with a grade of C- or higher), or in progress (with student in good standing), before students declare the psychological science major (before the end of their sophomore year), or before they declare their psychological science minor (junior year). In addition, after taking PSY 100, students interested in majoring or minoring in psychological science should take only one 200-level elective course before completing PSY 210. 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-research courses, etc.). In such cases, students are urged to consult with their psychological science advisors or the Department Chair to consider available options and/or alternate plans. These recommendations are intended to support student success in choosing and completing psychological science as a major/minor. All students are encouraged to work closely with their adviser to meet the department's recommendations.

Advanced Placement: Students who score a 4 or 5 on the AP Psychology Exam may enroll in courses for which PSY 100 is a prerequisite without having taken PSY 100. However, psychological science majors and minors who bypass PSY 100 must complete the same number of departmental courses as any other psychological science major or minor (see below). To meet this requirement, they must complete one additional psychological science course at the 200-level or higher in place of PSY 100. Similarly, psychological science majors or minors who take BIOL 212 (Biostatistics) as a substitute for PSY 210 must complete one additional psychological science course at the 200-level or higher in place of PSY 210. Statistics courses taken in other departments at HWS may be substituted for PSY 210 with approval from the Psychological Science Department Chair.

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 Colleges must consult with and secure approval from the Psychological Science Department chair prior to enrolling in a course by utilizing the Course Approval for Transfer Credit form, which can be obtained from the Hobart or William Smith Dean's Office. Online courses are not eligible for transfer credit. For those transfer students who had previously matriculated at another institution prior to their attendance at Hobart and William Smith Colleges, the number of transfer courses accepted toward the major or minor is negotiable. In such cases, the 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 research courses. Majors must take one capstone research course from Group A (i.e., cognition/

biological/neuroscience) and one capstone research course from Group B (i.e., cultural/societal/individual differences). The course numbers/titles and prerequisites for our capstone research courses are included below. Across these courses, students read primary literature (both classic and contemporary), and discuss key theoretical and methodological issues relevant to a particular subdiscipline 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 research course 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.

REQUIREMENTS FOR THE MAJOR (B.A.)

11 courses

PSY 100 and PSY 210; one course from capstone research group A; one course from capstone research group B; two 300-level special topics seminars; four additional psychological science courses, only one of which may be at the 400-level, one of which must be the prerequisite for a 300-level group A research course, and one of which must be the prerequisite for the 300-level group B research course; and one course from outside of the department that provides another perspective on behavior. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

REQUIREMENTS FOR THE MAJOR (B.S.)

16 courses

All of the requirements for the B.A. in psychological science, plus five additional courses in the natural sciences, approved by the advisor, assuming the course that provides a perspective on behavior from a discipline other than psychological science is in the natural sciences. Otherwise, six additional natural science courses are needed. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

REQUIREMENTS FOR THE MINOR

6 courses

PSY 100 and PSY 210; one 300-level capstone research course (either group); and three additional elective psychological science courses, only one of which may be at the 400-level. One of the electives must be a prerequisite for either a group A or B capstone research course. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the minor.

200-LEVEL ELECTIVE COURSES

PSY 203 Introduction to Child Psychology
PSY 205 Adolescent Psychology
PSY 220 Introduction to Personality Psychology
PSY 221 Introduction to Psychopathology
PSY 227 Introduction to Social Psychology
PSY 235 Cognitive Neuroscience
PSY 230 Biopsychology
PSY 231 Cognitive Psychology
PSY 245 Introduction to Cultural Psychology
PSY 275 Human Sexuality
PSY 299 Sensation and Perception

300-LEVEL CAPSTONE RESEARCH COURSE GROUPS

Group A

PSY 310 Research in Sensation and Perception
PSY 311 Research in Behavioral Neuroscience
PSY 331 Research in Cognition

Group B

PSY 321 Research in Developmental Psychology
PSY 322 Research in Personality Psychology
PSY 327 Research in Social Psychology
PSY 347 Research in Cultural Psychology
PSY 350 Research in Clinical Psychology

300-LEVEL SPECIAL TOPICS SEMINARS

PSY 309 Topics in Sensation & Perception
PSY 344 Topics in Personality Psychology
PSY 346 Topics in Cultural Psychology
PSY 352 Topics in Clinical Psychology
PSY 359 Topics in Behavioral Neuroscience
PSY 370 Topics in Developmental Psychology
PSY 373 Topics in Social Psychology
PSY 375 Topics in Cognitive Psychology

OTHER COURSES

PSY 045 ½ Credit Teacher Assistant
PSY 050 Teacher Assistant
PSY 450 Independent Study
PSY 456 ½ Credit Independent Study
PSY 495 Honors
PSY 499 Psychology Internship

COURSE DESCRIPTIONS

PSY 100 Introduction to Psychology This course offers a comprehensive survey of the methodology and content of present day psychology. Emphasis is placed on the development of a critical evaluative approach to theories and empirical data. (*Fall and spring, offered annually*)

PSY 203 Introduction 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, the media) on development and several key themes (e.g., how children shape their own development, individual differences, the use of research findings to promote children’s well-being). Students can take either PSY 203 or PSY 205 (not both), and exceptions can be considered on a case-by-case basis. Prerequisite: PSY 100. (Kingery or staff, *offered at least alternating years*)

PSY 205 Adolescent Psychology This course examines the developmental processes and social forces that contribute to adolescence as a distinct part of the life span. Emphasis is placed on major theories, research findings, and the biological, cognitive, and social changes that occur during adolescence. This course also focuses on contextual influences (i.e., the family, peers, schools, neighborhoods, the media) on development and issues such as intimacy, identity, sexuality, autonomy, and psychological problems (e.g., eating disorders, depression, antisocial behavior). Students can take either Psy 203 or Psy 205 (not both), and exceptions can be considered on a case by case basis. Prerequisite: PSY 100. (Kingery, Staff, *offered at least alternating years*)

PSY 210 Statistics & Design A survey of basic procedures for the analysis of psychological data, topics in this course include basic univariate and bivariate descriptive statistics; hypothesis testing; and a variety of analyses to use with single group, between group, within group, and factorial designs. A study of experimental methods is also conducted within the Research component of this course by designing, running, analyzing, interpreting and presenting one or more student research projects. Prerequisite: PSY 100. (*Fall and spring, offered annually*)

PSY 220 Introduction to Personality Major theoretical approaches and contemporary research are evaluated to assess the current state of knowledge about intrapsychic, dispositional, biological, cognitive, and sociocultural domains of personality functioning. The personal, historical, and cultural contexts of theory development are emphasized. Application of personality concepts to individual lives is encouraged to enhance understanding of self and others. Prerequisite: PSY 100. (Branch, *offered annually*)

PSY 221 Introduction to Psychopathology This course primarily focuses on understanding the diagnosis, eitiology, 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. Prerequisite: PSY 100. (Bodenlos, *offered annually*)

PSY 222 Developmental Psychopathology This course focuses on developmental psychopathology, an approach that emphasizes examining the risk factors that make it more likely that individuals will develop psychological disorders, as well as the protective factors that contribute to positive adjustment. Key concepts in developmental psychopathology are discussed, including risk, resilience, and developmental pathways. Contexts that influence both adaptive and maladaptive development (e.g., families, neighborhoods, peer interactions) are also discussed. Specific psychological disorders (e.g., autism, oppositional defiant disorder, ADHD, anxiety, depression) that emerge from infancy through adolescence are covered, with an emphasis on the risk/protective factors, course, diagnostic criteria, and evidence-based treatment strategies for each disorder. Prerequisite: PSY 100. (Staff, *offered occasionally*)

PSY 227 Introduction to Social Psychology This course introduces students to theory and research in social psychology, the study of the nature and causes of individual and group behavior in social contexts. Emphases are placed on understanding social psychological theories through studying classic and current research and on applying social psychological theories to better understand phenomena such as social perception, attitude change, prejudice and discrimination, attraction, interpersonal relationships, conformity, aggression, and inter-group relations. Prerequisite: PSY 100. (Fisher, *offered annually*)

PSY 230 Biopsychology This course examines how the human nervous system is related to behavior. Lectures are designed to concentrate on aspects of biopsychology that are interesting and important to a broad audience. The intent is to make connections among several areas of specialization within psychology (e.g., developmental; cognitive; and clinical) and between other disciplines (e.g., philosophy; biology; chemistry). A format is employed that presents basic content to support the presentation of contemporary topics. Information is presented assuming knowledge from an introductory level Psychology course. Prerequisite: PSY 100. (Greenspon, *offered annually*)

PSY 231 Cognitive Psychology This course is designed to provide a general understanding of the principles of cognitive psychology. Cognitive psychology is the scientific approach to understanding the human mind and its relationship to behavior. The course introduces students to classic and contemporary empirical research in both theoretical and practical aspects of a variety of cognitive issues. Topics included are pattern recognition, attention, mental representation, memory, language, problem solving and decision making. Prerequisite: PSY 100. (Rizzella or staff, *offered annually*)

PSY 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. Prerequisite: PSY 100. (*Offered occasionally*)

PSY 245 Introduction to Cultural Psychology Cultural psychology is the systematic study of the influence of sociocultural factors on human behavior. This course examines theory and research that pertain to the role of culture and context in human experience and functioning. The relationship among culture, biology, evolution, and behavior is emphasized. Course readings focus on the diversity of human experience in domains such as cognition and intelligence, emotion and motivation, socialization and development, social perception and interaction, and mental health and disorders. Prerequisite: PSY 100 or LTAM 210. (Ashdown, *offered annually*)

PSY 275 Human Sexuality The primary aim of this course is to explore contemporary issues of the human sexualities. Emphasis is given to psychosocial and cross-cultural research of the 20th century and the sequel of institutional forces designed to pathologize sexual expression. Topics include variations of sexual behavior, sexual response, sexual deviance, and sexual dysfunction and treatment. Prerequisite: PSY 100. (*Offered annually*)

PSY 299 Sensation and Perception Perception of the world through the senses is one of the most sophisticated yet least appreciated accomplishments of the human brain. This course explores how people experience and understand the world through the senses, using frequent classroom demonstrations of the perceptual phenomena under discussion. The course introduces the major facts and theories of sensory function and examines the psychological processes involved in interpreting sensory input, as well as the evolutionary foundations of human perception. The primary emphasis is on vision, though other senses are considered as well. Prerequisite: PSY 100. (Graham, *offered annually*)

PSY 307 History and Systems This course examines the history of psychology and its antecedents, both classical and modern. Surveyed in detail are the processes by which the diverse roots of modern psychology fostered the development of principal areas of psychological inquiry, including those that guide much of the research and practice of psychology today. This course places into historical perspective major concepts, philosophical assumptions and theories of psychology. Prerequisites: PSY 100 and two PSY courses other than PSY 210. (*Offered occasionally*)

PSY 309 Topics Sensation & Perception This course provides an in-depth exploration of a specific topic in sensory perception using advanced readings from the primary literature. Topics covered vary from semester to semester; recent instantiations have examined relations between human artwork and the human visual system. Other topics might include study of a particular sensory system (e.g., hearing or touch), study of a particular sensory ability (e.g., color vision), or study of a particular issue in perception (e.g., perceptual development). Prerequisites: PSY 100 and PSY 299 or permission of the instructor. (Graham, *offered annually*)

PSY 310 Research in Sensation & Perception In this introduction to conducting research on the senses, students explore contemporary issues in sensation and perception through lecture, classroom discussion and hands-on research experience. Students will conduct experiments that recreate or simulate classic studies in the history of sensory perception, and they will develop their own experiments and demonstrations concerning major perceptual phenomena. Areas to be addressed include neural signaling, ocular anatomy and physiology, visual system representations, binocular vision, face perception, and other topics. Prerequisites: PSY 100, PSY 210, and either PSY 299 or PSY 230. This course is part of the capstone requirement for Psychology majors. (Graham, *offered annually*)

PSY 311 Research in Behavioral Neuroscience This course exposes students to basic concepts of psychological research in the area of neuroscience. A systems approach is utilized that assumes organized activity of different parts of the nervous system is important for determining behavior. Currently, the focus of research in this course involves investigating how music is organized in the nervous system and how this impacts other behaviors such as language and other cognitive abilities. Emphasis is placed on theoretical and methodological issues. Specifically, the history of questions to which theory and method have been applied, the logic implicit to answer certain kinds of questions, and the strengths and limitations of specific answers for providing insights into the nature of the brain-behavior relationship are examined. The development of conceptual and theoretical skills is derived from running an original research study. Prerequisites: PSY 100, PSY 210 and PSY 230, 231, 235 or PSY 299, or permission of instructor. This course is part of the capstone requirement for Psychology majors. (Greenspon, *offered annually*)

PSY 321 Research in Developmental Psychology This course provides an overview of the research designs and methods used by developmental psychologists. Attention is given to ethical issues involved in human research, critical evaluation of published developmental research, and interpretation of research findings. Students gain direct experience with research methods such as questionnaires, parent and/or child interviews, and behavioral observation. Throughout the semester, students design and conduct an original research study or develop their own research proposal. Prerequisites: PSY 100, PSY 210, and PSY 203 or PSY 205. This course is part of the capstone requirement for Psychology majors. (Kingery, *offered annually*)

PSY 322 Research in Personality This course provides an introduction to a variety of methods employed in the service of three complementary objectives of personality research: 1) holistic understanding of the unique organization of processes within individuals; 2) explanation of individual differences and similarities; and 3) discovery of universal principles that characterize human personality functioning. Practical, ethical, and theoretical considerations for assessing and studying personality characteristics and processes are emphasized, as are interpretation and critical analysis of published research. Over course of the semester students will apply course content by designing, carrying out, and reporting results of an original research project. Prerequisites: PSY 100, PSY 210 and PSY 220. This course is part of the capstone requirement for Psychology majors. (Branch, *offered annually*)

PSY 327 Research in Social Psychology This course is designed to acquaint students with correlational and experimental research approaches in social psychology. Through examination of classic and contemporary studies and innovative as well as traditional methods in the discipline, the practical and ethical challenges of designing, conducting, interpreting and communicating about social psychological research are explored. Students design and carry out original research. Prerequisites: PSY 100, PSY 210 and PSY 227 or WMST 223. This course is part of the capstone requirement for Psychology majors. (Fisher, *offered annually*)

PSY 331 Research in Cognition An in-depth examination of experimental methodology in the field of cognitive psychology is covered in this course. The use of reaction time and accuracy measures is emphasized. Students conduct a study in a cognitive area of their choice and disseminate their findings in an appropriate professional format. Prerequisites: PSY 100, PSY 210 and PSY 231. This course is part of the capstone requirement for Psychology majors. (Rizzella, *offered annually*)

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 personality and culture; personality development; self and identity; personality and interpersonal relationships, ethnic identity, personality and emotion. Prerequisites: PSY 100 and PSY 220, or permission of instructor. (Branch, *offered annually*)

PSY 346 Topics in Cultural Psychology This course provides an in-depth examination of a contemporary topic in cultural psychology. Topics may include: cultural influences on human development; intercultural communication; death, dying, and grieving; sexualities across cultures; social perception across cultures; cultural influences such as religion, education, or politics; diversity and intercultural training; prejudice and discrimination; or identity. Course activities draw upon extensive readings in the primary and secondary literature of the selected topic. Prerequisites: PSY 100 and PSY 245. (Ashdown, *offered annually*)

PSY 347 Research in Cultural Psychology This course concentrates on the study of human behavior and experience as they are influenced by cultural factors. Special attention is devoted to the examination of culture via science-based research methodologies. The focus of the class is exploring how cultural beliefs and values provide meaning and context for human behavior. Students use knowledge gained in this course to design and carry out a research project. Prerequisites: PSY 100, PSY 210, and PSY 245. This course is part of the capstone requirement for Psychology majors. (Ashdown, *offered annually*)

PSY 350 Research in Clinical Psychology This course provides an introduction to the scientist-practitioner model of clinical psychology. This course will focus on a review of research designs and methods commonly used to examine psychopathology, etiology, and treatment of psychological disorders. Students will also examine a variety of theoretical models of psychotherapy and research regarding the effectiveness of therapeutic interventions. Prerequisites: PSY 100, PSY 210 and PSY 221. This course is part of the capstone requirement for Psychology majors. (Bodenlos, *offered annually*)

PSY 352 Topics: Clinical Psychology The scope of this course varies from covering general clinical issues to a more in-depth analysis of one topic area. The topic is announced in advance and may include health psychology, aging and mental health, eating and obesity, positive psychology, forensic psychology, community psychology, child psychopathology or child psychotherapy. Prerequisites: PSY 100 and PSY 221. (Bodenlos, *offered occasionally*)

PSY 359 Topics Behavioral Neuroscience This course surveys literature and theory representative of an important contemporary conceptual issue in behavioral neuroscience. Each year topics for the course are announced in advance. The course is designed to include a nonspecialized group of students having a varied distribution of psychology courses and interested in developing conceptual relationships among different subdivisions within psychology. Prerequisites: PSY 100 and at least one other psychology course. (Greenspon, *offered occasionally*)

PSY 370 Topics in Developmental Psychology This course surveys the theoretical and empirical literature associated with a contemporary issue in 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. Prerequisites: PSY 100 and PSY 203 or PSY 205. (Kingery, *offered occasionally*)

PSY 373 Topics in Social Psychology This seminar surveys the empirical and theoretical literature associated with a significant contemporary issue in social psychology. Topics are announced in advance. Possible topics include applied psychology, stereotyping, prejudice, and discrimination, political psychology, interpersonal relationships, persuasion and social influence, altruism and prosocial behavior. Prerequisites: PSY 100 and PSY 227 or WMST 223. (Fisher, *offered annually*)

PSY 375 Topics in Cognitive Psychology This seminar involves an in-depth exploration of a variety of related topics in cognition. Topics covered in the recent past include language, psycholinguistics, memory representation, autobiographical memory, memory reliability and cognitive aging. Students are expected to play an active role in the class by making substantive contributions to class discussion. Prerequisites: PSY 231. (Rizzella, *offered occasionally*)

PSY 450 Independent Study

PSY 456 1/2 Credit Independent Study

PSY 495 Honors

Public Policy Studies

Program Faculty

Craig A. Rimmerman, Public Policy, Coordinator
Eric Barnes, Philosophy
Scott Brophy, Philosophy
Kendralin Freeman, Sociology
Joshua Greenstein, Economics
Christina Houseworth, Economics
Khuram Hussain, Education
Kristy Kenyon, Biology
Beth Kinne, Environmental Studies
Steven Lee, Philosophy
Renee Monson, Sociology
H. Wesley Perkins, Sociology

*****Effective for students matriculating in the fall of 2014 and later, the Public Policy Studies major is not being offered at this time. The Public Policy Studies MINOR is still available. Please consult the department website and online Catalogue for updated information.*****

The Public Policy program connects classroom learning to efforts through public policy to solve problems in the larger society, teaching analytic skills within an interdisciplinary, liberal arts context. Its goal is that graduates think and act critically in public affairs. Students explore the methodological, analytical, empirical, and ethical issues of policy formulation and implementation. Public Policy is designed to prepare students for careers in government, human services, social work, urban affairs, city planning, law, community organizing, business, communications, or academia. The Public Policy program offers an interdisciplinary minor. Students minoring in public policy must develop a concentration. The existing concentrations are:

- Children and Families
- Development Policy
- Education
- Environmental Policy
- Foreign Policy
- Health Care
- Law
- National Policy Process
- Sexuality
- Technology
- Welfare

All courses applied toward a public policy minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Two Public Policy core courses from two different divisions (Humanities, Social Sciences, Natural Sciences); one credit in skills courses; and three courses forming a concentration in an area chosen by the student (see examples below). No more than three courses may be taken from any one department or program (PPOL 499 excepted). All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

CORE COURSES

Humanities

HIST 243 US Legal and Constitutional History to 1865
HIST 244 US Legal and Constitutional History 1865 to the Present
HIST 272 Nazi Germany
HIST 284 Africa From Colonialism to NeoColonialism
HIST 311 20th-Century America

HIST 312 The United States Since 1939
PHIL 151 Contemporary Issues: Crime and Punishment
PHIL 152 Contemporary Issues: Philosophy and Feminism
PHIL 154 Contemporary Issues: Environmental Ethics
PHIL 155 Contemporary Issues: Morality of War
PHIL 158 Debating Public Policy
PHIL 159 Contemporary Issues: Global Justice
PHIL 162 Ethics of Civic Engagement

Social Sciences

ANTH 110 Introduction to Cultural Anthropology
ECON 122 Economics of Caring
ECON 160 Principles of Economics
POL 110 Introduction to American Politics
PPOL 101 Democracy and Public Policy
SOC 100 Introduction to Sociology

Natural Sciences

BIOL 167 Intro Topics
CHEM 110 Introductory General Chemistry
CHEM 190 Accelerated General Chemistry
ENV 200 Environmental Science
GEO 140 Intro to Environmental Geology
GEO 141 Science of Climate Change
GEO 142 Earth Systems Science
GEO 143 Earth and Life Through Time
GEO 144 Astrobiology
GEO 182 Introduction to Meteorology
GEO 184 Introduction to Geology
GEO 186 Introduction to Hydrogeology
PHYS 115 Astrobiology
PHYS 140 Principles of Physics
PHYS 150 Introductory Physics I

SKILLS COURSES

Statistics

BIO 212 Biostatistics
ECON 202 Statistics
ECON 304 Econometrics
GEO 450 Statistical Design and Analysis Using R
POL 261 Research Methods
PSY 210 Statistics and Design
SOC 212 Data Analysis

Research Methods

ANTH 273 Research Methods
POL 263 Problems and Methods in the Study of Politics
SOC 211 Research Methods

Argumentation

PHIL 120 Critical Thinking and Argumentative Analysis

CONCENTRATIONS

Many concentration courses have one or more prerequisites. Students are advised to check the prerequisites for any concentration course they plan to take for their minor. A student may petition for permission to count a course not listed here by submitting the following materials to the Public Policy Studies coordinator: a written rationale spelling

out how that course, in combination with the other courses in the student's concentration, substantively addresses public policy issues in that concentration; the course syllabus; and any relevant course assignments. The coordinator will circulate the student's petition to the Public Policy Studies faculty who teach courses in that concentration for their decision.

Children and Families

AFS 200 Ghettoscapes
ANTH 230 Beyond Monogamy
ANTH 298 Modern Japan
BIDS 214 The Politics of Reproduction
ECON 248 Poverty and Welfare
ECON 310 Economics and Gender
EDUC 201 Schooling and Social Equality
EDUC 203 Children with Disabilities
EDUC 221 Understanding Autism
EDUC 252 The History of Disability
EDUC 306 Technology Disability
EDUC 331 Rethinking Families
EDUC 370 Multiculturalism
POL 333 Civil Rights
POL 375 Feminist Legal Theory
PPOL 219 Sexual Minority Movements and Public Policy
PPOL 364 Social Policy and Community Activism
PSY 203 Intro to Child Psychology or
PSY 205 Adolescent Psychology
SOC 206 Kids and Contention: The Sociology of Childhood in the U.S. Context
SOC 225 Sociology of the Family
SOC 226 Sex and Gender
SOC 258 Social Problems
SOC 263 Juvenile Delinquency
SOC 375 Social Policy
WMST 247 Psychology of Women

Concentration Faculty Advisers: Kendra Freeman, Khuram Hussain, Renee Monson, Wes Perkins

Education

ANTH 298 Modern Japan
ECON 248 Poverty and Welfare
EDUC 170 Race Dialogues for Community and Change
EDUC 201 Schooling and Social Equality
EDUC 203 Children with Disabilities
EDUC 221 Understanding Autism
EDUC 252 The History of Disability
EDUC 306 Technology and Children with Disabilities
EDUC 307 Civil Rights Education
EDUC 323 Comparative and International Education
EDUC 333 Literacy
EDUC 370 Multiculturalism
POL 333 Civil Rights
PPOL 364 Social Policy and Community Activism
PSY 203 Intro to Child Psychology or
PSY 205 Adolescent Psychology
SOC 261 Sociology of Education

Concentration Faculty Advisers: Christina Houseworth, Khuram Hussain, Kendra Freeman, Craig Rimmerman

Environmental Policy

ANTH 280 Environment and Culture
ANTH 340/440 Anthropology for the Global Commons
ARCH 204 Introduction to Historic Preservation
ARCH/ENV 351 Sustainable Community Development Methods
ASN/ENV 215 Environment and Development in East Asia
ECON 212 Environmental Economics
ECON 245 The Political Economy of Food
ECON 348 Natural Resources and Energy Economics
ENV 205 Introduction to Environmental Law
ENV 312 Energy Governance
ENV 320 Natural Resource Law
HIST 246 American Environmental History
HIST 397 Environmental History Seminar
PPOL 328 Environmental Policy
SOC 249 Technology and Society
SOC 259 Fight For Your Right! The Sociology of Social Movements
SOC 271 Sociology of Environment
WMST 305 Food, Feminism and Health

Concentration Faculty Advisers: Scott Brophy, Kristy Kenyon, Steven Lee, Craig Rimmerman

Development

ANTH 212 NGOs and Development
ANTH 280 Environment and Culture
ANTH 296 African Cultures
ANTH 297 Peoples and Cultures of Latin America
ANTH 340/440 Anthropology for the Global Commons
ARCH 204 Introduction to Historic Preservation
ARCH/ENV 351 Sustainable Community Development Methods
ASN/ENV 215 Environment and Development in East Asia
ECON 212 Environmental Economics
ECON 213 Urban Economics
ECON 245 The Political Economy of Food
ECON 311 Economics of Immigration
ECON 344 Economic Development
HIST 231 Modern Latin America
HIST 283 South Africa In Transition
HIST 352 Wealth, Power, and Prestige
POL 248 Politics of Development
POL 312 Political Reform in the Middle East
REL 347 Gender and Globalization in the Muslim World
SOC 201 The Sociology of International Development
SOC 233 Women in the Third World
SOC 240 Gender and Development
SOC 259 Fight For Your Right! The Sociology of Social Movements
SOC 291 Society in India
SOC 299 Vietnam: Conflict, Contradiction, and Change
WMST 204 Politics of Health

Concentration Faculty Advisers: Joshua Greenstein, Christina Houseworth

Foreign Policy

ECON 233 Comparative Economics
ECON 240 International Trade
ECON 311 Economics of Immigration
ECON 344 Economic Development
ECON 435 Political Economy of Latin America
HIST 237 Europe since the War

HIST 238 World Wars in Global Perspective
HIST 312 U.S. Since 1939
POL 248 Politics of Development
POL 283 Terrorism
POL 290 American Foreign Policy
POL 296 International Law
POL 312 Political Reform in the Middle East
POL 380 Theories of International Relations
REL 248 Islamic Ethics and Politics
REL 280 Negotiating Islam
REL 347 Gender and Globalization in the Muslim World

Concentration Faculty Adviser: Steven Lee

Health Care

ANTH 260 Medical Anthropology
BIDS 214 The Politics of Reproduction
BIDS 295 Alcohol Use and Abuse
ECON 248 Poverty and Welfare
EDUC 203 Children with Disabilities
EDUC 252 The History of Disability
HIST 325 Medicine in Modern Europe
LGBT 201 Transgender Identities
PHIL 256 Health Care Policy
PPOL 219 Sexual Minority Movements and Public Policy
PPOL 346 The President, Congress, and Public Policy
PPOL 364 Social Policy and Community Activism
SOC 248 Medical Sociology
WMST 204 The Politics of Health
WMST 305 Food, Feminism, and Health
WMST 362 Topics in Feminist Health

Concentration Faculty Advisers: Eric Barnes, Kristy Kenyon, Wes Perkins, Craig Rimmerman

Law

CHEM 302 Forensic Science
ECON 198 Business Law
ECON 203 Between Labor and Management: Unions
ENV 205 Introduction to Environmental Law
ENV 320 Natural Resource Law
HIST 331 Law, Custom and Rights: The Roots of Legal Pluralism in Modern Africa
PHIL 232 Liberty and Community
PHIL 235 Morality and Self Interest
PHIL 236 Philosophy of Law
POL 207 Governing Through Crime
POL 296 International Law
POL 332 American Constitutional Law
POL 333 Civil Rights
POL 334 Civil Liberties
POL 335 Law and Society
POL 375 Feminist Legal Theory
POL 401 Junior-Senior Research Topic Seminar: Islamic Political Thought
PPOL 219 Sexual Minority Movements and Public Policy
PPOL 328 Environmental Policy
SOC 224 Social Deviance
SOC 263 Juvenile Delinquency
SOC 375 Social Policy

Concentration Faculty Advisers: Eric Barnes, Scott Brophy, Steven Lee, Renee Monson

National Policy Process

ECON 316 Labor Economics
ECON 480 Seminar: Current Issues in Macroeconomics
HIST 311 20th Century America
HIST 312 The United States Since 1939
POL 204 Modern American Conservatism
POL 224 American Congress
POL 236 Urban Politics
POL 290 American Foreign Policy
PPOL 219 Sexual Minority Movements and Public Policy
PPOL 328 Environmental Policy
PPOL 346 The President, Congress, and Public Policy
PPOL 364 Social Policy and Community Activism
PPOL 425 Seminar in National Decision Making
SOC 223 Inequalities

Concentration Faculty Advisers: Kendra Freeman, Christina Houseworth, Khuram Hussain, Steven Lee, Craig Rimmerman

Sexuality Concentration

AMST 310 Sexual Minorities in America
BIDS 245 Men and Masculinity
HIST 203 Gender in Africa
LGBT 201 Transgender Identities
POL 238 Sex and Power
POL 333 Civil Rights
POL 334 Civil Liberties
POL 375 Feminist Legal Theory
PPOL 219 Sexual Minority Movements and Public Policy
SOC 225 Sociology of Family
SOC 226 Sex and Gender
SOC 340 Feminist Social Theory
WRRH 301 Discourses of Rape in Contemporary Culture

Concentration Faculty Advisers: Kendra Freeman, Renee Monson, Craig Rimmerman

Technology

AMST 201 Methods of American Studies
ECON 230 History of Economic Thought
ECON 305 Political Economy
ECON 344 Economic Development
EDUC 306 Technology Disability
HIST 215 American Urban History
HIST 256 Technology and Society
HIST 310 Rise of Industrial America
HIST 325 Medicine in Modern Europe
PHYS 270 Modern Physics
POL 363 Politics and the Internet
PPOL 328 Environmental Policy
SOC 249 Technology and Society
SOC 251 Sociology of the City

Concentration Faculty Advisers: Kristy Kenyon, Scott Brophy

Welfare Concentration

ECON 248 Poverty and Welfare

ECON 311 Economics of Immigration
ECON 316 Labor Economics
POL 204 Modern American Conservatism
POL 236 Urban Politics
PPOL 364 Social Policy and Community Activism
SOC 356 Power and Powerlessness
SOC 375 Social Policy

Concentration Faculty Advisers: Kendra Freeman, Joshua Greenstein, Christina Houseworth, Renee Monson

COURSE DESCRIPTIONS

PPOL 101 Democracy and Public Policy This course examines the American policy process by interrogating a number of domestic policy issues, affirmative action, poverty and welfare, HIV/AIDS, health care, labor/workplace, education, community development, and environmental concerns. Students examine all of these issues from various perspectives, including the modern conservative, modern liberal, and radical/democratic socialist, with particular attention to the role of the federal government in the policy process. Students have the opportunity to confront their own roles within the American policy process from a critical perspective. Students discuss, too, the role of the policy analyst in a democratic society and consider the interdisciplinary nature of public policy analysis. (Rimmerman, *offered annually*)

PPOL 219 Sexual Minority Movements and Public Policy This course explores the rise of the lesbian, gay, bisexual, and transgendered movements from both contemporary and historical perspectives. The course addresses the sources of these movements, the barriers that they have faced, and how they have mobilized to overcome these barriers. Students devote considerable attention to the response of the Christian Right to the policy issues that are a focus of this course—HIV/AIDS, same-sex marriage, integration of the military, education in the schools, and workplace discrimination. Finally, students address how the media and popular culture represent the many issues growing out of this course (Rimmerman, *offered alternate years*)

PPOL 328 Environmental Policy This course assesses the capability of the American policy process to respond to energy and environmental concerns in both the short and long term. It examines the nature of the problem in light of recent research on global warming, pollution and acid rain, solid waste management, and deforestation. Students interrogate the values of a liberal capitalist society as they pertain to our environmental problematic from a number of perspectives: modern conservative, modern liberal, democratic socialist/radical, ecofeminist, and doomsday perspectives. Students evaluate which perspective or combination of perspectives offers the most coherent and rigorous response to the policy and moral and ethical issues growing out of this course. Students assess the development and accomplishments of the environmental movement over time. The goal is to evaluate how the American policy process works in light of one of the most significant public policy issues of our time. (Rimmerman, *offered alternate years*)

PPOL 364 Social Policy and Community Activism This is a course about social policy and community participation and activism; it is also a course about democracy, community, education, and difference. All students are required to be fully engaged in a semester-long community activism/service project. Students have an opportunity to reflect upon how their participation in the community influences their own lives, their perspectives on democracy, and their understanding of democratic citizenship. In addition, students examine contemporary social policy issues—HIV/AIDS, health care, affirmative action, welfare, and education policies from a number of ideological perspectives and from the perspective of how these issues are played out on our campus and in the Geneva, N.Y., communities. (Rimmerman, *offered alternate years*)

PPOL 450 Independent Study

PPOL 456 1/2 Credit Independent Study

Religious Studies

Department Faculty

Etin Anwar, Associate Professor, Chair
Fay Botham, Visiting Assistant Professor
Michael Dobkowski, Professor
Shalahudin Kafrawi, Associate Professor
John Krummel, Associate Professor
Richard Salter, Associate Professor

The Department of Religious Studies brings a variety of perspectives to bear on the study of a significant aspect of human existence: religion. But what is “religion?” Our definitions of the term and our approaches to its study vary. Collectively, we bring historical, theological, philosophical, sociological, ethnographic, political, ethical, literary, feminist, and psychological perspectives to this enterprise. Our courses explore both the phenomenon of religion in general and specific religious traditions from around the world. Though our definitions of religion and our methods for studying it vary, we are united in the understanding that each of these perspectives provides a different way of interpreting religious phenomena and that no single approach is adequate to, let alone exhaustive of, the work of religious studies. This means that the study of religion, as we engage it, is intrinsically interdisciplinary and multicultural.

Religious Studies offers a disciplinary major and minor. It is strongly recommended that students take one of the introductory courses (100 through 110) prior to any other course in the department. Students who wish to enter an upper level course without having taken an introductory course should consult the instructor. All courses toward a religious studies major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

One introductory religious studies course; two courses each from two concentrations—one in each concentration should be at the 200-level and the other at the 300-level or higher (one of these concentrations must be in a specific religious tradition); REL 461 *Senior Seminar*; three additional religious studies courses, at least two of which are outside the student’s areas of concentration; and two approved cognate courses from other departments or two other courses in the department. Cognate courses may be chosen from an accepted list or by petition to the adviser.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

One introductory religious studies course; a 200-level course and a 300-level or higher course in one of the religious studies concentrations; REL 461 *Senior Seminar*; and one additional religious studies course.

COURSE CONCENTRATIONS

Introductory Courses

REL 103 Journeys and Stories
REL 105 Religion, Peace, and Conflict
REL 108 Religion and Alienation
REL 109 Imagining American Religion(s)

Judaic Studies Courses

REL 270 Modern Jewish History
REL 271 The Holocaust
REL 272 The Sociology of the American Jew
REL 273 Foundations of Jewish Thought
REL 274 Zionism, Israel and the Middle East Conflict
REL 276 History of East European Jewry
REL 278 Jewish Life and Thought in Modern Times
REL 279 Torah and Testament
REL 370 Jewish Mysticism and Hasidism
REL 371 Literary and Theological Responses to the Holocaust

Christian Traditions Courses

REL 228 Religion and Resistance
REL 232 Rethinking Jesus
REL 237 Christianity and Culture
REL 238 Liberating Theology
REL 240 What Is Christianity?
REL 241 Rastaman and Christ
REL 244 Christianity in East Asia
REL 279 Torah and Testament
REL 305 Tongues of Fire: Pentecostalism Worldwide
REL 345 Tradition Transformers: Systematic Theology
REL 470 Nationalism

Islamic Studies Courses

REL 209 Muslim Jesus
REL 219 Introduction to Islam
REL 236 Gender and Islam
REL 242 Creative Self in Islamic Mysticism
REL 248 Islamic Ethics and Politics
REL 255 Peace and Violence in Quran
REL 265 The West and the Qur'an
REL 280 Negotiating Islam
REL 286 Islam and Environment
REL 335 Jihad
REL 347 Gender and Globalization in the Muslim World

History of Religions Courses

REL 201 Trekking through Asia
REL 210 Hinduism
REL 211 Buddhism
REL 215 Japanese Religions
REL 246 Iran Before Islam
REL 264 South Asian Religions
REL 282 Hinduism and Popular Narratives
REL 306 The Perfectible Body

Philosophy of Religions Courses

REL 213 Death and Dying
REL 239 Nihilism East and West
REL 243 Suffering and Salvation
REL 254 Conceptions of God, Goddess, Absolute
REL 257 What's Love Got to Do With It?
REL 260 Religion and Philosophy from a Global Perspective
REL 285 Medieval Philosophy
REL 304 Buddhist Philosophy

Religion, Gender and Sexuality Courses

REL 236 Gender and Islam
REL 250 Race and Religion
REL 281 Women, Religion and Culture
REL 283 Que(e)rying Religious Studies
REL 321 Muslim Women in Literature
REL 347 Gender and Identity in the Muslim World
REL 354 God, Gender and the Unconscious
REL 382 Toward Inclusive Theology

Multiple Concentrations (The following courses are used to fulfill requirements in consultation with an adviser. The list is not exhaustive.)

REL 226 Religion and Nature
REL 228 Religion and Resistance
REL 249 Native American Religion & Histories
REL 250 Race and Religion
REL 253 Creation Stories: Why do they matter
REL 263 Religion and Social Theory
REL 267 Psychologies of Religion
REL 284 Contesting Gods in Multicultural America
REL 287 Methods in Religious Studies: Asking questions, getting answers*
REL 470 Nationalism

**Strongly recommended for majors and minors in RS, and for other students in humanities interested in methodology and research skills*

CROSSLISTED COURSES

PHIL 271 Medieval Philosophy
RCOL 121 Holocaust: Witness and Hope

COURSE DESCRIPTIONS

REL 103 Journeys and Stories What does it mean to live a myth or story with one's life or to go on a pilgrimage? How are myths and voyages religious, and can storytelling and journeying be meaningful in our contemporary situation? This course begins by focusing on the journeys and stories found within traditional religious frameworks. It then turns to the contemporary world and asks whether modern individuals in light of the rise of secularism and the technological age can live the old stories or must they become non-religious, or religious in a new manner. (Anwar, *offered alternate years*)

REL 105 Religion, Peace, and Conflict What is religion? What counts as peace? How do religion and other social institutions contribute to, and are influenced by, peace or conflicts? This course explores on humans' search for meaningful and peaceful life and on the role of religion in such pursuit. It will first of all investigate the meaning, elements, and functions of religion in humans' pursuit of peace and meaning. It will then examine the meaning of peace and conflicts and the conditions that contribute to peace or conflicts. In turn, the course will look at the ways in which peace or conflicts may influence religion. Finally, the course will examine the role religion plays in peacemaking efforts.

REL 108 Religion & Alienation What is religion, and how is it part of human experience? What shapes have religious ideas and institutions taken in confrontation with the contemporary world? How has the phenomenon of alienation contributed to the development of religion and religious responses? How have specific groups that have suffered alienation - Jews, Blacks, American Indians, Rastafarians and women - coped with their situations through the appropriation and modification of religious tradition? This course explores these issues, as well as religious, social, and existential interpretations of alienation set out by 20th century thinkers in the West. (Dobowski, *offered alternate years*)

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*)

REL 201 Trekking through Asia Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and two of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the

Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself, and in relationship to the rest of the world. Join us on the journey!

REL 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?

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

REL 211 Buddhism Course also listed as ASN 225. This course covers the rise and historical development of Buddhism in South Asia and its spread into Southeast, Central, and East Asia. Through regular writing exercises, extensive use of visual and audio materials, and some fieldwork, students will acquire a basic vocabulary for discussing the ritual practices, ethical systems, and scriptures of Buddhism (e.g., selections from the Pali Canon); situate the major branches of Buddhism in their historical and geographical contexts (e.g., Theravada in Sri Lanka, Vajrayana in Tibet, Zen in Japan); and explore important concepts in each of the traditions and locations in view of significant sociohistorical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (*Offered annually*)

REL 213 Death and Dying This course examines the inevitable fact of death and the meaning of life this might entail. From the very moment that we are born we are faced with the possibility of death. Death then forms a real and essential component of our existence, our lives. We shall examine this topic through a variety of perspectives, including psychology, philosophy, literature/fiction (such as short stories and poetry), and religion. We will look at the various attitudes and postures towards death; how different people from different backgrounds, cultures, and fields have coped with this fact; the different interpretations of the meaningfulness of life people extract from it; and possible speculations and interpretations people have provided as to why we must die and where, if anywhere, it may possibly lead.

REL 215 Japanese Religions Japan provides a wonderful opportunity to apply the discipline of the history of religions. This field of study traces the rise, development, and changes of religious traditions over time, as well as comparing types of religions. Japanese history begins with the indigenous shamanistic Shinto tradition, which interacts with a number of Buddhist traditions, filtered before their arrival through India, Tibet, and China. This mix is then challenged by Christianity, and most recently has been transformed by the growth of "new" religions in sublime and terrifying forms. This course uses a range of sources in the study of Japanese religions and culture. Selections of poetry, drama, novels, and biographies, as well as rituals and art, provide glimpses of the richness of Japan. Prerequisites: An introductory course in religious studies or permission of instructor. (*Krummel, offered occasionally*)

REL 219 Introduction to Islamic Religious Tradition This course is a historical study of the rise of Islam from seventh-century Arabia to the current global context. It examines basic beliefs, major figures, sacred scriptures, and rituals of this religious tradition. The course emphasis is on modern developments in Islam, including the Muslim presence in Southeast Asia. (*Anwar, offered annually*)

REL 225 Japan Philosophy & Religious Thought The course examines the various strains of Japanese philosophy and intellectual thought that emerge within and from out of the traditions of Shinto, Daoism, Confucianism, Buddhism, Neo-Confucianism, politics, the aesthetic and the military arts, and Western philosophy, from the ancient to the modern periods. We will read the primary texts of a variety of authors and will discuss their implications for understanding reality, knowledge, the self, society, ethics, and religion. Prerequisites: an Asian studies course, a religious studies course, or a philosophy course.

REL 226 Religion and Nature This course examines various religious traditions to see what they can contribute to a contemporary understanding of humanity's healthy, sustainable relationship with the natural world. The ecological crises of our time have forced us to question the prevailing global modes of production and consumption. Some have faulted the tradition of Western enlightenment and the scientific-technological mindset it has created, while others have focused on monotheistic traditions (Judaism, Christianity, and Islam) and their alleged anthropocentric desacralization of nature as the roots of our present ills. In order to gain a critical insight into these debates, students read some of the religious works on ecology and environmental ethics along with ecofeminist literature that situates the debates within the context of global capitalism and patriarchal oppression of women. (Lee, *offered annually*)

REL 228 Religion and Resistance In this course students explore the ways in which religion and resistance are related. Among other questions, students ask how the religious imagination helps us to see alternate realities and permits us to call into question our current realities. Students also explore the role of religion in legitimizing the status quo and oppression. They ask how religious communities identify and combat oppression. In combating oppression, the class also turns to questions of practice. Is it enough to talk about liberation? Is religion a "call to action?" If so, what is meant by "action?" (Salter, Staff, *offered occasionally*)

REL 232 Rethinking Jesus Who is Jesus? The question is not as simple to answer as it might seem. This course explores central ways the founding figure of Christianity has been conceived and rethought, especially in the last 100 years. Though students start with an inquiry into "the historical Jesus," they move on to rethink Jesus from theological, cultural, and literary perspectives. (Salter, *offered alternate years*)

REL 236 Gender and Islam Westernization has brought sweeping changes and challenges to Islamic cultures and religious practices. As a result, political developments, social patterns, and codes of dress have undergone metamorphosis as secular ideologies conflict with traditional religious beliefs. The role of women continues to undergo transformation. How will these changes effect Muslim identity in the 21st century? (Anwar, *offered annually*)

REL 237 Christianity and Culture What is the relationship between what Christian groups do and how they understand themselves? This course uses case studies of a wide variety of Christian communities, from a Native American community in the contemporary U.S. to the Christian communities of the Apostle Paul, to examine the relationship between theory and practice in Christianity. Special emphasis is placed on the questions of whether or how Christian communities can produce significant social change. (Salter, *offered alternate years*)

REL 238 Liberating Theology In the popular imagination we often associate Christianity with the elites, colonizers, or oppressors in history. But what happens when we rethink Christianity from the perspective of those marginalized from mainstream society? This course does that with the help of major 20th-century theologians who might in some way be considered part of the Liberation Theology movement. Key perspectives covered include Latin American liberation theology, feminist theology, black theology, and others.

REL 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. (Krummel, *offered alternate years*)

REL 240 What is Christianity? This course is an introduction to Christianity designed both for students with no familiarity at all with Christianity and for students who have been raised in Christian traditions, but who are not familiar with the critical study of religion or the breadth of Christian traditions. Students explore Christianity using primary readings from Christian scriptures, historical readings on the development of various Christian traditions, and theological readings about the various interpretations of key Christian symbols in different Christian traditions. (Salter, *offered alternate years*)

REL 242 Creative Self in Islamic Mysticism One of the most enigmatic and enamoring aspects of Islam is Islamic mysticism or Sufism. What is Sufism and how has it come to be such a pervasive presence in Islamic civilization? The Sufi's goal is often defined as the unveiling of the Divine light leading to union or annihilation. Sufi theoreticians have often used simple imagery, symbolism, and storytelling for expression. This course addresses the classical Sufi thought through theoretical expressions and texts, current orders, and its presence in the West. Comparative references to other mystical traditions such as Christian mystical thought, Hasidism, and Yoga are also made. (Anwar, *offered alternate years*)

REL 243 Suffering and Salvation Human existence entails suffering? Why must we suffer? How can we escape suffering? And if suffering is inevitable, what is its meaning? Is it always fair or deserved? The major religions of the world were established and developed, partially in response to such questions about the human predicament. Each religion provides a variety of responses to this inevitable fact of human life. What is the picture of the meaning of life implied in such a response? In this course we shall investigate the major religious traditions from across the globe, East and West - Judaism, Christianity, Islam, Hinduism, Buddhism, and the Chinese religions -, and look at their various attempts to answer that question of suffering and respond to it, including their prescription for salvation. At the same time the course aims to raise awareness concerning responsible ways of comparing religions, using "soteriology" (the study of salvation) as a comparative category. The course also raises the crucial question of whether it is possible to remain faithful to one's own religious path while maintaining self-critique and openness to the claims of other traditions, a question that is of crucial importance with the increasing globalization of the world. (Krummel, *fall, offered annually*)

REL 249 Native American Religion & Histories The Finger Lakes region, like most parts of the US, possesses a rich heritage of Native American cultures. In this course we will survey the religious traditions and histories of several Native American tribes, beginning with the local story of the Seneca Nation. We will first survey the historical development of these tribes and place it into the context of US history. We will then address some of the common features of indigenous religions, keeping in mind the question, "what is 'religion' to cultures that do not distinguish religious from non-religious aspects?" in light of the interrelationship between humanity, the sacred, and ecology in Native American cosmology, we will also analyze how indigenous worldviews inevitably clashed with those of Euro-Americans, focusing on two specific instances: the "removal" of Cherokees during the 1830's and the contemporary conflict with the US government over the ceremonial use of peyote.

REL 250 Race and Religion This course will explore the relationships among race, ethnicity and religion. Using a variety of methods, ranging from theological and literary analysis to social scientific and historical analysis, this course will explore how race, ethnicity and religion are defined, constructed, and related to one another. Particular attention will be focused on exploring how race, ethnicity and religion function as important makers of identity (both individually and socially), modes of expression, agents of social change, and agents of oppression.

REL 253 Creation Stories: Why They Matter This course fosters educational conversations on the nature of the world from theistic and non-theistic perspectives. It will elaborate on the world's origin (creation, emanation, and the world's eternity), the law of nature, freedom and predestination, ethics, religious devotion, and eschatology. Some of the questions in this course will include: What is the origin of the universe? Is the world a product of creation, emanation, or evolution? How do religious traditions characterize the nature of the universe? How does religion relate to the world? Are religion and science in conflict or complementary? In what way can we relate religion and science? How does our view of the world influence our discourse in ethics, politics, science, and religion? (Kafrawi, *Fall*)

REL 255 Peace and Violence in Quran This course explores Qur'anic view on peace and violence. It will discuss Qur'anic views regarding the meaning of Islam and its treatment of various forms of peace including liberation, justice, equality, freedom, and tolerance, as well as those of violence including war, self-defense, killing, suicide, sacrifice, and punishment. To appreciate the meaning of Qur'anic verses on these issues, the course will pay attention to the horizon of the questions focusing on their specific circumstances. Throughout the semester, the class will discuss questions on Qur'anic support for peace and violence. The following list constitutes some of those questions: Does the Qur'an

support peace or violence? How is peace to be achieved in a Qur'anic worldview? What kinds of violence does the Qur'an allow or disallow to take place? Since Qur'anic verses seem to suggest both peace and violence, to what extent does the Qur'an promote peace and to what extent does it allow violence? Does the Qur'an promote peace/violence as an end or as a means? What are the historical circumstances that students of the Qur'an should know in order to better understand the meaning of Qur'anic verses regarding peace and violence? (Kafrawi, *fall, offered alternate years*)

REL 257 What's Love Got to Do Love perplexes us because it is complex, powerful, and shows up in so many different forms. We wonder why love is sometimes accompanied by exhilaration, other times by resignation, and other times by grief. We might wonder what are the sources of love, perhaps our biology, our attachments to people, our rituals, and/or the nature reality itself. We also have to ask whether love can coexist with abuse, violence, and oppression. This course explores love and its place in human experience using approaches from psychology, philosophy, ethics, and theology. We will think with ancient and contemporary authors who use a variety of methods to grapple with these and other questions in order to broaden and deepen our understandings of love.

REL 260 Religion & Philosophy What is religion? What is philosophy? Do their paths ever cross? Where do they meet? This course explores philosophically what it means to be religious. Can one be religious and at the same time also be rational and critical? Is it possible to examine philosophically the origins of the religious consciousness or way of being? And what do we mean by "religion" anyway? How can we make sense out of the plurality of, and disagreements amongst, religions? The course engages in a cross-cultural exploration of the meaning of religion. It does so by looking at texts of philosophy, religious thought, and theory, expressing both religious and non-religious perspectives and a variety of traditions. (Krummel, *offered alternate years*)

REL 264 South Asian Religions Course also listed as ASN 264. In this course we explore five of the religious traditions of South Asia (an area that includes India, Sri Lanka, Pakistan, Bangladesh, Nepal, Bhutan, and the Maldives). Through readings, slides, and films we will learn about and discuss Hinduism, Christianity, Jainism, Islam, and Zoroastrianism in their specific South Asian contexts. This course is not a sweeping, general survey of these five South Asian religions. Although we will discuss some of the more salient aspects of each tradition's history, texts, and people, we will not be primarily concerned with history and doctrinal particularities. Instead, we will be keenly attentive to a particular methodology in the field of religious studies - the anthropology of religion - and a particular theoretical framework for studying South Asian religions - postcolonial theory. To this end, we will restrict our enquiries to particular anthropological micro-studies of each tradition in the context of South Asia's colonial and postcolonial history. (*Offered alternate years*)

REL 265 The West and the Qur'an The course examines the historical and contemporary Western perception and treatment of the Qur'an and its impact on the Western portrayal of Islam. It explores the discourses about the Qur'an in the media, academic, and public settings. It also compares and contrasts the values and ideals of the Qur'an vis-a-vis those of the West. It especially addresses the question of compatibility between the Qur'an and the West. Topics include Western perception of the origin of the Qur'an, Western scholarship on the Qur'an, Western portrayal of the Qur'an in the media, Western's Qur'anic view of women, Western interpretation of the Qur'an, and Muslims in the West and their view of the Qur'an. (Kafrawi, *offered alternate years*)

REL 267 Psychologies of Religion This course examines the variety of modern psychological perspectives that have been used to understand religion, including depth psychologies, social psychology, and empirical and behavioral approaches. In doing so, it explores psychological theories that attempt to answer such questions as: Why are people religious? Where do religious experiences and images come from? What does it mean to be religious? (Henking, *offered alternate years*)

REL 270 Modern 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.

REL 271 The Holocaust This course analyzes the background and history of the Holocaust; its impact on the Jewish community in Europe and worldwide; theological reactions as reflected in the works of Buber, Fackenheim, and Rubenstein; the question of resistance; the problem of survival; the Elie Wiesel syndrome; and collective guilt leading to the creation of the State of Israel. It also examines the nature of the human, society, religion, and politics post-Auschwitz. (Dobkowski, *offered annually*)

REL 272 Sociology of the American Jew This course examines the sociological, religious, and historical complexion of the American Jewish community. It attempts to deal with such issues as immigration, religious trends, anti-Semitism, assimilation, adjustment, identity, and survival, and it attempts to understand the nature of the American Jewish community. It analyzes this experience by utilizing sociological and historical insights, as well as by looking at immigrant literature in its cultural and historical context. (Dobkowski, *offered alternate years*)

REL 273 Jewish Thought This course traces the foundations of Jewish religious and philosophical thought from the Bible, Rabbinic literature, Talmudic Judaism, the Kabbalah, medieval philosophy, and mysticism, to contemporary Jewish thought. It is an attempt to understand the “essence” of Judaism and to trace how it has developed over time and been influenced by other traditions. It also examines the impact of Judaism on Islamic and Western European thought. (Dobkowski, *offered alternate years*)

REL 274 Zionism, Israel, 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*)

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*)

REL 280 Negotiating Islam This course offers a survey on the development of Islamic thought since its inception in the sixteenth century Arabia to our contemporary world. It explores how Islam’s becoming as expressed in its belief system, intellectual tradition, and praxis and how cultural particularities dialectically shape Islam’s becoming as expressed in its universal principles and values. Among the issues discussed are the principle of common good and their relative implementations. The course addresses what seem contradictory such as the Qur’an as God’s Word and as a text, reason, and revolution, justice and polygamy, peace and jihad, freedom and predestination, human rights and duties, global Islam and nationalism, communal and individual well-being, fundamentalist and progressive Islam, revolution and assimilation, independent reasoning and heretic innovation, and Islam and the Other.

REL 279 Torah and Testament How do we read sacred texts? How can they say anything to us today? This course introduces students to central texts of the Jewish and Christian traditions and key methods of reading/interpreting those texts. Through close readings of selected representative texts, we cover themes that may range from origins and cosmologies to liberation, freedom, law and morality. (Dobkowski, Salter, *offered alternate years*)

REL 281 Women, Religion & Culture When theorists describe the lives of religious people and the meaning of religion, they often speak of homo religious, religious man. What happens when we move beyond a focus upon men to examine the religious lives of women? This course focuses exclusively upon women, located within and enacting a variety of

cultures and religions. In doing so, it considers women's agency and oppression, the significance of female (or feminine) religious imagery, and the interweaving of women's religious lives with such imagery. (Staff, *offered alternate years*)

REL 283 Que(e)rying Religious Studies What do religion and sexuality have to do with each other? This course considers a variety of religious traditions with a focus on same-sex eroticism. In the process, students are introduced to the fundamental concerns of the academic study of religion and lesbian/gay/queer studies. Among the topics considered are the place of ritual and performance in religion and sexuality, the construction of religious and sexual ideals, and the role of religious formulations in enforcing compulsory heterosexuality. Prerequisites: Any 100-level religious studies course or permission of instructor. (Staff, *offered alternate years*)

REL 284 Contesting Gods in America This course is a conversation about common, scriptural, theological, and cultural grounds, methods, and programs for interfaith dialogues in the multicultural America. As religious traditions often use the same concepts and moral idioms, this course discusses the shared foundations, values, ideals, and concerns of diverse religious traditions and how they get embodied in the everyday discourses, actions and interactions of religious believers. This course particularly addresses the use and abuse of the concept of God in enhancing or vilifying human relations to others respectively as manifested in the believers' responses to religious truth claims. Among the topics explored in this course are human need for faiths and interfaith dialogues, God as a common denominator of faiths and as a source of conflicts, tolerance and coexistence, the myth of God's superiority, and exclusives and pluralism. (Kafrawi, *offered alternate years*)

REL 285 Medieval Philosophy This course is a survey on common themes in Medieval philosophy. It explores issues elaborated on in the works of major Christian, Muslim, and Jewish philosophers. Among these issues are Being and its modalities, Perfect Being and the world, free and pre-determination, universals and particulars, and causality. It especially discusses the interplay between Platonic, Aristotelian and Neoplatonic views on the one hand and religious teachings on the other, as expressed in the works of medieval philosophers such as Augustine, Sa'adia, Ibn Sina, Maimonides, Averroes, Aquinas, and Ibn Tufayl.

REL 286 Islam and Environment The course offers an overview of key concepts in Islamic environmental ethics, Muslim responses to environmental catastrophes, and the link between local and global forces in Islamic societies and their impacts on environment. The course will begin with a comparative ethical approach on the relationship between humans and their environment by introducing the concept of the sacred. The foundations of Islamic ethics will follow. The course will also evaluate Muslims' treatment of their environment, as well as their responses to climate change and natural disasters using theological, ethical, textual, political, cultural, and civic approaches. Such discussions will be contextualized in the interplay between local factors that shape Muslims' attitudes and behaviors toward their environment and global forces, such as colonialism and capitalism, that exacerbate the use and abuse of nature. Social justice, sustainability, Islamic socialism and anti-capitalism, and disaster relief efforts in the aftermath of tsunamis are also key topics in the course.

REL 287 Asking Questions, Get Answers This course introduces students to the idea that there are methods for doing research in the study of religion, and that choices need to be made about those methods. The faculty member will work with students to identify the methods appropriate for different types of question, the types of choices that need to be made in undertaking research, and how to conduct different types of research. Methods covered may include historical, philosophical, ethnographic, sociological, anthropological, theological, literary, legal, feminist, or others. In addition to fulfilling a requirement for the major, this course could be useful for honors, embedded research courses in other disciplines and programs, independent studies, independent research, and senior seminar.

REL 288 Religious Extremism Religious extremism takes shape and flourishes equally in both secular and religious communities. The rising phenomena of exclusionary religious sentiments and intolerance in the United States and across the globe puts into question the notion that a particular religion is immune from extremism while others are more prone to it. They challenge humanity's most cherished values of peace, compassion, and justice that have been viewed as positive contributions of religions to peace. This course will study some basic concepts, examines some key theories, and scrutinize some illustrative cases of religious extremism across traditions including Judaism, Christianity, Islam, Buddhism, and Hinduism. It will also investigate the roots of religious extremism from historical, social, political, and theological vantage points. Of a special interest is the connection between religious extremism and religious violence. 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?

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 Yogacaras the great Chinese schools of T'ien-tai (Tiantai), Hua-yen (Hwayan), and Chan (Zen); the Japanese thinkers, Kukai of Shingon Buddhism, Shinran of True Pure Land Buddhism, and Dogen of Soto Zen; and the modern Buddhist-inspired philosophers, Nishida Kitaro, Nishitani Keiji, and Abe Masao. Through the process of looking at their ideas, we shall be asking the perennial philosophical questions of What is real?, What is knowledge?, Who or what am I?, What is the point or purpose of life?, and How do I realize it? While exploring these questions, students will thus be introduced to a variety of approaches that have appeared within the history of Buddhist traditions spanning South, Central, and East Asia. Prerequisite: one course either in philosophy and/or Asian religions, preferably with Buddhism included (if a 300-level course). (Krummel, *spring, offered alternate years*)

REL 305 Seminar: Pentecostalism The Pentecostal movement is characterized by the “descent of the Spirit” and manifested through such practices as speaking in tongues, spontaneous healing, and spontaneous prayer. This movement has been one of the fastest growing forms of Christianity worldwide over the past three decades; two Pentecostal denominations were recently ranked as the first and second fastest growing religious denominations in the U.S. What is this movement and how do we make sense of it? Why has it spread so rapidly? To whom does it appeal? And what has been its effect where it spreads? (Salter, *offered every three years*)

REL 306 The Perfectible Body The idea that the human body is perfectible in one way or another has been discussed for centuries and in many cultures. What does it mean to call a body “perfectible”? At the very least, it means the following two things: the body in question needs improvements and the body is capable of becoming perfect. In this course we will look at different examples on which the body has been treated as a perfectible unit. The question of homology and micro-macrocosmic thinking will be central to our investigation. Hence we will consider a number of causes from history and literature, from the East and the West, which suggest that humans have attempted to work on their own bodies—in effect, to perfect their bodies—in an effort to create homological models in miniature of notions of greater bodily perfection, such as God, the nation, or the cosmos. Prerequisites: REL 100-level course, permission of the instructor. (*Offered alternate years*)

REL 311 Mahabharata The Mahabharata: Religion, Literature, and Ideology offers a comprehensive study of the Mahabharata, the longer of the two Sanskrit epics and arguable the most foundational work of Indian civilization in terms of its exhaustive commentaries on religion, psychology, and social construction. Everything we read will be in translation, starting with a lengthy precis of the main story, followed by detailed excerpts from portions of the epic’s eighteen books. Throughout the semester, students will read a selection of recent scholarship on the epic that discusses the epic’s historical background, religious significance, and mythological innovations. A major aim of this course, furthermore, will be to understand and explore the Mahabharata as a highly fluid, geographically and linguistically polyvalent work that has been, and continues to be, recast and reinterpreted in India (and Elsewhere) in a variety of media. To this end, we will watch portions of the televised Mahabharata, Peter Brook’s larger-than-life stage version of the epic, and selection from Hindi cinema. Prerequisites: REL 210/ASN 210 or REL 264/ASN 264. (*Spring, offered alternate years*)

REL 335 Jihad This course discusses exegetical, theological, historical, and contemporary roots of jihad in Islamic and Western scholarship. It particularly explores the meaning and significance of jihad as exemplified in the history of Islamic civilization extending from the time of Muhammad to our contemporary contexts. In addition to exploring various forms of jihad, it examines the view that jihad is waging war against “the other” including non-believers, polytheists, apostates, followers of other religions, and the West. This course also traces Western encounters with jihad and its impact on the clashes and dialogues between the West and the Muslim world. Among the questions discussed are: What is jihad? Does jihad mean the same thing to all Muslims? Does the Qur’an support jihad? Did Muhammad demand Muslims to do jihad? How do Muslims of various schools interpret the notion of jihad? Is jihad the same thing as waging war against the West? Does jihad connote wars against unbelievers, apostates, and followers of other religions? If so, what justifies Muslims to engage in jihad as physical struggle against the other? Does jihad pose danger to humanity? Does Al-Qaeda’s terrorism count as jihad? Does Osama bin Laden’s fatwa to retaliate against the West substantiate jihad? If so, how do we respond to jihad? (Kafrawi, *fall, offered alternate years*)

REL 345 Seminar: Tradition Transformers This course focuses on key Christian theologians/figures who have shaped Christian thought. The work of these thinkers has been fundamental to the development of and changes in Western thought and society. The emphasis of the course is on close readings of selections from the primary texts (in translation) and biographical/historical readings which contextualize each author. (Salter, *offered alternate years*)

REL 347 Gender and 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 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 371 Responses to Holocaust It is increasingly obvious that the Holocaust is a watershed event, a phenomenon that changes our perceptions of human nature, religion, morality, and the way we view reality. All that came before must be re-examined and all that follows is shaped by it. Yet, precisely because of its dimensions, the meaning of the Holocaust is impenetrable. Language is inadequate to express the inexpressible. But the moral imperative demands an encounter. This course examines some of the more meaningful "encounters" with the Holocaust found in literature, films, and theology. It is through the creative and theological mediums that post-Holocaust human beings have attempted most sensitively and seriously to come to terms with the universal implications of the Holocaust. (Dobkowski, *offered every three years*)

REL 381 Reading Feminism in Religious Studies Feminisms have transformed religion. Feminisms emerge from religion. Feminisms criticizes- or rejects - religion. Which is it? Why? In what ways are feminisms situated-are they western? White? Womanist? Global? This course will examine one significant feminist within religious studies, seeking to situate her work within the history and debates characterizing both feminism and religion. By focusing on a single figure, students will develop in depth understanding of the development and scope of an individual's contribution across a life's work. Exemplary figures might include: Mary Daly, Matilda Joselyn Gage, Rosemary Ruether, Judith Plaskow. (Henking, *offered alternate years*)

REL 450 Independent Study

REL 456 1/2 Credit Independent Study

REL 461 Seminar: Theory in Religious Studies Religious studies is an endeavor to understand phenomena referred to in the general categories "religion" and "religious." What does it mean to be religious in U.S. culture? In other cultures? What is religion? What are some major religious questions? What are ways people have responded to these questions? What is theory? What is experience? How are theory and experience related? In this course students discuss diverse theoretical perspectives on religion, differentiate among kinds of theories, evaluate them, and apply them to particular examples. The course offers a context for recognizing the contribution of prior work in religious studies and provides a capstone for the major. (Fall, *offered annually*)

REL 470 Seminar: Nationalism Is nationalism a form of religion? How do you evaluate it? Is it a form of idolatry? This course will explore ideas of American nationalism through the lens of theory in Religious Studies. It will explore central myths of American exceptionalism, the notion of civil religion, and rituals of nationalism. The course will use both descriptive and evaluative methods to explore nationalism. (Salter, *offered occasionally*)

REL 495 Honors

Russian Area Studies

Program Faculty

David Galloway, Russian, Chair
Christopher Lemelin, Russian
Derek Linton, History
Charity Lofthouse, Music
Judith McKinney, Economics
Susanne McNally, History
S. Ani Mukherjee, American Studies
David Ost, Political Science
Kristen Welsh, Russian, Chair

The Russian Area Studies program offers courses in the humanities and the social sciences on Russia, Central Asia, and Eastern Europe. The program's focus is on the language, culture, history, and society of Russia. In addition to learning about the past, students will better understand current events in the Russian Federation and Central Asia. Such knowledge is especially valuable given the critical role this region plays in the world and its importance to U.S. foreign policy.

Our students go on to careers in a variety of fields. Recent graduates are working in international development, finance, law, and U.S. and international businesses. Students who are considering graduate work in Russian area studies or Slavic languages and literatures should consult with their academic adviser as early as possible, ideally by the end of the sophomore year. The program's alums have had great success at top graduate programs in the field.

Russia is a natural subject for a multidisciplinary approach. The struggle to improve conditions of life in that country has constituted a common project engaging social, political, economic, and religious thinkers, historians, philosophers, writers, and artists. No one area, approach, or way of knowing has developed in isolation from the others.

The Russian Area Studies program offers two tracks for a major (one disciplinary and one interdisciplinary), and two tracks for a minor (one disciplinary and one interdisciplinary). The interdisciplinary track involves a concentration in Russian History and Society, while the disciplinary track involves a concentration in Russian Language for the minor and Russian Language and Culture for the major. Only courses for which the student has received a grade of C- or better will be counted toward either of the majors or minors. A term abroad in the Colleges' program in Russia, at the Altai State Pedagogical University in Barnaul, is strongly recommended for either major.

RUSSIAN HISTORY AND SOCIETY MAJOR

interdisciplinary, 11 courses

HIST 263 The Russian Land

RUSE 112 Tsars, Mad Cats, and Comrades: Introduction to Russian Literature

RUSE 460 Research and Readings in Russian Area Studies

Three Russian language courses, starting with RUS 102.

Two courses from the Russian area studies Humanities electives.

Three courses from the Russian area studies Social Science electives.

Restrictions: At least two courses must be at the 300-level or above. No more than one course can come from the Contextual Courses category. Students are encouraged to take at least three years of language study.

RUSSIAN LANGUAGE AND CULTURE MAJOR

disciplinary, 11 courses

HIST 263 The Russian Land

RUSE 112 Tsars, Mad Cats, and Comrades: Introduction to Russian Literature

RUSE 460 Research and Readings in Russian Area Studies

Six Russian language courses, starting with RUS 102.

Two non-language courses from the Russian Area Studies offerings, one of which must be from the Humanities and one of which must be from the Social Sciences.

Restrictions: No course from the list of Contextual Courses will count towards the major. Students pursuing the disciplinary major should plan to spend at least one semester studying abroad in Russia.

RUSSIAN LANGUAGE MINOR

disciplinary, 6 courses

Six Russian language courses starting with RUS 102.

RUSSIAN AREA STUDIES MINOR

interdisciplinary, 6 courses

HIST 263 The Russian Land

RUSE 112 Tsars, Mad Cats, and Comrades: Introduction to Russian Literature

Four courses from the Russian Area Studies electives selected in consultation with an adviser.

Restrictions: No courses from the list of Contextual Courses may count toward the minor

CROSSLISTED COURSES

Humanities Electives

ENG 346 20th-Century Central European Fiction

HIST 261 20th Century Russia

HIST 263 The Russian Land: 1000 to 2000 (*Core course for both majors and for the Area Studies/History and Society minor*)

Social Sciences Electives

BIDS 120 Russia and the Environment

POL 257 Russia and China Unraveled

Contextual Courses

Cannot count for either of the minors or for the Language and Culture major; maximum of one can count for the History and Society major.

ECON 233 Comparative Economic Systems and Institutions

ECON 236 Introduction to Radical Political Economy

ECON 344 Economic Development and Planning

HIST 238 World Wars in Global Perspective

HIST 276 The Age of Dictators

POL 140 Introduction to Comparative Politics

POL 245 Europe East and West

POL 279 Radical Thought Left and Right

SOC 300 Classical Sociological Theory

COURSES TAUGHT IN RUSSIAN (RUS)

RUS 101, 102 Introductory Russian I and II An introduction to the Russian language designed particularly to develop listening, speaking, reading and writing. Instruction and practice rely heavily on technological tools such as CD-ROMs, computerized drilling exercises, and interactive Web activities. Weekly laboratory is mandatory.

RUS 201, 202 Intermediate Russian I and II The aim of these courses is to develop further the basic language skills acquired in the introductory courses. An intensive study of grammatical structures with a continued emphasis on oral and written skills, they include supplementary reading with vocabulary useful for everyday situations and creative writing based on course material. Audio/video tapes and computers are used.

RUS 410, 411 Topics Russian Language and Culture Advanced Russian language and culture courses for students who have completed two or more years of language study. These courses offer topics from a broad range of choices, including literary texts, poetry, film and avant-garde writers. Written and oral reports and weekly journals. This course may be repeated for credit.

RUS 450 Independent Study

RUS 456 1/2 Credit Independent Study

RUS 495 Honors

COURSES TAUGHT IN ENGLISH (RUSE)

RUSE 112 Tsars, Mad Cats, and Comrades This course serves as the introductory literature and culture course for Russian Area Studies as well as the major and minor. It introduces students to the dominant literary and cultural traditions from 1800-2000, with particular emphasis on developments in poetry and prose, but also with reference to movements in art, music, theater, and dance. Students will gain experience in close readings of texts in order to better understand the Russian cultural tradition and the manner in which Russian literature and history intertwine. Note: this course requires no previous knowledge of Russian literature or history.

RUSE 137 Vampires: From Vlad to Buffy This course examines the vampire from its historical roots in the legend of Vlad Tepes to the American commercialization and popularization of the vampire in media such as “Buffy the Vampire Slayer.” Students discuss the qualities of the folkloric vampire and its role in traditional culture, how the folkloric vampire has evolved over time and across cultural borders, and why the vampire is such a pervasive cultural icon. The approach is interdisciplinary, using folktales, short stories, legends, novels, films, television shows, and analytical studies. All materials are read in English. (Galloway, *offered annually*)

RUSE 203 Russian Prison Literature The Soviet system of prisons and labor camps operated for much of the 20th century. Under Dictator Josef Stalin, millions of the country’s own citizens were imprisoned on false charges for years, worked to death in Siberian mines, or executed outright. The perpetrators of these crimes have never been brought to justice. In this course students read from the literature that arose in response to this tragedy: works by Aleksandr Solzhenitsyn, Varlam Shalamov, Lidia Ginzburg, and Georgii Vladimov. The course is open to all students regardless of level, and all readings will be in English translation. (Galloway, *offered alternate years*)

RUSE 204 Russian Film 1917-2001 This course is an introduction to the most important trends, directors, and films in Russian cinema from the beginning of the 20th century to the present. Students are exposed to a wide range of movies, including early silent films, experimental films of the 1920s and early 1930s, socialist realist films, films on World War II and Soviet life, and films from contemporary Russia. All readings are in English and all films shown with English subtitles. Because of the rich heritage of Russian cinema, this course does not claim to be an exhaustive treatment of all the great Russian films, but rather aims to acquaint students with the overall contours of Russian filmmaking and with the fundamentals of reading film.

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

RUSE 208 Fantastika Sci-Fi and Fantasy Science fiction and fantasy are a cornerstone of Russian culture. During the Soviet push toward modernization, airplane, rocket ships, and extraterrestrial beings inspired audiences to reach “ever higher.” The tradition first surfaced in Russia much earlier, with connections to the fantastical tales of 19th-century giants Pushkin and Gogol; it is enjoying a popular resurgence today, in the post-Soviet period. This course presents an overview of Russian science fiction and fantasy literature. We will explore how science fiction and fantasy relate to the Russian cultural and historical context, and how they portray an ideological stance. We will study the genre’s origins in socialist utopian philosophy, its flowering during the early twentieth century, and its recent reawakening since the collapse of the Soviet Union. Key questions include how technological advancement challenges social norms; how science and fantasy relate to spiritual life; how technological Utopias come into being; and how technological Utopias can become dystopias. We will study stories, films, and novels from the 19th century through the present day, with special emphasis on science fiction in the Soviet period. All materials and discussions will be in English. There are no prerequisites.

RUSE 251, 351 Sexuality, Power, and Creativity in Russian Literature (In translation) In the 20th century, Russia’s “other voices” continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost, perestroika, and the post-Soviet transition. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist realist propaganda dictated by the Soviet government. Topics include Russian perceptions of male/female, masculinity/femininity; the female voice; the tension between poet and muse; gender bending; understandings

of sexuality in the early Soviet period; the breaking of sexual mores during Glasnost; and how current Russian debates on gender and sexuality cite and relate to this cultural heritage. Open to students of all levels; first-years by permission. (*Offered every three years*)

RUSE 350 Dead Russians, Big Books (In translation) Nineteenth century Russian writers recorded “the body and pressure of time” and mapped the human heart, exploring relationships between men and women, sexuality, issues of good and evil, and the alienated individual’s search for meaning in the modern world. In brilliant, yet deliberately accessible work, prose writers recorded the conflict and struggle of their distinctively Russian cultural tradition, with its own understanding of ideas about religion, freedom, and the self, and its own attitudes toward culture, historical, and social order. Open to students of all levels. (*Offered occasionally*)

RUSE 450 Independent Study

RUSE 456 1/2 Credit Independent Study

RUSE 460 Capstone Seminar Designed for advanced majors and minors in Russian Area Studies (both the History & Society and Language & Culture tracks), this seminar provides a capstone experience. The seminar will engage students in current scholarship across the disciplines of Russian Area Studies and enhance student approach to research. Each seminar will be based upon fictional (novels, stories, plays, films) and non-fictional (memoirs, speeches, newspapers, journals, documents) works relating to a central theme, which will change from year to year. The seminar will explore a variety of approaches to the theme, with special attention to the sub-fields of greatest interest to class members. Other Russian Area Studies faculty will be invited to lead a session of the seminar, giving participants immediate access to a variety of disciplinary approaches (political science, economics, history, Musicology, literary criticism) to the theme. Students will identify, assign, and lead discussions of critical and contextual sources, and will develop and complete a research paper. In addition to discussing our key texts, we will devote class time to critiquing current scholarship, developing research methods, articulating a research project, workshopping/revising the seminar paper, and honing presentation skills. Potential themes include: Soviet culture and society during the Second World War; Russia in transition; Man and nature in Russia; the soldier in the Russian imagination; Petersburg; Moscow; Petersburg vs. Odessa.

RUSE 495 Honors

Social Justice Studies

Program Faculty

Donna Davenport, Dance, Coordinator
Kendralin Freeman, Sociology
Elizabeth Belanger, American Studies
Katie Flowers, Director, Center for Community Engagement and Service Learning
Karen Frost-Arnold, Philosophy
Keoka Grayson, Economics
Jack Harris, Sociology
Khuram Hussain, Education
Mary Kelly, Education
Heather May, Theatre
Susan Pliner, Education, and Associate Dean for Teaching, Learning, and Assessment

Social Justice Studies constitute an interdisciplinary inquiry into the social, cultural, and institutional responses to inequality and oppression. Social Justice Studies examine the institutional structures, cultural practices, and social behaviors that inform the concept of equality and the recognition of human rights. The program draws on an array of courses from across the curriculum to facilitate the understanding of historical and contemporary representations of social justice.

This program provides a rigorous intellectual experience for students through a structure that includes: (a) foundational courses in theory and history; (b) a set of courses chosen from across the disciplines, constructed to provide a unifying examination of core themes; (c) practical experiences in social activism; and (d) a capstone experience – an internship, independent study, teaching practicum, or honors thesis. Our goal is that students in the social justice studies program:

- Develop a significant grounding in historical and contemporary social movements from which to understand the roots, evolution, and complexity of social justice.
- Develop an understanding of systems, institutions, and policy in relation to social justice and equity.
- Develop an ethical awareness of the impact of systems, institutions, and policy on individuals, cultural norms, and human rights.
- Two minors are supported by the Social Justice Studies curriculum: (a) Social Justice Studies, and (b) Civic Engagement and Social Justice.

ADVISING

Students declaring a social justice minor must select an academic adviser from among the professors on the Steering Committee (Elizabeth Belanger, Donna Davenport, Kendralin Freeman, Karen Frost-Arnold, Keoka Grayson, Jack Harris, Khuram Hussain, Mary Kelly, Heather May, and Susan Pliner). Advisers will ensure that students who minor in Social Justice Studies and Civic Engagement and Social Justice select at least two courses in their minor that together provide in-depth study of social justice theory in one academic program or department.

REQUIREMENTS FOR THE MINOR in Social Justice Studies

6 courses, interdisciplinary

Six courses: SJSP 100, Foundations of Social Justice; one course in Theoretical Perspectives from the list below or chosen in consultation with an academic adviser from the Steering Committee; one course within each theme from the list below, or chosen in consultation with an academic adviser from the Steering Committee; and a credited practicum capstone experience, designed/selected in consultation with an adviser. At least two of the four theme courses should be at the 300-level or above. A recommended course for the practicum is PHIL 162 Ethics of Civic Engagement (SLC).

REQUIREMENTS FOR THE MINOR in Civic Engagement and Social Justice

6 courses, interdisciplinary

Six courses: SJSP 100, Foundations of Social Justice; one course in Theoretical Perspectives from the list below or chosen in consultation with an academic adviser from the Steering Committee; SJSP 101, Community Based Research: Introduction to the Scholarship of Engagement; two courses from more than one discipline with the SLC/CBR designation (service learning/community based research); and one seminar with community-based research or a Geneva Collaborative Internship.

The following Service Learning Courses (SLC) are taught regularly and can be elected to address the service learning component in the CESJ Minor. A current list of classes with the SLC designation is available on the HWS Course catalogue, usually on the last page. For information about what service-learning classes entail, please contact staff at the Center for Community Engagement and Service-Learning (CCESL) on the 2nd floor of Trinity Hall.

ECON 122 Economics of Caring
ECON 213 Urban Economics
EDUC 117 Race Dialogues for Community and Change
EDUC 203 Children with Disabilities
EDUC 230 Teaching English Language Learners
EDUC 333 Literacy
FSEM 020 You Are Here: Geneva 101
HIST 371 Life Cycles in History
PHIL 162 Ethics of Civic Engagement
PPOL 364 Social Policy and Community Activism
REL 213 Death and Dying
REL 271 The Holocaust
SOC 100 Intro to Sociology
SOC 290 Sociology of Community
SOC 465 Senior Seminar Research Practicum
SPAN 332 Literature Infantil

General Core: Theoretical Perspectives

Students must examine the theoretical underpinnings of the field, and the range of methodologies involved in (a) critically responding to theory-based questions, and (b) application of theory and research in the practice of social justice. Typically, this is not an introductory survey course.

Examples include:

AMST 360 Art, Memory, and the Power of Place
EDUC 307 Civil Rights Education
EDUC 370 Social Foundations of Multiculturalism
POL 140 Introduction to Comparative Politics
PPOL 101 Democracy and Public Policy
SOC 223 Inequalities
SOC 238 The Making of Immigrant America

Theme 1: Social Movements

The goals of Theme 1 are to develop a significant grounding in historical and contemporary social movements from which to understand the roots, evolution, and complexity of social justice and to develop an ethical awareness of the impact on individuals, cultural norms, and human rights.

AFS 150 Foundations of Africana Studies
ANTH 211 Power, Protest, & Politics
ECON 203 Collective Bargaining
EDUC 201 Schooling and Social Equality
EDUC 252 History of Disability
EDUC 307 Civil Rights Education
EDUC 370 Social Foundations of Multiculturalism
FRE 241 Prises de Vues – Introduction to Contemporary France
FRE 242 Quebec Studies: Culture and Identity in Quebec
FRNE 111 Transnational France: Diversity from 1789 to Present Day
HIST 301 The Enlightenment
HIST 317 Women and Social Movements
HIST 396 The Fate of Socialism
PHIL 152 Philosophy and Feminism
POL 215 Racial and Ethnic Politics
POL 249 Protests, Movements, and Unions

POL 258 Comparative Politics of the Middle East
POL 279 Radical Thought from Karl Marx to George W. Bush
POL 285 International Politics of the Middle East
POL 312 Politics Reform in the Middle East
REL 238 Liberating Theology
REL 305 Pentecostalism
SOC 238 The Making of Immigrant America
THTR 290 Theater for Social Change
WMST 150 Chicana Feminism and Visual Culture
WMST 219 Black Feminism
WRRH 280 Immigrant Experiences: Voices and Discourses

Theme 2: Power and Identity

The goals of Theme 2 are to develop a mastery of key concepts (such as prejudice, privilege, oppression, liberation, justice, equity, and equality) in their multiple manifestations across the disciplines, and to develop an understanding of positionality (individual, cultural, and institutional).

AFS 150 Foundations of Africana Studies
AFS 200 Ghettopscapes
AFS 211 Black Earth
AMST 360 Art, Memory, and the Power of Place
ANTH 205 Race, Class, & Ethnicity
ANTH 211 Power, Protest, and Politics
ANTH 220 Sex Roles
ANTH 221 Human Rights of Indigenous Peoples
ANTH 280 Environment & Culture
ANTH 296 Africa: Beyond Crisis, Poverty, and Aid
ECON 243 Political Economy of Race
ECON 310 Economics and Gender
EDUC 201 Schooling and Social Equality
EDUC 205 Youth Migrations
EDUC 203 Children with Disabilities
EDUC 221 Understanding Autism
EDUC 252 History of Disability
EDUC 307 Civil Rights Education
EDUC 331 Rethinking Families
EDUC 336 Topic: Transition and Disability: Life after High School
EDUC 336 Topic: Self-Determination in Special Education
EDUC 370 Social Foundations of Multiculturalism
ENG 360 Sexuality and American literature
FRE 241 Prises de Vues – Introduction to Contemporary France
FRE 242 Quebec Studies: Culture and Identity in Quebec
FRE 243 Introduction to Francophone Cultures
FRE 252 Intro' to French Literature II: Que sais je?
FRE 253 Intro' to French & Francophone Literature III: Paris Outer-mer
FRE 384 Topics in XVIIth and XVIIIth Centuries
FRE 385 Topics in 19th to 21st Centuries
FRNE 111 Transnational France: Diversity from 1789 to Present Day
FRNE 211 African Literature: The Quest for Identity
FRNE 218 Memory, Culture and Identity in French Caribbean Literatures
FRNE 219 Beyond Colonialism: North African Cinema and Literature
FRNE 395 Race in 18th Century French Culture
[FRE are courses in French and Francophone Studies; FRNE are courses that are taught in English.]
HIST 301 The Enlightenment
LTAM 255 Inside the New Cuba
MDSC 303 History of the Social Documentary
MDSC 315 Introduction to Social Documentary

PHIL 155 The Morality of War
PHIL 159 Global Justice
PHIL 232 Liberty and Community
PHIL 234 Theories of Right and Wrong
PHIL 235 Morality and Self-Interest
PHIL 250 Feminism: Ethics and Knowledge
PHIL 345 Power, Privilege, and Knowledge
POL 215 Racial and Ethnic Politics
POL 254 Globalization
POL 265 Modern Political Theory
POL 297 Europe and America
PPOL 219 Sexual Minority Movements and Public Policy
PPOL 364 Social Policy and Community Activism
REL 238 Liberating Theology
SOC 221 Race and Ethnic Relations
SOC 224 Social Deviance
SOC 226 Sex and Gender
WMST 213 Transnational Feminism
WMST 218 Queer Theatre & Film
WMST 308 Chicana and Latina Art: Altars, Ofrendas and Radical Acts
WRRH 117 American Sign Language II
WRRH 206 Immigrant Experiences: Voices and Discourses
WRRH 226 He Says, She Says
WRRH 250 Talk and Text: Intro to Discourse Analysis
WRRH 284 Black Talk, White Talk
WRRH 376 Discourses of Rape
WRRH 360 Talk and Text II: Language in Action

Theme 3: Institutions and Policy

The goal of Theme 3 is to understand systems, institutions, and policy in relation to social justice and equity.

ANTH 260 Medical Anthropology
ANTH 280 Environment & Culture
ANTH 340/440 Anthropology of the Global Commons
BIDS 202 Urban Politics in Education
ECON 203 Collective Bargaining
ECON 243 Political Economy of Race
EDUC 201 Schooling and Social Equality
EDUC 203 Children with Disabilities
EDUC 209 Gender and Schooling
EDUC 221 Understanding Autism
EDUC 252 History of Disability
EDUC 307 Civil Rights Education
EDUC 308 Politics of Care
EDUC 331 Rethinking Families
EDUC 332 Disability, Family, and Society
EDUC 330 Transition and Disability: Life after High School
EDUC 336 Self-Determination in Special Education
EDUC 338 Inclusive Schooling
EDUC 370 Social Foundations of Multiculturalism
ENV 205 Environmental Law
ENV 237 American Indians and Environmentalism
ENV 309 Environmental Change in the Indigenous World
HIST 151 History of the World Food System
HIST 327 U.S. Intervention in Central America
PHIL 151 Crime and Punishment
PHIL 156 Biomedical Ethics

PHIL 236 Philosophy of Law
POL 207 Governing Through Crime
POL 257 Russia/China Resurgent
POL 333 Civil Rights
POL 334 Civil Liberties
POL 336 Urban Politics
PPOL 219 Sexual Minority Movements and Public Policy
PPOL 328 Environmental Policy
PPOL 364 Social Policy and Community Activism
SOC 258 Social Problems
SOC 262 Criminology
SOC 263 Juvenile Delinquency
SOC 375 Social Policy

COURSE DESCRIPTIONS

SJSP 100 Foundations of Social Justice This course provides an introduction to foundational principles and theories of social justice. Students will be introduced to key concepts, methodologies, and competencies connected to the field of social justice studies. Students will engage with this material by examining:

1. theories and research on socialization that inform the development of social identity and social group affiliations within social institutions;
2. prejudice and discrimination, the dynamics of power and privilege, and interlocking systems of oppression;
3. forms of resistance and processes of empowerment and liberation created by individuals, families, and communities, and implemented within social systems;
4. socio-cultural, historical and legal contexts for the emergence, recognition, and interpretation of human rights, and the social liberation movements that found inspiration therein (such as civil rights movements; the women's liberation movement; indigenous rights movements; lesbian, gay, bisexual, transgender rights movements; and environmental justice movements);
5. how intersectional dynamics between race, class and gender inform social movements; and
6. introduction to social justice intervention strategies such as conflict resolution, collaboration, or advocacy.

SJSP 101 Introduction to Community Based Research: Scholarship of Engagement This course provides students with the research methods to engage in effective community-based research (CBR), and offers a comprehensive understanding and appreciation of the demography and history of Geneva and surrounding areas. Among the topics covered are the ethical and legal questions relevant to community-based research; methodologies for planning and implementing a CBR project; building relationships with community partners; and media for communication to and for the community.

SJSP 200 Foundations of Leadership Theory With rigid systems limited by rapid globalization, widespread technology use and the complexities of today's social challenges, traditional forms of leadership have given way to contemporary models that emphasize authenticity, collaboration and multi-level change. Contemporary leaders are required to engage in extensive self-reflection, develop intercultural competencies and be able to initiate sustainable action plans. Through the study of leadership, organizational development, and change, this course will challenge students to deepen their understanding of ethical, inclusive, value-based leadership and offer them the opportunity to practice it.

SJSP 450 Independent Study

SJSP 456 1/2 Credit Independent Study

SJSP 495 Honors

Sociology

Department Faculty

James Sutton, Associate Professor, Chair
Kendralin Freeman, Associate Professor
Jack Dash Harris, Professor
Ervin Kosta, Assistant Professor
Renee Monson, Associate Professor
H. Wesley Perkins, Professor

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 HWS is change oriented. Students typically study social behavior in modern industrial societies, especially the United States. The sociology program has a strong ethical dimension; not only does our faculty seek to convey an understanding of society, but its members often have a keen interest in social problems, social inequalities, and social justice. All faculty are involved in research and teaching and have a variety of subfields and specializations. We bring this expertise to bear in our classrooms, our study abroad programs, and learning experiences outside the classroom. We assert that sociology should be more than a merely academic exercise.

We aim to share this 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, doing social work, and in business management.

Goals and Aspirations for Sociology Majors

We expect that our majors will develop a sophisticated understanding of the major categories of sociological analysis, recognize and evaluate the major theoretical concepts and schools of thought in sociology, understand how social forces operate on structural, cultural, and interactional levels, master a refined grasp of the research techniques and methodologies sociologists use to further our understanding of society, and put what they have learned into practice. We expect that our majors will have these interpretive, methodological, and qualitative and quantitative skills by the time they have completed their major. With these skills, they are equipped to proceed comfortably to graduate work in the discipline of their choice.

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.

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

- 1) Students can take SOC 100 elsewhere.
- 2) Sociology majors/minors must take the required core courses (SOC 211, 212, and 300) at HWS. Exception: they have taken the course here at least once but have not achieved the minimum grade of C- or better. Students must get the approval of the department chair and the faculty member(s) teaching the course at HWS before transferring in a substitute core course taken elsewhere.
- 3) Sociology majors must take SOC 464/5 (senior seminar) and the 300-level seminar at HWS. No exceptions.
- 4) Students must petition for permission to count 200-level sociology electives taken elsewhere. The petition should include a full course syllabus as well as information about the instructor's credentials (i.e., the field in which they hold a Ph.D.). The department's usual practice is not to count courses that are taught by faculty without a sociology degree. The department chair will circulate the student's petition to the department faculty for consideration.

REQUIREMENTS for the SOCIOLOGY MAJOR (B.A.)

11 courses

SOC 100; SOC 211; SOC 212; SOC 300; SOC 465; and six additional sociology courses at the 200-level or higher, at least one of which must be a 300-level seminar. One 200-level or higher anthropology course can substitute for a 200-level sociology elective course. SOC 450 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.

REQUIREMENTS for the SOCIOLOGY MINOR

6 courses

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.

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

11 courses

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

COURSE DESCRIPTIONS

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

SOC 205 Men and Masculinity Masculinities profoundly shape the experiences of men, women, and children, yet the role of gender in men's lives is often taken for granted. Masculinities interact with statuses such as ethnicities, sexualities, disabilities, and social class, making it impossible to study men as a single group. Accordingly, this course examines how diverse forms of masculinity are constructed, reinforced, and reproduced within broader systems of social stratification. This course will provide a better understanding of how gender ideals and practices shape men's lives, and it will critically assess the privileges and problems that masculinities create in the lives of men and others in society. Substantive topics that will be examined include boyhood socialization, masculinities and emotions, men's violence against women, male sexualities, men's health, and men's friendships and intimate relationships. Prerequisite: SOC 100. (Harris, Sutton, *offered alternate years*)

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

SOC 207 Imagining the Future The course will examine how imaginations of the future have informed collective politics, social movements, and cultural genres of utopia and dystopia. Similarly, we will also analyze how imaginations of the future (through notions of progress, social change, and evolution) have influenced the discipline of sociology both historically and in the present. Throughout the course, we will also consider how imaginations of the future lend insight into social conditions in the present. Some topics addressed include: the role of science and technology in imaginations of the future; manifestos and revolutions; Afrofuturism; the cryonic movement; time capsules; futures and other financial derivatives; climate change and disaster preparedness. Prerequisite: SOC 100. (Harris, *offered occasionally*)

SOC 211 Research Methods This course is an introduction to the basic issues and fundamental trends of social research. The logic of inquiry, research design, sampling, validity, reliability of indicators in social data, and logistical and ethical problems in the collection and analysis of data form the central problems for consideration. Techniques of data collection, such as, participant observation, content analysis, experimental design, unobtrusive measures, and survey

research are discussed. The course is intended to prepare students for original research efforts and also to help them become more sophisticated consumers of the literature of the social sciences today. Prerequisite: SOC 100. (Monson, Sutton, *offered every spring semester*)

SOC 212 Data Analysis This course provides an introduction to the organization and analysis of data in the process of social research. Presentation of data in tabular and graphic forms, the use of elementary descriptive and inferential statistics, and the use of bivariate and multivariate analytic procedures in the analysis of data are examined. This course includes a laboratory experience in the use of computing software to display data and test hypotheses. The course is ultimately intended to prepare students for original research efforts and to help them become more sophisticated consumers of the literature of the social sciences today. Prerequisite: SOC 100. (Perkins, Freeman, *offered every fall semester*)

SOC 220 Social Psychology Social psychology fundamentally examines how and why individuals' interact with each other in various ways determined by personality and socio-cultural settings. In this seminar course, major theoretical perspectives and classic empirical studies are introduced that emphasize a variety of viewpoints in the literature. Theoretical orientations, such as learning theory, exchange theory, role theory, symbolic interaction, attribution theory, and cognitive balance models are surveyed during the term. Furthermore, studies in substantive areas, such as social norms, behavioral conformity, risk taking, attitude change, interpersonal attraction, commitment in relationships, group dynamics, conflict and cooperation, forgiveness, and leadership are examined in light of these major perspectives. The course gives special attention to the congruencies and disparities among psychological and sociological perspectives within the interdisciplinary field of social psychology. Prerequisite: SOC 100. (Perkins, *offered alternate years*)

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

SOC 223 Inequalities Inequality is a fundamental aspect of social structure but we, as individuals, frequently find it simple to justify without investigating its history. Despite the adoption of the rhetoric of equal rights and democratic values, inequality thrives in the United States. Our placement in Geneva, 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. Prerequisite: SOC 100. (Freeman, *offered annually*)

SOC 224 Social Deviance This course will critically examine power relationships that are inherent in deviance and social control, and it will additionally provide in-depth looks into how “deviants” experience deviance on a personal level. We will examine deviant identities, deviant subcultures, the stigmatization of deviant behavior, trajectories of deviance throughout the life course, and other features of deviance as lived experience. Our approach will draw heavily from social constructionism, symbolic interactionism, and qualitative research methods, and we will routinely suspend our judgments in order to better ascertain what deviance and social control mean to those who experience them firsthand. Given that this is the only course at Hobart and William Smith Colleges that specifically addresses social deviance, our emphases will include evaluating the main theories of deviance and contemplating the issues involved when doing research on deviant behavior. A sample of substantive topics we will study includes Total Institutions, Moral Panics, White Collar Deviance, Men’s Violence Against Women, Drug Epidemics, Sex Work, Gangs, and White Supremacists. Prerequisite: SOC 100. (Sutton, *offered annually*)

SOC 225 Working Families What is a “working family?” What work is done by families? When do families work well, and who or what makes these judgments? The family is analyzed as a social institution embedded in particular historical contexts, one which reflects broad economic change, cultural shifts, and political movements. Particular attention is paid to how various axes of social inequality (gender, class, race, and sexuality) shape the experience of family life at the individual level, and the evaluation of various family forms at the societal level. The questions we consider include: How are families affected by the institution of paid work, and how do workplaces respond (or not) to shifting family configurations? Are two-parent, single-parent, or extended families more common historically and cross-culturally?

What social forces contribute to divorce rates? What are the causes and consequences of male-breadwinner and dual-earner families? How have cultural norms concerning motherhood and fatherhood changed over time? Prerequisite: SOC 100. (Monson, *offered annually*)

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

SOC 238 Immigrant America Ethnicity and race are constantly evolving social constructions, yet they remain among the most persistent forms of structured social inequality. Focusing on the United States, but with reference to other multi-ethnic societies, this course will consider the immigration histories to examine why and how the salience of ethnic identity increases and decreases at particular historical moments, how the categories of race and ethnicity inform each other, and how they are inexorably related to the continuous remaking of the American mainstream. This course will pay particular attention to the immigration patterns of the turn-of-the-twentieth-century (Ellis Island) groups, and the Chicago-school tradition of urban ethnographies that documented the lives of those groups during the 20th and 21st centuries. Prerequisite: SOC 100. (Kosta, *offered alternate years*)

SOC 241 Sociology of Sport This course explores the relationships between sport, culture, and society. It begins with an overview of sport as both a cultural product and a social institution. It draws on historical and cross-cultural examples to illuminate continuities and variations in the meanings, structures and variations in the meanings, structures, and functions of sport across time and place. Turning the focus to contemporary American society, students then examine the relationship between sport and inequality. Specifically, they explore the dynamics of class, race, and gender inequality in the sporting arena and examine the role of sport in the maintenance or the alleviation of these inequalities. They will also discuss subcultures and their significance in relation to dominant culture norms. Prerequisite: SOC 100. (Staff, *offered occasionally*)

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

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

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

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

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

SOC 253 Global Cities Everywhere, in numbers unheard of before, people are flocking to the world's cities, in many cases, regardless of the fact that when they arrive there, they find living conditions awful or even worse. Why? What do people want from cities? This course seeks to answer these questions by exploring the overarching concept of "the global city" developed in the aftermath of the restructuring of the world economy since the mid-1970s. It will examine the historical emergence of global cities (née "world cities"), and critically assess this conceptualization as a paradigm, theory, and research agenda within urban studies. We start with an overview of urbanization processes in the US from the 19th century onwards, introduce the central body of theoretical literature on global cities, and continue exploring thematic topics such as new forms of inequality, labor relationships, neighborhood dynamics, and forms of fragmentation and segregation, through a comparative focus of urban processes around the world. A central feature of this course is the exploration of 21st century urbanism in the non-Western world. Prerequisite: SOC 100. (Kosta, *offered alternate years*)

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

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

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

SOC 261 Sociology of Education The goal of this course is to understand the relationship between education, society, and social inequality. We will use a sociological lens to explore the history and current state of education in the United States. We will then examine student agency, including what voice students have in their educational systems and what role schools play in the formation of identity. We will spend a large part of the semester exploring the nature of "Achievement Gap" and explanations that sociologists offer for its continued existence. Throughout the course we will draw from the various frameworks with which sociologists approach the institution of education, and we will investigate and debate many of the recent educational reforms in the United States from sociological viewpoints. Prerequisite: SOC 100. (Freeman, *offered annually*)

SOC 263 Juvenile Delinquency This course outlines the history of juvenile delinquency in the United States and highlights current trends and patterns of delinquent behavior. A number of explanations have been proposed for why young people engage in deviance and crime, and a range of responses have been developed to identify, rehabilitate, and at times punish juveniles who do not behave appropriately. This course provides an in-depth look into these

explanations and responses, and it critically examines how social power, inequalities, gender, poverty, and other sociological themes are intertwined with juvenile offending and the social control of juvenile delinquents. A sample of substantive topics focused on in this course includes gangs, juvenile sex offenders, substance abuse, violence, and the juvenile justice system. (Sutton, *offered annually*)

SOC 271 Sociology of 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. Prerequisite: SOC 100. (Staff, *offered annually*)

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

SOC 291 Ghettos and Ethnic Enclaves This class navigates the roles of neighborhoods and communities in contemporary urban life in an era of globalization by focusing on ghettos and enclaves in U.S. cities. Early Chicago School scholars understood both ghettos and immigrant colonies as poor inner-city spaces that isolated immigrants and people of color. However, today immigrants/ethnic enclaves are considered to be temporary platforms for assimilation based on ethnic solidarity, while ghettos are seen as inner-city neighborhoods where minorities get trapped in a cycle of poverty. Why are some minority neighborhoods viewed positively, while others are not? This course discusses both micro interactions between people in these spaces and macro structural forces such as migration, race, and ethnicity, gender, and transnationalism and globalization that shape them, and students will seek answers for why these neighborhoods become stigmatized or celebrated. Topics throughout the semester include the past and present development of ghettos and enclaves, immigrants and their communities, barrios, social inequality, racial segregation, public housing and urban politics, transnational communities, new ethnic communities, and gentrification. Prerequisite: SOC 100. (Staff, *offered occasionally*)

SOC 295 Alcohol Use and Abuse Alcoholic beverages are consumed by most adults in contemporary American society in a wide variety of social contexts. On the one hand, attractions, pleasures, and possible benefits of alcohol consumption can be identified as motivations for widespread use. On the other hand, the potentially debilitating pharmacological effect of alcohol as a drug and the costs of heavy drinking and alcoholism on the health of individuals, families, and society in general are enormous. This course examines the causes and consequences of alcohol use and misuse both in terms of its social construction in various cultural contexts as well as biochemical influences. Specifically, we explore the effect of family, peers, ethnicity, and gender, religion and national identity on drinking behavior along with the genetic and physiological effects of alcohol on the human body. Discussion of controversial issues concerning alcohol consumption will include concepts of abuse, theories of addiction, effective treatment approaches, blood alcohol limits for driving, minimum drinking age limits, treatment and punishment of DWI offenders, alcohol testing in work and sports contexts, and restrictions on advertising. The course has been recognized nationally as a model for courses about substance use and abuse by the U.S. Department of Education. Prerequisite: SOC 100 or permission of the instructor (Perkins, *offered alternate years*)

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

SOC 300 Classical Sociological Theory The founders of sociology were deeply concerned about problems that continue to be of vital importance for contemporary sociological inquiry. Questions such as the nature of society and its relationship to individuals, the relation between sociological theory and social practice, whether sociology is a science and, if not, what it is, and so on, are all absolutely central to the sociological enterprise, and yet often become lost. This course returns to the classics in an effort to uncover the questions sociologists need constantly to ask themselves if they wish to reflect cogently upon their role in the contemporary world. Required of all sociology majors. Prerequisite: SOC 100. (Harris, Kosta, *offered annually*)

SOC 301 Modern Sociological Theory This course examines the nature of theory and the problems of theory construction. The course surveys current theories representative of major intellectual orientations. These varieties of contemporary sociological theory are analyzed and the problems encountered within each explored. Theoretical orientations examined include social behaviorism, structural functionalism, conflict theory, symbolic interactionism, and the psychoanalytic. Prerequisite: SOC 100 and either SOC 211, SOC 212, or SOC 300, or permission of the instructor. (Harris, *offered alternate years*)

SOC 357 Race and Education This course provides an in-depth analysis of the ways in which education in the United States, at times challenges and at times reproduces racial hierarchy. Using a combination of macro and micro level sociological theories (e.g., structural functionalism, social reproduction, intersectionality, interactional), we'll explore the socialization, organization, and assessment practices of schooling in the United States with a lens toward racial inequality. Education is often touted as the key to equality, particularly in the US context. This course explores how education, despite this idealized view, has reproduced, and in some cases, exacerbated existing social inequalities. Using both micro and macro sociological frameworks, we will engage several key works that establish how schools create a social order that is not egalitarian and, how, in fact, schools were never intended to promote equality across demographic groups. We will also explore reforms and alternatives to promote racial equality through schooling. Discussions of primary texts will not only engage sociological theory but will also analyze methodological choice and relevance for questions of educational equality. Prerequisite: SOC 100 and either SOC 211, SOC 212, or SOC 300, or permission of the instructor. (Freeman, *offered occasionally*)

SOC 362 Criminology This course provides a comprehensive overview of criminological theory and its applications. The major theories of crime and criminal behavior are presented, crime trends and patterns are investigated, and the main sources of crime data are critically assessed. Substantive crime topics such as fear of crime, victimization, drug use, murder, burglary, white-collar deviance, and sexual assault are also examined. Although interdisciplinary approaches to understanding crime will be explored given that the field of criminology is inherently interdisciplinary, this course is ultimately grounded in broader sociological principles and concepts, including but not limited to race, gender, class, power, social inequality, socialization, and social interaction. Discussions of course topics will be theoretical and empirical, with special attention given to the roles that data and research play in the evaluation of theory and the development of evidence based practices for responding to crime. Prerequisite: SOC 100 and either SOC 211, SOC 212, or SOC 300, or permission of the instructor. (Sutton, *offered alternate years*)

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

SOC 375 Social Policy This course focuses on U.S. income support policies designed to address poverty due to old age, unemployment, and single parenthood, using case studies of other Western welfare states for comparative purposes. The course traces the historical development and restructuring of the U.S. welfare state, from the "poor laws" in the colonial era, through the New Deal of the 1930s, the War on Poverty in the 1960s and 1970s, and the "end of welfare" at the turn of the 21st century. Central questions considered include how families, labor markets, and states intersect,

and whether welfare states' policies ameliorate or reinforce inequalities of gender, race, and class. Prerequisite: SOC 100 and either SOC 211, SOC 212, or SOC 300, or permission of the instructor. (Monson, *offered alternate years*)

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

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

SOC 465 Sr Seminar: Research Practicum Prerequisite: Students must have passed with a C- or better two of the three core courses: SOC 211, SOC 212, SOC 300. (Harris, Perkins, *offered every spring semester*)

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

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

Sociology Courses Taught Occasionally

SOC	201	Sociology of International Development
SOC	222	Social Change and the Individual
SOC	228	Social Conflict
SOC	230	The Sociology of Everyday Life
SOC	231	Sociology of Art and Culture
SOC	233	Women and Political Mobilization in the Third World
SOC	240	Gender and Development
SOC	241	Sociology of Sport
SOC	243	Religion, State, and Society in Modern Britain
SOC	248	Medical Sociology
SOC	250	Population Crisis in the Third World
SOC	256	Power and Powerlessness
SOC	257	Political Sociology
SOC	259	Social Movements
SOC	260	The Sociology of Human Nature
SOC	295	Alcohol Use and Abuse
SOC	298	Sociology of Mass Communications
SOC	312	Advanced Quantitative Methods
SOC	325	Moral Sociology and the Good Society
SOC	330	Symbolic Interaction
SOC	331	Sociology of Art and Culture
SOC	340	Feminist Social Theory
SOC	350	Sociology of Knowledge
SOC	380	Totalitarian Society

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

Spanish and Hispanic Studies

Department Faculty

Caroline Travalia, Associate Professor, Chair
May Farnsworth, Associate Professor
Juan Liébana, Associate Professor
Fernando Rodríguez-Mansilla, Associate Professor
Marcela Romero Rivera, Visiting Assistant Professor
Manuel Portillo, Visiting Assistant Professor

The Department of Spanish and Hispanic Studies (SHS) at Hobart and William Smith recognizes the need for communicative competence in an increasingly bilingual society. Currently, there are more than 550 million Spanish speakers around the globe. After Mexico, the US is home to the world's second largest Spanish-speaking population. More than 18% of the residents of New York State speak Spanish. The Hispanic population in the city of Geneva has reached 14% and continues to grow. Our program trains students to express themselves effectively in diverse Spanish-speaking contexts at the local and national level, while also preparing students for international travel and intercultural exchange.

The Spanish and Hispanic Studies Department supports students on their path toward successful bilingual communication, cultural literacy, and global citizenship. The ability to navigate between at least two languages is an increasingly important life skill and an integral part of a liberal arts education. Acquiring a second language and maintaining bilingualism are linked to diverse academic and personal benefits, including superior cognitive control, empathy, spatial abilities, memory retrieval, and problem-solving skills.

Spanish and Hispanic Studies offers courses for students seeking to use Spanish in personal, professional, and academic settings, including beginning and intermediate students, advanced language learners, and heritage speakers. Our students engage in critical thinking, practice translation, gain intercultural awareness, analyze literary texts, and study linguistic concepts. The program follows the communicative approach with a curricular emphasis on meaningful learning contexts, cultural understanding, authentic materials, creative expression, and language immersion.

Study Abroad

All Spanish and Hispanic Studies students are strongly encouraged to study abroad for one semester. The department sponsors two off-campus immersion programs: one in Spain and one in Costa Rica. In these programs students live with Spanish-speaking host families and take all of their courses in the target language. Up to four courses taken in the Spain and Costa Rica programs will count for the major, three for the minor. Courses from other off-campus programs must be pre-approved by the department. For Spain and Costa Rica, the language requirement is five semesters of Spanish or the equivalent (the completion of at least one course at level II).

Curriculum

Spanish and Hispanic Studies courses are organized into four sequential levels: I, II, III, and IV. Courses at level I (100s) focus on *fundamental language skills* and must be taken in sequence. Courses at level II (200s) focus on *communication and culture*. Courses at level III (300-349) establish *foundations of literature, culture and linguistics*, and courses at level IV (350 and above) 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, to move up to level IV. The department also offers SPNE courses, which are courses taught in English with Hispanic content.

SHS offers a disciplinary major, a disciplinary minor, and a Bilingual Education interdisciplinary minor. Only courses completed with a grade of C- or better may count toward the major or minors. No more than two CREDIT-C courses may count towards any one of the Spanish and Hispanic Studies degrees.

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, SPAN 225 Hispanic Media, SPAN 231 Spanish for the Professions, and SPAN 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.

REQUIREMENTS FOR THE MAJOR IN SPANISH AND HISPANIC STUDIES (B.A.)

disciplinary, 11 courses

Eleven Spanish and Hispanic Studies courses, including three SPAN courses from level II (200s), three SPAN courses from level III (300 to 349), three SPAN courses from level IV (350 and above), and two more courses which can be either SPAN courses at levels III or IV, or SPNE courses. Students may apply up to four courses in department-sponsored programs in Spain and Costa Rica towards this major. Courses in non-departmental programs must be pre-approved by SHS. 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 adviser or the Chair of the Department for more information about the senior portfolio requirement.

REQUIREMENTS FOR THE DISCIPLINARY MINOR IN SPANISH AND HISPANIC STUDIES

disciplinary, 6 courses

Six Spanish and Hispanic studies courses, including three courses from level II, and three courses from level III, only one of which can be an SPNE course. Students may apply three courses in department-sponsored programs in Spain and Costa Rica towards this minor. Courses in non-departmental programs must be pre-approved by the SHS Department. With the department's approval a course at a higher level can replace a course at a lower level.

REQUIREMENTS FOR THE INTERDISCIPLINARY MINOR IN SPANISH FOR BILINGUAL EDUCATION

interdisciplinary, 6 courses

Spanish for Bilingual Education offers students an exploration of Spanish-English bilingual education in the United States. Students will develop a critical understanding of cultural competency, increase their Spanish proficiency, and gain experience in the areas of teaching and research through courses in linguistics and culture, pedagogy, and language. Spanish for Bilingual Education is comprised of three courses in Spanish and Hispanic Studies, 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

SPAN 101 Beginning Spanish I

SPAN 102 Beginning Spanish II

SPAN 121 Intermediate Spanish I

SPAN 122 Intermediate Spanish II

Level II: Communication and Culture

SPAN 203 Spanish for Conversation and Debate

SPAN 225 Hispanic Media: Contemporary Issues

SPAN 231 Spanish for the Professions

SPAN 260 Spanish Writing Workshop

Level III: Foundations: Literature, Culture and Linguistics

SPAN 304 Body/Border

SPAN 306 *¡Cómo mola! Introducción a la lingüística española*

SPAN 308 Culture and Identity in Spanish America

SPAN 316 *Voces de Mujeres*

SPAN 317 *Arte y Revolución*

SPAN 318 *La España del Siglo de Oro*

SPAN 321 *Cuentos de América Latina*

SPAN 332 *Literatura infantil*

SPAN 336 Spain: The Making of a Nation

SPAN 340 Spanish Cinema

SPAN 344 *Rutas literarias de España*

SPAN 345 Latin American Literary Frontiers

Level IV: Seminars: Literature, Culture and Linguistics

SPAN 355 Teatro: Innovations in Hispanic Drama

SPAN 360 Special Topics: Hispanic Studies
SPAN 361 Masterpieces of Spanish Literature
SPAN 362 Two Wars, Two Generations
SPAN 365 Literature and Music of the Hispanic Caribbean
SPAN 372 Contemporary Spanish Novel
SPAN 374 In the Shadow of Dulcinea
SPAN 385 Sounds of Spanish
SPAN 392 Latin American Women's Writings
SPAN 410 Spanish Golden Age: Renaissance and Baroque
SPAN 420 Contemporary Latin American Novel
SPAN 450 Independent Study
SPAN 490 Cervantes: Don Quixote
SPAN 495 Honors

Courses Taught in English with Hispanic Content: BIDS and SPNE

BIDS 286 Gender, Nation, Literature
SPNE 210 Topics in Bilingual Education
SPNE 325 Special Topics: Hispanic Studies
SPNE 355 García Márquez: The Major Works
SPNE 404 Dark Love, Gay Power: Lorca and Almodóvar
SPNE 450 Independent Study

COURSES TAUGHT IN SPANISH (SPAN)

SPAN 101 Beginning Spanish I Designed for students who have not taken Spanish before, this course develops the basic skills in understanding, speaking, reading, and writing the language, and introduces the student to a variety of cultural aspects of the Spanish-speaking world. Beginning Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. This course is the first part of the beginning sequence; students who take SPAN 101 in the fall are highly advised to take SPAN 102 in the spring of the same academic year. (*Offered fall semesters*)

SPAN 102 Beginning Spanish II The second part of the beginning sequence, this course increases the level of proficiency in the areas of comprehension, speaking, reading and writing, and it provides students with more ample knowledge of the multiple cultural aspects of the Spanish-speaking world. Beginning Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. Completion of the beginning sequence or its equivalent is necessary for students who wish to advance to the intermediate level. Prerequisite: Span 101 or equivalent. (*Offered every semester*)

SPAN 121 Intermediate Spanish I This course is designed for students who have been placed in SPAN 121, or students who have completed SPAN 102, or SPAN 110. The course further develops the basic language skills acquired in the beginning sequence through the intensive study of grammatical structures, continued attention to oral and written communication, and an increased emphasis on reading comprehension. Cultural awareness is emphasized through an exposure to authentic materials from the diverse cultures of the Spanish-speaking world. Intermediate Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice or the equivalent, using the multimedia materials accompanying the text. This course is the first part of the intermediate sequence; students who take Span 121 are highly advised to take Span 122 the following semester. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Cost Rica. Prerequisite: SPAN 102 or placement in SPAN 121. (*Offered every semester*)

SPAN 122 Intermediate Spanish II The second part of the intermediate sequence, this course introduces the student to the more complex aspects of grammar, continues vocabulary build up, and emphasizes oral and written communication through discussion of authentic materials, situation dialogues, and the writing of short essays. Reading materials increase the students' ability to make connections between their own environment and the cultures of the Spanish-speaking world. Intermediate Spanish II, as well as the other courses in the beginning and intermediate levels, use a combination of three weekly master classes with the regular instructor and an additional hour of laboratory practice

or the equivalent, using the multimedia materials accompanying the text. Students who complete the intermediate sequence plus a minimum of one course at the 200-level will meet the language criteria to apply for the department's off-campus programs in Spain and Costa Rica. Prerequisite: SPAN 21 or placement in SPAN 122. (*Offered every semester*)

SPAN 203 Spanish for Conversation and Debate This course focuses on the Spanish grammar acquisition process with 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. Prerequisite: Completion of SPAN 122, or the equivalent. (Travalia, *offered annually*)

SPAN 225 Hispanic Media: Contemporary Issues This course will develop students' cultural awareness through a series of written assignments organized around major journalistic and academic genres. We will investigate contemporary issues as presented in the media of Spain, Latin America and U.S. Latino communities. More specifically the course will explore such topics as immigration and multiculturalism, gender and sexuality, linguistic variety of the Spanish language, and issues of cultural identity among others. The Internet, printed, audio and visual media material will provide the foundation for class discussions, oral presentations, cultural projects and other activities. Critical readings will complement the material and provide a broader understanding of contemporary cultural realities on both sides of the Atlantic. Prerequisite: Completion of SPAN 122, or the equivalent. (Rodriguez-Mansilla, *offered annually*)

SPAN 231 Spanish for the Professions This course focuses on the use 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. Prerequisite: Completion of SPAN 122, or the equivalent. (Travalia, *offered annually*)

SPAN 260 Spanish Writing Workshop This course focuses on Spanish grammar and writing. Class activities will examine challenging aspects of Spanish, while emphasizing the importance of context. Students will refine their language skills writing different types of compositions, including academic, administrative, journalistic and literary. Reading comprehension and use of idiomatic language are also important aspects of the course. Prerequisite: Completion of SPAN 122, or the equivalent. (Rodriguez-Mansilla, *offered annually*)

SPAN 304 Body/Border This course studies identity as social construction in Latin-American feminist literature. With a focus on Mexico and the Hispanic Caribbean, we will explore literary representations of gender and body image as well as feminine myths and feminist ideologies in art, narrative, and theater. Class discussions and readings consider the ways in which writers in different parts of the Hispanic world (and on different sides of the US national border) confirm, question, and/or transgress social norms regarding gender and the body. Students will use plays, documentaries, narrative fiction, and essays to study the role of literature, language, and culture in reflecting and reshaping national and transnational attitudes about gender. Course lectures and discussions will reveal how bodily performances and gender norms shift and change as authors, and the characters they create, cross borders, switch languages, and adapt to new cultural surroundings and economic conditions. (Farnsworth, *offered occasionally*)

SPAN 316 Voces De Mujeres *Voces de mujeres* explores the strategies used by modern female writers and artists to express themselves, comment on the condition of women, and foster feminist social change in Spain and Latin America. Class discussions will include issues of race, class, gender, and nation building. Additionally, the course will consider the ways in which female authors challenge traditional literary criticism and re-define terms like "woman," "gender," and "feminist." Prerequisite: two courses from level II, or equivalent. (Farnsworth, *offered alternate years*)

SPAN 321 Cuentos De America Latina Against a background of contemporary theory on the genre, the course examines this ancestral drive to tell a story in its multifaceted manifestation in Latin America. Moving from the forms of the oral tradition (anécdota, chiste, cuento popular) to the popularly rooted stories of Bosch, Rulfo, and Allende, to the metaphysical games of Borges and Cortázar, and from the Amazon to the urban centers, from the Andes to the Caribbean, the course ends with an examination of the multi functionality of feminine voices in the present generation of women storytellers. Students sharpen their receptivity as listeners and readers as well as exercise their skills as inventors and narrators. Prerequisite: two courses from level II, or equivalent. (*Offered occasionally*)

SPAN 332 Literatura infantil This course is an introduction to the rich tradition of children's literature in Spanish. Students will examine literary works from various Spanish-speaking countries—including Latino writers from the US—and time periods, paying particular attention to the colloquial language and cultural elements of each text. Consideration will be given to the young characters' view of the world and how issues like class, gender and identity influence that view. In addition to analyzing literary works, students will teach Spanish through literature to the youth in the Geneva community. They will also write their own children's story in Spanish. This course is highly recommended for students interested in education, community outreach, and/or creative writing. (Travalia, *offered occasionally*)

SPAN 340 Spanish Cinema In this course we will study the production of a selected group of Spanish filmmakers from Bunuel to the present. Through film screenings, class discussions, and readings on film theory, film history, and Spanish culture, we will trace the evolution of Spanish cinema through Franco's military dictatorship and under the new democratic system. Themes of exile and censorship, gender and sexuality, religion and nationality, among others, will be explored in the context of film history, Spanish society, and in relation to other artistic manifestations of Spanish culture. By the end of the course, students will be able to demonstrate knowledge of contemporary Spanish history as represented in its cinema, as well as an understanding of a variety of themes that are both unique to Spanish society and universal to the human condition. (Liebana, *offered alternate years*)

SPAN 344 Rutas literarias de España This course focuses on key moments in the development of Spanish Peninsular Literature from the Middle Ages to the (post) modern period. Through the analysis of poems, short stories, essays and other historical and experimental genres, this class seeks to explain and exemplify essential themes of the Spanish literary tradition: race and ethnicity; nation, Empire, and foreign influence; cultural customs and the appraisal of modernity; gender issues and the reflection on literature, individuality and artistic language. Prerequisite: two courses from level II, or equivalent. (Rodríguez-Mansilla, *offered alternate years*)

SPAN 345 Latin American Literary Frontiers This is a survey of Latin American literature from the conquest to the twentieth century. The course covers a broad range of literary developments in Latin America including ancient indigenous literature and colonial chronicles, texts from the era of independence and romanticism, modernist and avant-garde poetry, and contemporary theatre and narrative. Class discussions examine the general characteristics of major literary movements as well as the particular cultural, social, and political messages of each text. Prerequisite: two courses from level II, or equivalent. (*Offered occasionally*)

SPAN 355 Contemporary Theater This class will examine theater from Latin America, Spain, and the Latino population in the US. We will study the diverse methods that playwrights in these regions have developed to reflect and to critique the political and social climates in which they live; we will also discuss the role that theater plays in community-building, identity politics, and political activism. Dramatic practices such as metatheater, theater of cruelty, Brechtian techniques, and feminist drama will be discussed throughout the semester. Prerequisites: two courses from level III, or the equivalent. (*Offered occasionally*)

SPAN 365 Literature and Music of the Hispanic Caribbean This course is an introduction to the cultural history of Cuba, Dominican Republic, and Puerto Rico through the analysis of some of the main features of the literature and music of the region. Students investigate how these two expressive modalities delve into issues of gender roles, racial relations, identity (insularity, hybridity), economic dependence, religious syncretism, and a characteristic sense of humor. The study shows literature has self-consciously drawn on the oral traditions while music spontaneously draws on the written word, imitating and complementing life and each other. Prerequisite: two courses from level III, or the equivalent. (*Offered alternate years*)

SPAN 385 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 morfosyntactical, semantic and pragmatic aspects. Prerequisite: two SPAN courses from level II, or the equivalent. (Travalia, *offered alternate years*)

SPAN 450 Independent Study

SPAN 456 1/2 Credit Independent Study

SPAN 495 Honors

COURSES TAUGHT IN ENGLISH (SPNE)

SPNE 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 they draw from diverse methodologies and practices. This course explores the philosophies, approaches, and practical applications of foreign-language teaching in general and Spanish-English bilingual education in particular. Through study and community engagement, students will consider what constitutes success in Spanish-English bilingual education, how bilingualism and biculturalism contributes to our national culture and local community, and how practices and policies in bilingual education are continually evolving. Readings include the following: *Bilingual Education in the 21st Century: A Global Perspective* by Ofelia Garcia; *Language Teaching, Research and Language Pedagogy*. By Rod Ellis; *Brooklyn Dreams: My Life in Public Education* by Sonia Nieto and *Teaching Language in Context* by Alice Omaggio Hadley. (Farnsworth, *Offered alternate years*).

SPNE 355 García Marquez: The Major Works One of the most distinguished figures of the Latin American literary landscape, and of 20th century global literature, García Marquez's work cuts across socio-historic, psychological, metaphysical and aesthetic dimensions to give the reader a true compendium of reality. Against a background of theoretical readings on magical realism, we will examine his masterpiece, *One Hundred Years of Solitude*, widely considered as the most influential Latin American novel. The context of ideological controversy, in an area where culture is highly charged politically, will be examined. We will also focus on particular problems of translation, highlighting significant differences between the two languages. We will consider the network of popular culture (folkloric tales, "vallenato" music) of the Caribbean coast of Colombia, which is at the root of Marquez's writing. Other readings include: *Chronicle of a Death Foretold*, *The Autumn of the Patriarch*, *Love in the Time of Cholera*, *Of Love and Other Demons*, and the biographical-critical interviews conducted by Apuleyo Mendoza in *The Smell of Guava*. Prerequisites: Open to all; recommended for sophomores or above. (*Offered alternate years*)

SPNE 404 Dark Love, Gay Power: Lorca and Almodovar In the decades since the end of Franco's dictatorship, Spain has undergone a major socio-political transformation in its treatment of homosexuality. Lorca, murdered by fascist forces in 1936, is still buried in a nameless grave, and his "Sonnets of Dark Love" (homoerotic love) were not published until 1983. Almodóvar, whose "Law of Desire" made him an international icon of gay cinema, continues to be hailed as the leader of his generation. This course will examine Lorca's theater and poetry alongside Almodóvar's work. Class discussions will trace the thematic connections between the two authors (freedom and oppression, gender and sexuality, love and desire, among other themes) in the larger context of the human experience. Prerequisite: Junior or Senior status. (*Liébana, offered alternate years*)

SPNE 450 Independent Study

SPNE 456 1/2 Credit Independent Study

Spanish for Bilingual Education

Program Faculty

May Farnsworth, Spanish and Hispanic Studies, Coordinator

Mary Kelly, Education

Audrey Roberson, Education

Naomi Rodriguez, Education

Fernando Rodriguez-Mansilla, Spanish and Hispanic Studies

Caroline Travalia, Spanish and Hispanic Studies

Spanish for Bilingual Education offers students an exploration of Spanish-English bilingual education in the United States. Students will develop a critical understanding of cultural competency, increase their Spanish proficiency, and gain experience in the areas of teaching and research through courses in linguistics and culture, pedagogy, and language. Spanish for Bilingual Education is comprised of three courses in Spanish and Hispanic Studies, 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. The minor does not lead to NYS teacher certification. Students seeking teaching careers in NYS public schools will require certification and additional coursework.

REQUIREMENTS FOR THE MINOR

Interdisciplinary, 6 courses

Three courses are required from Spanish and Hispanic Studies: one course must be the introductory course (SPNE 210, Topics in Bilingual Education); one must be a culture course, a Spanish for the Professions course or a writing-intensive course at level II (SPAN 225, SPAN 231 or SPAN 260). The third course must be a linguistics or pedagogy course at level III or IV (SPAN 306, SPAN 332, SPAN 385).

Two courses are required from Educational Studies: students must take courses in language teaching methods (EDUC 230 or EDUC 231) and second language acquisition (EDUC 336).

One interdisciplinary elective is required: in consultation with the advisor, students will choose either a relevant course in theory, pedagogy, or socio-cultural studies, or an internship focused on bilingual education or outreach.

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 with a CR grade may count toward the major.

PROGRAM COURSES

Introductory Course

SPNE 210 Topics in Bilingual Education

CORE COURSES

EDUC 230 or EDUC 231

EDUC 336 (Topic only 'second language acquisition' may apply)

SPNE 210 Topics in Bilingual Education

SPAN 225 Hispanic Media

SPAN 231 Spanish for the Professions

SPAN 260 Spanish Writing Workshop

SPAN 332 Literatura infantil

SPAN 306 *¡Cómo mola! Introducción a la lingüística española*

SPAN 385 Sounds of Spanish

SPNE 210 Topics in Bilingual Education

ELECTIVES

ANTH 115 Language and Culture

PSY 245 Introduction to Cross-Cultural Psychology

PSY 346 Topics in Cross-Cultural Psychology

PSY 347 Research in Cross-Cultural Psychology

SOC 261 Sociology of Education
SOC 357 Race and Education
SOC 206 Kids and Contention: Sociology of Childhood in the US Context
WRRH 207 Introduction to Sociolinguistics

COURSE DESCRIPTION

SPNE 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 and community engagement, students will consider what constitutes success in Spanish-English bilingual education, how bilingualism and biculturalism contributes to our national culture and local community, and how practices and policies in bilingual education are continually evolving.

Sustainable Community Development

Program Faculty

Robin Lewis, Asian Studies and Environmental Studies, Chair
Jeffrey Blankenship, Architectural Studies
Lisa Cleckner, Finger Lakes Institute
Gabriella D'Angelo, Architectural Studies
Tom Drennen, Economics, Entrepreneurial Studies, and Environmental Studies
Beth Kinne, Environmental Studies
Darrin Magee, Asian Studies and Environmental Studies
Whitney Mauer, Environmental Studies
Craig Talmage, Entrepreneurial Studies

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

ENV 101; one technical writing course; one methods course; one service learning (SLC) course; one elective; and the ENV 402 capstone. A service learning course, as well as a methods course, should be completed before the capstone course. No more than two courses for the minor may be at the 100-level. Under special circumstances, other equivalent courses can be substituted for these requirements with prior approval by the SCD Chair.

Methods courses for the SCD Minor should focus on developing disciplinary- or program-specific skills applicable to community-based research and service projects. In general, these methods courses should build skills in evidence-based decision making in the sciences, social sciences or humanities. Specific skills might include, but are not limited to, survey design, statistics, ethnography, public policy analysis, design and graphic presentation, cost/benefit analysis, historical archive research, GIS, linear regression, environmental impact assessment, etc.

PROGRAM COURSES

Introductory Course

ENV 101 Sustainable Communities

Writing Courses

WRRH 210 Introduction to Print Journalism
WRRH 221 Going Places: Travel Writing
WRRH 310 Digital Journalism: Reporting Online
WRRH 215 Rhetoric of Memory
WRRH 320 Op-Ed: Writing Political and Cultural Commentary
WRRH 325 The Science Beat
WRRH 327 Literary Journalism: The Art of Reporting and Nonfiction Narrative
WRRH 333 Digital Rhetoric and Writing with New Technologies
WRRH 345 Rhetoric of Place

Methods Courses

AMST 201 Methods of American Studies
ANTH 273 Research Methods
ARCS 200 Design Studio I
ARCS 303 Designer's Sketchbook
BIOL 212 Biostatistics
ECON 202 Statistics
ENV 203 Introduction to GIS
ENV 210 Qualitative Methods and the Community
GEO 207 Statistical Design and in the Earth and Environmental Sciences
MDSC 308 Film Editing II
POL 261 Quantitative Research Methods in Political Science
PSY 210 Statistics and Design
SOC 211 Research Methods
WMST 305 Food, Feminism, Health

Service Learning Courses

AMST 360 Art, Memory, and Cultural Power of Place
ANTH 354/454 Food, Meaning, and Voice
ARCS 305 Environmental Design, Planning and Preservation
ENV 330 Sustainability, Commodities, and Consumption
PHIL 162 Ethics of Civil Engagement
PPOL 364 Social Policy and Community Activism
SJSP 101 Community-Based Research
SOC 290 Sociology of Community

Electives*Natural Science*

BIOL 225 Ecology
BIOL 316 Conservation Biology
BIOL 320 Agroecology
ENV 200 Environmental Science
GEO 186 Introduction to Hydrogeology
GEO 210 Environmental Hydrology
PSY 227 Introduction to Social Psychology

Social Science

ANTH 211 Power, Protest, and Politics
ANTH 212 NGOs and Development
ANTH 247 Urban Anthropology
ANTH 280 Environment and Culture
ANTH 340/440 Anthropology of the Global Commons
ECON 212 Environmental Economics
ECON 240 International Trade
ECON 243 Political Economy of Race
ECON 245 Political Economy of Food and Agriculture
ECON 310 Economics and Gender
ECON 331 Institutional Economics
ECON 344 Economic Development
ECON 345 Natural Resource and Energy Economics
ENV 201 Environment and Society
ENV 204 Geography of Garbage
ENV 205 Environmental Law
ENV 215 Environment and Development in East Asia
ENV 237 American Indians and Environmentalism
ENV 309 Environmental Change in the Indigenous World
ENV 320 Natural Resource Law
ENV 340 Water and Energy in China
POL 211 Visions of the City
POL 326 Urban Politics and Public Policy
PPOL 101 Democracy and Public Policy
PPOL 328 Environmental Policy
SOC 223 Inequalities
SOC 242 Sociology of Business and Management
SOC 251 Sociology of the City
SOC 253 Global Cities
SOC 375 Social Policy

Humanities

ARCH 311 Modern Architecture
ARCH 312 Theories of Modern Architecture and Urbanism
ARCH 313 History of Modern Landscape Architecture
ARTS 165 Introduction to Imaging

ARTS 166 Introduction to Video
EDUC 348 National Parks
ENV 202 Human Values and the Environment
ENV 245 Radical Environmentalism
ENV 333 Environmental Justice and American Literature
ENV 335 Food Justice: Literature, Art, and Activism
HIST 151 Food Systems in History
HIST 215 American Urban History
HIST 246 American Environmental History
HIST 315 Contemporary America
LGBT 101 Introduction to LGBT Studies
MDSC 200 Cultures of Advertising
MDSC 303 History of Social Documentary
MDSC 304 Media and Theory
PHIL 154 Environmental Ethics
PHIL 158 Debating Public Policy
SJSP 100 Foundations of Social Justice
WMST 100 Introduction to Women's Studies
WMST 212 Gender and Geography

Capstone Course

ENV 402 Sustainable Community Development Capstone

COURSE DESCRIPTIONS

ENV 101 Sustainable Communities This course introduces students to the concept of sustainable development as applied to real world communities. It will not only focus on the United Nation's three "interdependent and mutually reinforcing pillars" of sustainable development - economic development, social development, and environmental protection - but also will touch on intertwined subjects such as individual and collective responsibilities, community planning, and environmental justice. Case studies will be used to discern how individuals, cities, and towns are working to become more sustainable. (Mauer, *offered annually*)

ENV 402 Sustainable Community Development Capstone This course is the capstone experience for students in the Sustainable Community Development minor. The central questions of this class are "what is sustainable development?" and what are the methods for achieving "sustainability?" These are not easy or straightforward questions. Planning is an attempt to balance the multiple, often competing, agendas of numerous stakeholders. As a service learning course, we will be working with some of these stakeholders and will attempt to balance divergent community needs. In the broadest sense, we will be trying to achieve a delicate balance between social justice (working to inclusively attend to the needs of all citizens, especially those who are in positions of disadvantage and/or disempowerment), environmental resiliency (recognizing the ecological implications of all decision making processes and treating the living environment as another stakeholder in the planning process), and economic viability (understanding the role of economic development in terms of job creation and increasing the tax base, and as the foundation for the community's current and future capital improvements) (Lewis/Blankenship, *offered alternate years*)

The Sacred in Cross-Cultural Perspective

Program Faculty

H. Wesley Perkins, Sociology, Coordinator
Jeffrey Anderson, Anthropology
Michael Dobkowski, Religious Studies
Ilene Nicholas, Anthropology
Richard Salter, Religious Studies

This program provides an opportunity to study expressions and representations of the sacred across several eras, from the prehistoric to the modern, and in several cultures. Topics include the following: religious artifacts and sites; behaviors, relationships, roles and institutions associated with the sacred; secularization in modern cultures; sacred thought worlds of peoples in their own terms; religious conflict and tolerance in pluralistic societies; and religious and ritual systems in socio-cultural context as they change through innovation, revitalization, resistance, and myriad other processes. The focus is on the sacred in different cultures and political contexts from religious studies, anthropological, and sociological perspectives. One objective is to show that, on the one hand, the sacred is necessarily constituted socially and culturally, and on the other hand, the meanings of any particular expressions of the sacred are not necessarily exhausted by socio-cultural analysis. The sacred in cross-cultural perspective program offers an interdisciplinary minor; the program does not offer a major.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

One course in religious studies and one course in either anthropology or sociology at each of three levels: 100, 200, and 300/400 level from the following lists. (Other courses may be substituted by petitioning the program coordinator.)

CROSSLISTED COURSES

Religious Studies Courses

REL Any 100-level course
REL 210 Hinduism
REL 211 Buddhism
REL 213 Death and Dying
REL 215 Japanese Religions
REL 217 Gurus, Saints, Priests and Prophets
REL 219 Introduction to Islamic Tradition
REL 228 Religion and Resistance
REL 232 Rethinking Jesus
REL 236 Gender and Islam
REL 237 Christianity and Culture
REL 238 Liberating Theologies
REL 241 Rastaman and Christ
REL 243 Theology of World Religions
REL 254 The Question of God/Goddess
REL 263 Religion and Social Theory
REL 272 The Sociology of the American Jew
REL 273 Foundations of Jewish Thought
REL 278 Modern Judaism
REL 281 Unspoken Worlds
REL 283 Que(e)rying Religious Studies
REL 305 Tongues of Fire: Pentecostalism Worldwide
REL 306 The Perfectible Body
REL 312 New Heavens, New Earths
REL 315 Japanese Religions
REL 336 Islam and the West
REL 365 Loss of Certainty

Anthropology Courses

ANTH 102 World Prehistory
ANTH 110 Introduction to Cultural Anthropology
ANTH 206 Early Cities
ANTH 208 Archaeology of Japan and China
ANTH 213 Cultures of India
ANTH 220 Sex Roles: A Cross Cultural Perspective
ANTH 222 Native American Religions
ANTH 282 North American Indians
ANTH 290 Pharaohs, Fellahin, Fantasy
ANTH 296 African Cultures
ANTH 297 Peoples and Cultures of Latin America
ANTH 306 History of Anthropological Theory
ANTH 326 Patterns and Processes in Ancient Mesoamerican Urbanism
ANTH 352 Builders and Seekers

Sociology Courses

SOC 100 Introduction to Sociology (selected sections by permission of instructor)
SOC 244 Religion in American Society
SOC 255 Social Problems in Modern Western Societies: Ireland in Comparative Perspective
SOC 370 Religion, Politics and Life Style: What is Sacred in Modern Western Societies?

Theatre

Department Faculty

Heather May, Chair, Associate Professor of Theatre
Chris Hatch, Associate Professor of Theatre
Chris Woodworth, Associate Professor of Theatre
Ed Hallborg, Technical Director, Theatre

The Theatre Department is dedicated to providing for the intellectual and artistic needs of all members of the community interested in exploring theatre as a liberal art. The Department offers a variety of academic and co-curricular (production) experiences which provide students with opportunities to learn about both the theoretical and artistic dimensions of theatrical performance, production, literature and history. In addition to offering a major and two minors (one disciplinary and one interdisciplinary), the Department also produces three main stage faculty-directed shows per year on campus.

REQUIREMENTS FOR THE MAJOR

disciplinary, 12 courses, 11 credits

At least 12 courses including THTR 100, THTR 130, THTR 220, THTR 320, THTR 490 and two semesters of THTR 900 OR one semester of THTR 900 and an additional elective; three electives in theatre which constitute a concentration in either acting, theatre production, theatre history/literature/theory, or theatre of/for social change; two additional electives in Theatre or from the list of cross-listed courses listed below. Electives will be selected in consultation with the advisor. No more than three courses may be at the 100-level and at least six courses must be at the 300-level or above (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 I
THTR 160 Stagecraft
THTR 220 Theatre History I
THTR 280 Stage Management
THTR 290 Theatre for Social Change
THTR 295 The Performing Arts of Bali
THTR 300 American Drama
THTR 308 American Experimental Theatres
THTR 309 Feminist Theatre
THTR 310 African American Theatre
THTR 315 Modern European Drama
THTR 320 Theatre History II
THTR 325 Modern Drama
THTR 330 Acting II
THTR 335 Shakespearean Performance
THTR 340 Advanced Acting Styles
THTR 360 Lighting
THTR 361 Sound Design for Theatre
THTR 380 Playwriting
THTR 424 Writing about Performance
THTR 450 Independent Study
THTR 480 Directing
THTR 490 Senior Capstone
THTR 495 Honors
THTR 900 Theatre Production Practicum

Crosslisted Courses

CLAS 108 Greek Tragedy

CLAS 213 Ancient Comedy and Satire
 CLAS 275 Advanced Topics in Greek Tragedy
 DAN 140 Dance Ensemble
 DAN 210 Dance History I
 DAN 212 Dance History II
 DAN 250 Improvisation
 DAN 325 Movement Analysis: Laban Studies
 DAN/DAT 900 Beginning Dance—Jazz/Ballet/Modern
 DAN/DAT 905 Beginning Technique: Body and Self
 DAN/DAT 910 Beginning Ballet I
 DAN/DAT 915 Beginning Modern Dance I
 DAN/DAT 940 Beginning Jazz
 EDUC 220 Storytelling
 ENG 233 Medieval Drama
 ENG 236 Shakespeare: Histories and Comedies
 ENG 237 Shakespeare: Tragedies
 ENG 317 Shakespearean Adaptation
 ENG 336 Shakespeare: Topics: Roman Thoughts: Shakespeare and Roman History
 ENG 336 Shakespeare: Topics: Shakespeare and the Play of History
 ENG 336 Shakespeare: Topics: Shakespeare's Problems
 FRNE 255 Modern French Theatre
 MUS 206 Opera as Drama
 SPAN 355 Contemporary Theater: Innovations in Hispanic Drama
 SPNE 322 Theatre and Social Change in Latin America
 WMST 213 Transnational Feminism
 WMST 218 Queer Representation in Theatre and Film
 WMST 219 Black Feminism and Theatre

Appropriate courses for each concentration include:

Acting

THTR 290 Theatre for Social Change
 THTR 295 The Performing Arts of Bali
 THTR 330 Acting II
 THTR 335 Shakespearean Performance
 THTR 340 Advanced Acting Styles (may be repeated for credit)

Theatre Production

THTR 160 Stagecraft
 THTR 280 Stage Management
 THTR 360 Lighting
 THTR 361 Sound Design for Theatre
 THTR 380 Playwriting
 THTR 480 Directing

Theatre History/Literature/Theory

THTR 300 American Drama
 THTR 308 American Experimental Theatres
 THTR 309 Feminist Theatre
 THTR 310 African American Theatre
 THTR 315 Modern European Drama
 THTR 325 Modern Drama
 THTR 424 Writing about Performance

Theatre of/for Social Change

THTR 290 Theatre for Social Change
 THTR 309 Feminist Theatre
 THTR 310 African American Theatre
 THTR 380 Playwriting
 THTR 480 Directing

REQUIREMENTS FOR THE DISCIPLINARY MINOR

6 courses, 5.5 or 6 credits

At least 6 courses including THTR 100, THTR 130, three elective courses in theatre selected from the two groups of courses below, and either THTR 900 or an additional elective. At least one of the electives must be from the *Dramatic Literature, History, and Theory Group* and at least one must be from the *Theatre Production and Performance Group*. Additional electives may be taken from either group. All courses must be in Theatre. At least three courses must be at the 200-level or above and at least three courses must be unique to the minor. The minor may include no more than one independent study in theatre. All courses (except THTR 900) must be completed with a C- or better.

Dramatic Literature, History, and Theory

THTR 220 Theatre History I
THTR 300 American Drama
THTR 308 American Experimental Theatre
THTR 309 Feminist Theatre
THTR 310 African American Theatre
THTR 320 Theatre History II
THTR 325 Modern Drama
THTR 424 Writing about Performance

Theatrical Production and Performance

THTR 160 Stagecraft
THTR 280 Stage Management
THTR 290 Theatre for Social Change
THTR 295 The Performing Arts of Bali
THTR 330 Acting II
THTR 335 Shakespearean Performance
THTR 340 Advanced Acting Styles
THTR 360 Lighting Design
THTR 361 Sound Design for Theatre
THTR 370 Playwriting
THTR 480 Directing

REQUIREMENTS FOR THE INTERDISCIPLINARY MINOR

6 courses, 5.5 or 6 credits

At least 6 courses including THTR 100, THTR 130, three elective courses in theatre selected from the two groups of courses below, and either THTR 900 or an additional elective. At least one of the electives must be from the *Dramatic Literature, History, and Theory Group* and at least one must be from the *Theatre Production and Performance Group*. Additional electives may be taken from either group. At least two and no more than three of the elective courses must be outside of Theatre. At least three courses must be at the 200-level or above and at least three courses must be unique to the minor. The minor may include no more than one independent study. All courses (except THTR 900) must be completed with a C- or better.

Dramatic Literature, History, and Theory

CLAS 108 Greek Tragedy
CLAS 213 Ancient Comedy and Satire
CLAS 275 Advanced Topics in Greek Tragedy
DAN 210 Dance History I
DAN 212 Dance History II
ENG 233 Medieval Drama
ENG 236 Shakespeare: Histories and Comedies
ENG 237 Shakespeare: Tragedies
ENG 317 Shakespearean Adaptation
ENG 336 Shakespeare: Topics: Roman Thoughts: Shakespeare and Roman History
ENG 336 Shakespeare: Topics: Shakespeare and the Play of History
ENG 336 Shakespeare: Topics: Shakespeare's Problems
FRE 255 Modern French Theatre
MUS 206 Opera as Drama

SPAN 355 Contemporary Theater: Innovations in Hispanic Drama
SPNE 322 Theatre and Social Change in Latin America
THTR 220 Theatre History I
THTR 300 American Drama
THTR 308 American Experimental Theatre
THTR 309 Feminist Theatre
THTR 310 African American Theatre
THTR 320 Theatre History II
THTR 325 Modern Drama
THTR 361 Sound Design for Theatre
THTR 424 Writing about Performance
WMST 213 Transnational Feminism
WMST 218 Queer Representation in Theatre and Film
WMST 219 Black Feminism and Theatre

Theatrical Production and Performance

DAN 110 Introduction to Global Cultures
DAN 140 Dance Ensemble
DAN 250 Improvisation
DAN 325 Movement Analysis: Laban Studies
DAN/DAT 900 Beginning Dance—Jazz/Ballet/Modern
DAN 907 Introduction to Jamaican Dance
DAN/DAT 910 Beginning Ballet I
DAN/DAT 915 Beginning Modern Dance I
DAN/DAT 940 Beginning Jazz
EDUC 220 Storytelling
THTR 160 Stagecraft
THTR 280 Stage Management
THTR 290 Theatre for Social Change
THTR 295 The Performing Arts of Bali
THTR 330 Acting II
THTR 335 Shakespearean Performance
THTR 340 Advanced Acting Styles
THTR 360 Lighting
THTR 361 Sound Design for Theatre
THTR 370 Playwriting
THTR 480 Directing

COURSE DESCRIPTIONS

THTR 100 Page to Stage This course will teach students how to analyze and break down dramatic literature in order to create a blueprint for production choices. Students will engage in the close examination of literature in varied styles, regions, and historical periods from the points of view of theatre practitioners (actors, directors, and designers), learning diverse techniques of analysis in the process. These techniques include the study of plot structure, character analysis, internal and external actions, conflict, rhythm, and idea/theme. This course encourages students to consider the links between other periods and our own, and the ways in which detailed readings of dramatic literature inform the communicative and aesthetic power of the performed text. (May, Hatch *offered fall semesters*)

THTR 130 Acting I Non-actors often ask actors “how do you learn all those lines,” thinking that the memorization process is the bulk of what it is to be an actor. This course will work to demystify the acting process and to introduce the beginning student to the craft of acting through the use of improvisation, theatre games, acting exercises, monologues and scene work. Instead of simply relying on their instincts, students will learn how to craft a performance through careful analysis of the character and the script with a special emphasis placed objective/action-based acting. Time will also be spent discussing how the techniques we learn about acting can help us in our pursuit of accomplishment in other professional settings such as job interviews, business presentations and public speeches. Our class will progress through the semester to a final presentation that will be open to the public. This course is a prerequisite for all other courses in acting and directing. (Hatch, May, *offered each semester*)

THTR 160 Introduction to Stagecraft This is a lecture/laboratory course which will provide students with a practical overview of the fundamentals of design and stagecraft for the theater. Students will explore the relationships between production values and stagecraft via weekly readings and lecture/discussions. In addition they will complete a weekly lab (and two weekend labs) in which they will work in the McDonald Theatre and in the Theatre shop working on current faculty-directed productions. Students will receive hands on experience with set construction and will learn how to safely and effectively manipulate all theatrical production systems (lighting, rigging, audio, etc.) in an expressive manner. (Hallborg, *spring, offered alternate years*)

THTR 220 Theatre History I Through an examination of the people, events, works, documents, institutions, and social conditions of the theatrical past, this course will explore the development of theatre from the fifth century B.C.E. to approximately 1700 C.E. Students will be introduced to the theoretical issues surrounding the writing of history as well as research practices and opportunities in the field of theatre history. Students will interpret salient dramatic and theoretical texts and illustrate the ways in which these texts connect to the making of theatre as well as the ways in which theatre shapes and reflects larger culture(s). Over the course of the semester, students will explore pivotal moments in theatre history including Ancient Greece and Rome, Medieval Europe, Classical India, Yuan China, Early Modern England, Renaissance Italy, Neoclassical France, the Spanish golden Age, and Restoration England. Students will engage with historic material in a wide array of modes including research, performance, and design. (Woodworth, *offered fall semesters*)

THTR 280 Stage Management In his seminal book *The Back Stage Guide to Stage Management*, Thomas A. Kelly describes stage managers as “responsible and adaptable communicators who have the ability to handle and coordinate diverse groups of artistic personalities with tactful discipline and a sense of humor. They establish a creative environment by combining the ability to prioritize and anticipate and solve problems, with calm sensitivity and grace under pressure. Their ability to do the above stems from organizational ability, acquired technical knowledge..., familiarity with union requirements, and an inspirational personality that creates positive energy.” This class examines the way in which stage managers fulfill these wide-ranging duties, studying the process of stage management from pre-production to closing night. Stage Management emphasizes practical knowledge and skill development, through case studies, generation of a prompt book for a hypothetical production, and guest lectures with professionals in the field. (May, *spring, offered alternate years*)

THTR 290 Theater For Social Change Due to the intimate and immediate relationship between theatre practitioners and audiences, theatre has been employed as a means of encouraging social action since the beginning of its history. As far back as 411 BCE, Aristophanes used the City Dionysia to reach massive and influential audiences with his anti-war play *Lysistrata*. Although contemporary theatre is typically associated with commercial success stories such as those on Broadway, the tradition of using theatre to inspire social change continues across the world, often outside of mainstream theatre spaces and in places as diverse as corporate boardrooms and city street corners. This course will introduce students to a variety of movements, practitioners, and approaches to creating theatre that encourage communities to work outside of dominant (and often violent/repressive) structures to instigate social change. Although such work has happened through critical stagings of classical texts such as *Lysistrata*, this course will emphasize the work being done by those who put the primary emphasis on social justice, with a secondary concentration on theatre - in other words, those who see theatre specifically as a vehicle for social change and alter their craft in order to best service this goal. Theatre for Social Change will combine traditional academic approaches (reading, writing, etc.) with giving students the practical experience of collaborating together to create a short piece of theatre meant to provoke social change on the HWS and/or Geneva communities. In keeping with the democratic spirit of theatre for social change, in which all participants are viewed as bringing something to the table, no performance experience is required for this course. (May, *spring, offered alternate years*)

THTR 295 Performing Arts in 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 will serve us particularly well due to their mission to uphold the ways of traditional Balinese performing arts rather than what is becoming a more tourist-centric morphing of many of the traditional forms. Studio work will be supplemented with attendance at professional productions of different Balinese performing arts, allowing students to see what they are studying at a professional level and allowing them to learn and experience how ingrained the performing arts are in other aspects of Balinese culture. Planned excursions will also take us to visit various crafts-people throughout the region, allowing us to see how Balinese instruments, masks, and puppets are made. (Hatch, *J-term, offered alternate years*)

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, *spring, offered every third year*)

THTR 308 American Experimental Theatres What does it mean to be an experimental theatre artist in the United States? This course seeks to answer that question through an exploration of iconoclast artists and ensembles that challenged the status quo in theatrical production, offering new paradigms for playwriting, destabilizing conventions of actor training, revolutionizing the role of the director, transforming practices of scenography, and unsettling the audience-performer relationship. This course ranges in scope from the early 20th century grand national experiments of the Little Theatre Movement and the Federal Theatre Project (Unit #1: Foundations) to the radical staging of the Living Theatre and Bread & Puppet in the midst of social and political turmoil of the 60s and 70s (Unit #2: Revolutions) to the multimedia reconceptualizations of contemporary artists The Wooster Group and The Builders Association (Unit #3: Deconstructions). Using dramatic texts, films, digital archives, and performance scholarship students in this course will explore the visionaries, revolutionaries, and troublemakers that established a legacy of experimental performance work in the United States. What are the ramifications of experimentation in the American theatre? How do theatrical experiments both reaffirm and resist narratives of national identity? In what ways might the radical stagings of the past, provide an insight into the experimental theatre of the future? (Woodworth, *offered every third year*)

THTR 309 Feminist Theatre This course will survey twentieth and twenty-first century British and American feminist theatre, focusing on performance texts that address salient concerns of first, second, and third wave feminisms, as well as performance modes that trouble such designations. Specifically, this course will examine the oft-marginalized role of women in mainstream commercial theatre both historically and within contemporary contexts. It will also explore the ways in which feminist theatre practitioners work in coalition with other social justice movements such as suffrage, workers rights, civil rights, and LGBT rights to create works that resist and/or redefine historically misogynistic modes of performance. The course will explore the ways in which notions of corporeality, intersectionality, poststructuralism, performativity and the gaze have shaped feminist performance traditions. (Woodworth, *fall, offered every third year*)

THTR 310 African American Theatre The legacy of African Americans in theatre in the United States is rarely acknowledged due to cultural amnesia and the predominance of white voices in all fields of theatre, journalism, and scholarship. This course seeks to introduce students to the diverse range of African American voices in the theatre throughout U.S. history. Although the course will briefly contextualize African American productions within the dominant culture’s performance traditions (such as minstrelsy) in order to better understand the profound challenges facing black artists, the overwhelming area of study will be black authors, practitioners, and theorists from the 1900s to the present day. (Woodworth, *spring, offered every third year*)

THTR 320 Theatre History II Through an examination of the people, events, works, documents, institutions, and social conditions of the theatrical past, this course will explore the development of theatre from approximately 1700 C. E. to the present. Students will build on the historiographical methodologies pertaining to the writing of history that were introduced in theatre History I, as well as research practices and opportunities in the field of theatre history. Students will interpret salient dramatic and theoretical texts as well as archival material and illustrate the ways in which these texts connect to the making of theatre as well as the ways in which theatre shapes and reflects larger culture(s). Over the course of this semester, students will explore pivotal moments in theatre history including 18th century Continental Theatre, 18th Century Sentimental and Laughing Comedy and Bourgeois Tragedy, German Romanticism, Chinese Opera, Melodrama, Modern Realism, French symbolism, the historical avant-garde (Dada, Futurism, Expressionism, Surrealism), Post-War Theatre, Theatre of the Absurd, Epic Theatre, Postmodern Theatre. Students will engage with historic material at an advanced level in a wide array of modes including research, performance, and design. (Woodworth, *offered spring semesters*)

THTR 330 Acting II A continuation of the skills discovered in Acting I, this course is designed to deepen the student’s understanding of the craft of acting through the use of structured improvisations, acting exercises, and scene work. Actor training focuses on and makes use of individual and group exercises that can be applied to the use of a text. The

acting student goes further into his or her explorations of the emotional life, learns how to create a basic who/what/where scene using a text, learns about the importance of cause and effect sequencing, and works on mastering the skill of working off of a partner as well as listening and responding truthfully. The acting student also learns about the basic function of rehearsal and how to research a role. Prerequisite: Theatre 130. (Hatch, *spring, offered alternate years*)

THTR 335 Shakespearean Performance A performance-oriented approach to Shakespeare. Starting with the sonnets, actors will learn to consider meter, rhythm, rhetoric, and imagery as they inform characterization and dramatic action. During a weekly laboratory, we will view and analyze recorded and videotaped performances of Shakespeare's plays. (Hatch, *spring, alternate years*)

THTR 340 Advanced Acting Styles In Advanced Acting Styles, students will continue to master the skills of the performer developed in Acting I. Each time the course is offered, a different era, genre, or style of acting will be studied in-depth. The topic for the course will sometimes be selected to directly compliment a play that will be features in an upcoming main stage production. Other topics may look to address a lacuna in the regularly offered training. Recent topics have included 20th century Absurdists, movement for the stage, and the plays of Strindberg and Ibsen. This course can be repeated for full credit three times with a different focus each time. Prerequisite: Theatre 130 or permission of instructor. (Hatch, Woodworth, May, *spring, offered alternate years*)

THTR 360 Introduction to Lighting Design This is a lecture/laboratory course in lighting for the stage. We will study elements of design, approaches to script and dance analysis, graphic notation and electrical practice. Students will produce portfolio projects and mount a final project for a performance on campus. Prerequisite: THTR 160 or permission of instructor. (Hallborg, *fall, offered alternate years*)

THTR 361 Sound Design for Theatre Sound Design for Theatre is lecture/laboratory course that will provide an introduction to fundamental concepts of acoustics, sound reproduction and reinforcement. Students will study essential elements of sound design as it applies to theatre including script analysis, creating sound plots, obtaining and creating sound elements, show control, and operating intercom systems. Students will apply what they have learned in the course to develop a final portfolio project to be presented in class. (Staff, *offered occasionally*)

THTR 370 Playwriting Workshop This course is designed to further the understanding of the craft of playwriting as it is first discovered in the playwriting process workshop. Students are encouraged to nurture the development of their skills through daily writing exercises, to develop a personal and consistent process for writing, to shake up any preconceived notions about playwriting, to explore a personal point of view or voice for their writing, to develop and sharpen their skills in analysis and critique, to test the flexibility of creative thought necessary for the crafting of dramatic literature, and to complete a short one-act play by the end of the semester. Prerequisite: Theatre 100 or 130. (Staff, *offered occasionally*)

THTR 424 Writing About Performance Insatiable Curiosity. A Point of View. Stamina. The Ability to Write. In 2010, Michael Billington, theatre critic for London's Guardian newspaper asserted that these were the necessary attributes required of anyone wanting to write theatre criticism. But what does it mean to write about performance in an era when print journalism is waning and the profession of the theatre critic is disappearing? HOW do we write about performance? In what ways might writing about performance reflect and/or shape the position of theatre within our culture? This course will explore traditional theatre criticism and its inherent challenges of description, interpretation, and evaluation. The course will move beyond this mode of writing, however, in order to explore the intersection of performance writing with cultural studies, archival research, and dramaturgy. Students will complete a portfolio of writing in response to local, regional, and recorded performances. (Woodworth, *fall, offered every three years*)

THTR 450 Independent Study

THTR 456 1/2 Credit Independent Study

THTR 480 Directing This is the study of the fundamental skills and collaborative processes needed to direct a piece of live theatre, including blocking, script analysis, research methods, approaches to casting, and rehearsal techniques and structures. This course gives students experience in many aspects of the directing process including: script analysis, research, blocking, working with actors, and shaping a production, as well as an understanding of how to collaborate with designers, cast a production, work with stage managers and production teams, and navigate the professional

process. This course will also teach directors the valuable lessons of receiving and incorporating criticism and feedback, and experience analyzing the work of others. Prerequisite: THTR 100 or 130. (May, *spring, offered every three years*)

THTR 490 Senior Capstone The Senior Capstone synthesizes the cumulative knowledge that students have amassed in the discipline through a focus on contemporary performance trends and developments in order to help them define the nature of their desired future engagement in the field. Students will research contemporary theatre companies and practitioners, critics and visionaries, producing agencies, funding institutions, and other relevant organizations in order to learn about the theatrical community that awaits them. Students will draw upon this research to develop a portfolio of their work, giving consideration to the ways in which they wish to present themselves as theatre artists and patrons to the world beyond HWS. Finally, students will work together as artist/scholars to create a collaborative project that best reflects their strengths as a cohort and the message they wish to share with the HWS community. Prerequisite: Senior standing and Theatre major. (May, *offered every fall*)

THTR 495 Honors

THTR 900 Theatre Production This course is a studio-based course on the art and craft of producing theatre. It is open to all students who are cast in, or are part of the production team (which may include actors, designers, stage managers, production crew, etc.) for, a faculty directed production. Students will acquire first hand experience with the process of mounting a play on stage. Students will be involved, as appropriate given their part in the play, in any and all aspects of the production process including auditions, rehearsals, production meetings, set construction, and performances. This is a half credit course which may be taken only once a semester but which may be repeated up to four times. This course must be taken credit/no credit. Prerequisite: consent of instructor. (Hatch, May, Woodworth, *offered each semester*)

Urban Studies

Program Faculty

Ervin Kosta, Sociology, Chair
Elizabeth Belanger, American Studies
Jeffrey Blankenship, Art and Architecture
Rob Carson, English
Gabriella D'Angelo, Art and Architecture
Kendralin Freeman, Sociology
Janette Gayle, History
Jack Harris, Sociology
Clifton Hood, History
Derek Linton, History
Kirin Makker, Art and Architecture
Stan Mathews, Art and Architecture
Scott McKinney, Economics
Nicola Minott-Ahl, English
Ilene Nicholas, Anthropology
Justin Rose, Political Science

Urban Studies at HWS is the study of urban space in multiple, interrelated contexts. It is a multidisciplinary subject that engages a wide range of subject areas but is anchored in the social sciences: Sociology, Economics, Anthropology, and Political Science. These fields provide the research tools and theoretical framework for understanding the lived urban experience. Students also gain insight into urban experience in all its dynamism and complexity through the study of the arts, literature, and history, as well as through study abroad and direct engagement with the City of Geneva.

The program is multidisciplinary and uses a variety of analytical methods to study the life and problems of cities. The primary subject areas for the major are Anthropology, Economics, History, Political Science and Sociology. However, courses in American Studies, Art and Architecture, English, and Environmental Studies are also relevant to give perspectives on urbanization beyond those offered in the four basic departments. All courses counting toward the minor must be completed with a grade of C- or higher.

NOTES: (1) Any member of the program faculty noted above can serve as an adviser for the minor, provided they agree to do so. (2) All individual programs approved by an adviser must also be approved by the program chair. (3) Some courses listed below have prerequisites (example: all second level Sociology courses and above require SOC 100 Introductory Sociology); students wishing to take such courses must fulfill the prerequisite as specified by the department offering the course. It is the student's responsibility to discuss all such issues with her or his adviser before completing the minor form.

REQUIREMENTS FOR THE MINOR

5 courses

Three core courses from two different disciplines and two elective courses from different disciplines selected from the list below, one of which must be an upper level (300 or higher) course.

CROSSLISTED COURSES

Core Courses

ANTH 206 Early Cities
ECON 213 Urban Economics
HIST 215 American Urban History
HIST 264 Modern European City
POL 326 Urban Politics
SOC 251 Sociology of the City
SOC 253 Global Cities

Electives

AFS 200 Ghettoscapes

ANTH 205 Race, Class and Ethnicity
ANTH 271 Jobs, Power and Capital
ANTH 297 Peoples and Cultures of Latin America
ANTH 326 Patterns and Processes in Ancient Mesoamerica Urbanism
ARCH 305 Environmental Design
ARCH 310 Early Modern Architecture
ARCH 311 History of Modern Architecture
ARCH 312 Theories of Modern Architecture and Urbanism
ARCH 313 History of Modern Landscape Architecture
ARCS 200 Design I: Basic Architectural Principles
ARCS 400 Advanced Design in Architectural Studies
ARTH 101 Ancient to Medieval Art
ARTH 102 Renaissance to Modern Art
ARTH 249 Islamic Art and Architecture
ARTS 115 Three Dimensional Design
ECON 122 Economics of Caring
ECON 135 Latin American Economics
ECON 243 The Political Economy of Race
ECON 248 Poverty and Welfare
ECON 344 Economic Development
ENG 258 19th Century English Novel
ENG 340 19th Century Architectural Novel
ENV 101 Sustainable Communities
ENV 204 The Geography of Garbage
ENV 215 Environment and Development in East Asia
HIST 111 Unfreedoms in the Making of America
HIST 237 Europe Since the War
HIST 240 Immigration and Ethnicity in America
HIST 246 American Environmental History
HIST 256 Technology and Society in Europe
HIST 310 Rise of Industrial America
HIST 311 20th Century America: 1917-1941
HIST 352 Wealth, Power, and Prestige
MDSC 303 Social Documentary
MDSC 315 Intro to Social Documentary
POL 211 Visions of the City
POL 215 Racial and Ethnic Politics
POL 222 Political Parties
POL 229 State and Local Government
POL 254 Globalization
PPOL 101 Democracy and Public Policy
PPOL 328 Environmental Policy
PPOL 364 Social Policy and Community Activism
SOC 221 Race and Ethnic Relations
SOC 223 Inequalities
SOC 245 Sociology of Work
SOC 271 Sociology of Environmental Issues
SOC 290 Sociology of Community

Women's Studies

Program Faculty

Karen Frost-Arnold, Philosophy, Coordinator
Etin Anwar, Religious Studies
Brien Ashdown, Psychology
Biman Basu, English
Betty Bayer, Women's Studies
Lara Blanchard, Art and Architecture
Rebecca Burditt, Media and Society
Rocco Capraro, History
Christine Chin, Art and Architecture
Kathryn Cowles, English
Anna Creadick, English
Donna Davenport, Dance
Jodi Dean, Political Science
Iva Deutchman, Political Science
Laurence J. Erussard, English
May Farnsworth, Spanish and Hispanic Studies
Laura Free, History
Catherine Gallouet, French and Francophone Studies
Christopher Gunn, Economics
Melanie Hamilton, English
Jack Harris, Sociology
Jessica Hayes-Conroy, Women's Studies
Susan Henking, Religious Studies (on leave)
Leah R. Himmelhoch, Classics
Alla Ivanchikova, English
Marilyn Jiménez, Africana Studies
Liliana Leopardi, Art and Architecture
Charity Lofthouse, Music
Brenda Maiale, Anthropology
Michelle Martin-Baron, Women's Studies
Susanne McNally, History
Alejandra Molina, Spanish and Hispanic Studies
Renee Monson, Sociology
Paul Passavant, Political Science
Elizabeth Ramey, Economics
Craig Rimmerman, Public Policy
Colby Ristow, History
Jason Rodriguez, Anthropology
Naomi Rodriguez, Education
Richard Salter, Religious Studies
Leah Shafer, Media and Society
James Sutton, Sociology
Angelique Szymanek, Art and Architecture
Michael Tinkler, Art and Architecture
Gul Unal, Economics
William Waller, Economics
Melissa Autumn White, LGBT Studies
Cadence Whittier, Dance
Cynthia Williams, Dance
Chris Woodworth, Theatre
Lisa Yoshikawa, History
Jinghao Zhou, Asian Studies

Women's Studies has been taught at the Colleges since 1969 and was among the first programs to offer a major in the country. As a field, Women's Studies is recognized as interdisciplinary in its own right, and as it relates to and exists within historically defined and newly emerging disciplines. Its emergent goals were to critically question foundational tenets of knowledge. It asks what counts as knowledge and whose knowledge counts. As such, the field concerns itself with rethinking and redefining core assumptions about women, gender, race, class and sexuality in ways that identify and redress social, historical, economic, political and cultural inequities. The field directs itself to developing critical knowledge and implementing world-building practices of justice and equality in national and transnational contexts. Majors and minors in Women's Studies thus engage in innovative and scholarly history, theory, research and activism across a broad band of academic study toward what is proposed as feminism's broader project of creating new kinds of questions, forms of expression, representation, knowledge and epistemology.

To be credited to the major or minor, a course must be completed with a grade of C or better.

Transfer credits may be counted towards the major or minor with approval from the Women's Studies steering committee. Students should submit the syllabus and class materials from any transfer credits to the chair of the program to request approval.

REQUIREMENTS FOR THE MAJOR

interdisciplinary, 10 courses

WMST 100, WMST 300, WMST 401, a feminist research and methodology course (WMST 323, WMST 305, WMST 301 or other as approved by the program), and six additional women's studies elective courses that create an area of concentration and include courses from at least two divisions and at least four departments or programs.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

WMST 100, a 300-level feminist theory course (WMST 300, ENG 304, POL 375, or SOC 340), and four additional women's studies elective courses from at least two divisions and at least two departments or programs.

ELECTIVES

Humanities

AMST 201 American Attitudes Toward Nature/Methodologies of American Studies
AMST 254 American Masculinities
AMST 310 Sexual Minorities in America
ARTH 210 Woman as Image-Maker
ARTH 205 Gender & Display
ARTH 211 Women in 19th Century Art and Culture
ARTH 241 Live Art: Performance & Installation Art
ARTH 303/403 Gender and Painting in China
ARTH 305/405 Renaissance Women and Men
ARTH 306/406 Telling Tales: Narrative in Asian Art
ARTH 315 Art and the Senses
ARTH 335 Femme Fatale in Film
ASN 212 Women in Contemporary Chinese Culture
ASN 304 Courtesan Culture
ASN 342 Chinese Cinema: Gender, Politics and Social Change in Contemporary China
BIDS 286 Gender, Nationality, and Literature in Latin America
BIDS 365 Dramatic Worlds of South Asia
CLAS 230 Gender in Antiquity
DAN 212 Dance History II: Global Cultures
DAN 214 Dance History III: 1960s to Present
EDUC 208 Teaching, Learning, and Popular Culture
EDUC 370 Social Foundations of Multiculturalism
ENG 238 Flexing Sex
ENG 239 Popular Fiction: The Fifties
ENG 264 Post-World War II American Poetry
ENG 304 Feminist Literary Theory
ENG 318 Body, Memory, and Representation
ENG 342 Readings in Multi-Ethnic Women's Literature

ENG 346 Iconoclastic Women in the Middle Ages
 ENG 354 Forms of Memoir
 FRE 251 Introduction to Literature I: Mystics, Friends, and Lovers
 FRE 380 Advanced Francophone Topics: Images de Femmes
 FRE 389 Women in the French Renaissance
 FRNE 311 Feudal Women in France, Vietnam and Japan
 HIST 203 Gender in Africa
 HIST 208 Women in American History
 HIST 234 History of American Thought From 1865
 HIST 241 The Politics of Gender and the Family in Europe, 1700-1850
 HIST 253 Renaissance and Reformation
 HIST 317 Women's Rights Movements in the U.S.
 HIST 367 Women and the State: Russia
 HIST 371 Life Cycles: The Family in History
 HIST 392 Seminar: Women in Japan
 HIST 476 Western Civilization and Its Discontents
 MDSC 203 History of Television
 MUS 206 Opera As Drama
 PHIL 152 Issues: Philosophy and Feminism
 PHIL 250 Feminism: Ethics and Knowledge
 PHIL 345 Power, Privilege and Knowledge
 REL 236 Gender and Islam
 REL 237 Christianity and Culture
 REL 254 Conceptions of God, Goddess, Absolute
 REL 281 Women, Religion, and Culture
 REL 283 Que(e)rying Religious Studies
 REL 321 Muslim Women and Literature
 REL 345 Tradition Transformers
 REL 347 Gender and Globalization in the Muslim World
 REL 354 God, Gender and the Unconscious
 RUSE 351 Other Voices in 20th-Century Russian Literature: Women Writers
 SPAN 304 Body Border
 SPAN 316 Voces de Mujeres
 SPAN 392 Latin American Women's Narratives
 SPNE 330 Latina Writing in the U.S.
 THAI 201 Thailand
 THTR 309 Feminist Theatre
 WMST 150 Chicana Feminism and Visual Culture
 WMST 213 Transnational Feminisms and Performance
 WMST 218 Queer Representation in Theater and Film
 WMST 219 Black Feminisms
 WMST 243 Gender, Sex and Science
 WMST 308 Chicana and Latina Art
 WRRH 221 He Says, She Says: Language and Gender
 WRRH 250 Talk and Text: Introduction to Discourse Analysis
 WRRH 252 An Anatomy of American Class: Realities, Myths, Rhetorics
 WRRH 301 Discourse of Rape
 WRRH 304 Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse
Note: DAN 900-level courses require prior dance department approval to count as WMST credits.

Social Sciences

ANTH 209 Gender in Prehistory
 ANTH 220 Sex Roles: A Cross-Cultural Perspective
 ANTH 230 Beyond Monogamy
 ANTH 296 African Cultures
 ANTH 319 Feminist and Political Anthropology
 ANTH 341 Making Babies: Anthropology of Reproductive Technologies

BIDS 211 Labor: Domestic and Global
BIDS 245 Men and Masculinity
BIDS 280 Women's Narratives of Wealth and Power
BIDS 307 Contexts for Children
ECON 122 Economics of Caring
ECON 227 Women and International Development
ECON 310 Economics and Gender
ECON 316 Labor Market Issues
POL 175 Introduction to Feminist Theory
POL 212 The Sixties
POL 219 Sexual Minority Movements and Public Policy
POL 238 Sex and Power
POL 333 Civil Rights
POL 375 Feminist Legal Theory
PPOL 364 Social Policy and Community Activism
SOC 221 Race and Ethnic Relations
SOC 225 Sociology of the Family
SOC 226 Sociology of Sex and Gender
SOC 233 Women in the Third World
SOC 240 Gender and Development
SOC 340 Feminist Sociological Theory
SOC 375 Social Policy
WMST 204 Politics of Health
WMST 212 Gender and Geography
WMST 243 Gender, Sex and Science
WMST 305 Food, Feminism, and Health

Natural Sciences

WMST 223 Social Psychology
WMST 247 Psychology of Women
WMST 309 Stormy Weather: Ecofeminism
WMST 323 Research in Social Psychology
WMST 357 Self in American Culture
WMST 372 Topics in Social Psychology

COURSE DESCRIPTIONS

WMST 100 Introduction to Women's Studies This course introduces the vast, complex, changing field of women's studies. Students will be asked to become conversant with the history of feminism and women's movements (nationally and transnationally), to understand and theorize women and gender as categories of analysis, to think through differences that divide and unite, to reflect and move beyond individual experience and to connect feminism to everyday life. Students will be encouraged to raise their own questions about women, gender, feminism (s), modes of women's organizing, and the production of knowledge. While it is impossible to cover all pertinent topics in one semester, this course introduces various specific issues and histories, that, taken together, highlight the complexity of Women's Studies as both scholarly endeavor and activist field. (*Offered each semester*)

WMST 150 Chicana Feminism & Visual Culture This course lays the foundations for the study of Chicana feminism, women of color feminism, feminist visual cultural studies, and arts-based activism. This course traces the emergence of Chicana as an identity category and its challenges to Chicano and feminist activism; the radical ways Chicanas have employed visual, performance, and graphic arts as a means of educating and catalyzing social change; and the rich body of indigenous folklore that has both defined gender and sexual roles and provided the platform for defying them. Throughout the semester, we will draw from primary texts from the beginning of the Chicano movement, a rich selection of visual, performance, and graphic arts, and contemporary scholarship in women's studies, Chicana/o studies, and visual cultural studies. (*Martin-Baron, fall, offered alternate years*)

WMST 204 The Politics of Health This course takes an interdisciplinary approach to the critical study of health politics, including the politics of gender, race and sexuality. Through the themes of social and environmental justice, students will explore the uneven distribution of health care and wellness both within the United States and beyond. Topics include the

history of the women's health movement, breast cancer awareness campaigns, reproductive health and technologies, HIV/AIDS, feminist psychology, eating disorders, environmental health and toxicity, and more. In exploring these topics, feminist theory will serve as a lens through which we examine different experiences of illness and disease. At the same time, feminist pedagogy will serve as the model upon which we build our policy recommendations. (Hayes-Conroy)

WMST 212 Gender & Geography As a point of entry to discussions of gender, place and culture, this course will explore the diverse ways in which geographers have conceived of, analyzed and redefined gender as a contested spatial practice. In particular, using contemporary geographic texts, we will explore the gendered dynamics of geographic research methods, nature discourse, resource management, embodiment and health, agriculture and food, and globalization, among other topics. Emphasis will be placed on recognizing and researching cultural difference across these various topical areas. Readings and class discussion will build through individual and group assignments toward a final research paper/presentation.

WMST 213 Transnational Feminisms Is woman a global category? How is gender performed differently across the globe? How do representations of first, second, and third-world women circulate transnationally? In this course, we will investigate how gendered bodies travel, perform, and are understood in wide variety of national, diasporic, and global media contexts, from theater and film, to politics and popular culture. Prerequisite: WMST 100 or permission of instructor. (Martin-Baron, *spring, offered alternate years*)

WMST 216 Gender, Race & Incarceration This course will examine what Angela Davis has called the "prison industrial complex" in the United States; we will approach this task from a historical perspective that centers analysis of race, gender, sexuality, and disability. Beginning with slavery and the systematic forms of racial violence and control that subtended the transatlantic slave trade, we will track practices of punishment through the antebellum era, post-emancipation and Reconstruction-era iterations of prison, to the ascent of the carceral state. Always attendant to the ways that gender structures contemporary incarceration practices, we will pay special consideration to how sexuality and reproduction have historically been policed. Given the demographics of contemporary prisons-the vast overrepresentation of Black and Latino men, the rise of women's prisons, and the increase of aging and disabled occupants-we will explore key moments in the development of punishment models now prominent in the US, namely the rise of neoliberalism. This includes the backlash to Black civil rights in the 1960s and 70s, the War on Drugs that followed, the rise of privatization and corporate-owned and -operated institutions, and the replacement of welfare and public services with prisons as the primary response to social and economic inequality over the last four decades. We will also look to the rise of detention centers and facilities designed for immigrant families to better understand carceral projects emergent in the post-9/11 political landscape of the War on Terror. Course themes include: the "school to prison pipeline"; the relationship between the prison, military, and medical industrial complexes; the institutionalization of disabled people in group homes, nursing homes, residential centers, and mental hospitals; and, the policing of transgender and gender-non-conforming people in US prisons. Central to the project of this course will be the historical study of resistance practices- including abolition, writing and cultural production by "imprisoned radical intellectuals," restorative justice projects, community-based alternatives to incarceration, and social movements such as "Black Lives Matter."

WMST 218 Queer Theatre & Film How have LGBTQ artists explored the construction and contestation of lesbian, gay, bisexual, transgendered, and queer personhoods? How has the mainstream media explored and exploited queer identities? This course explores the interplay between representation and identification via the rapidly developing fields of queer performance and media studies. Throughout, we will investigate the meaning of "queer," as well as its intersections among and across a wide range of identifications. We will consider the role of theater, film, and performance not only in the creation of queer histories, communities, and identities, but also as a means of resetting what counts as normal and normative. Central to this course will be a number of dramatic and filmic texts. Methodologically, we will draw from both performance and film theory as well as the theoretical demands of queer and feminist scholarship. While sharpening their writing skills through a variety of shorter writing assignments, students will also engage in sustained semester-long original research project.

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

WMST 220 The Body Politic To inquire into “The body politic” is to inquire into the riddle of the relationship between the corporeal body and the social, political, economic, and environmental body. It is to ask oneself where one’s own body begins and ends - does skin mark the boundary of the bodies? If so, what differentiates bodies such that some bodies are at the heart of political battles over rights and freedoms (including waging war in the name of women’s bodies and access to reproductive rights or queer rights to love freely)? How is the idea of gender equality invoked to index non-violence and peace, economic well-being, or freedom? How do gendered bodies become the site of social and personal struggle? How do different traditions of thought and belief depict bodies? Do these different views carry consequences for how we inhabit our bodies and/or distinguish ourselves from animals? This course seeks to address some of these questions through theory, history, literature, film, guest speakers and movement - walking, dancing, and yoga - of the body. (Bayer)

WMST 222 African Women’s Literature Despite how it is often reported in the media, Africa is not a country. This course explores its diversity through the literature of women writing across the continent. While Africa has increasingly been included (if tokenized) in the global literary scene, the voices inducted to this ever-shifting canon of literature have been almost entirely male. By looking specificity and variety of African women’s writing throughout the past hundred years, we will see how gender shapes experience in a variety of contexts and provides alternate perspectives on history, culture, tradition, and identity (among others). Authors will include: Chimamanda Ngozi Adichie, Miriam Bâ No Violet Bulawayoo, Amma Ata Aidoo, Tsitsi Dangarembga, Nadine Gordimer, Bessie Head, Sindiwe Magona, and Veronique Tadjo (among others).

WMST 247 Psychology of Women To Freud’s question of “What do women want?” psychology has brought description, analysis, categorization and diagnosis in its effort to plumb the depths of woman’s purported enigmatic nature. Parallel to psychology’s mainstream versions are feminist writings exploring alternative views of psychological issues and life events. This course examines these parallel paths from early case studies of hysteria through to mid-century depictions of the “problem with no name” (Friedan) and to late 20th-century renderings of PMS, bodily dissatisfactions and eating disorders, and affect theories, such as happiness. The course uses history, theory and research in psychology to appreciate psychology’s changing views, treatment and study of diverse lives. This course also counts toward the major in psychology. (Bayer)

WMST 300 Feminist Theory This seminar surveys several strands of feminist theorizing and their histories. By critically engaging the underlying assumptions and stakes of a range of theories, students become more aware of their own assumptions and stakes, and sharpen their abilities to productively apply feminist analyses in their own work and lives. Prerequisite: WMST 100 or permission of instructor. (Staff, *offered annually*)

WMST 301 Feminist Oral History Feminist oral history 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.

WMST 303 Disability & Sexuality in US Culture What is the relationship between sexuality and disability in US culture? How did we come to know and feel what we think we know and feel about these intersecting realms of knowledge and lived experience? US cultural ideals of beauty, youth, fitness, strength, skinniness, sex appeal, social skill, mental acuity, and-most elusive-“health” all rely on norms of ablebodiedness and heterosexuality, as well as middle-class whiteness. We will thus approach disability and sexuality not as fixed or singular categories, but as fluid, historically shifting, culturally-specific formations that intersect with race, class, gender, and nation. How do some bodies, minds, and psyches as well as sexual acts, desires, relationships, and identities come to be seen as deviant and others as normal? What are the national and transnational conditions or relations of power that form the context for these processes? Which cultural institutions have historically disciplined disabled, queer, and gender-non-conforming subjects? What legacies of resistance might we find in various forms of art and cultural production; in feminist and queer coalitions, activism and movements for Health or Fat Justice, and for disability, racial and economic justice; and in scholarship including LGBT and Disability Studies? Where can we look for models of queer kinship, care collectives, and “alternative” familial and community structures based on practices of interdependence? We will approach these questions through a range of critical essays, books, films, artwork, and community engagement, working together to queer and crip—or further trouble—contemporary epistemologies of sexuality and disability.

WMST 305 Food, Feminism & Health This class uses a feminist lens to explore a variety of topics arising at the intersection of food, health, and the body. The class addresses key material, epistemological, and methodological issues associated with food activism and intervention, and builds towards the enactment of student-led research projects. Class work includes both seminar discussion and participation in a lab section that is dedicated specifically to learning and practicing social science research methods aimed at food-based research and intervention. The seminar portion of the class will serve as a launching point for developing and carrying out individual, student-led research projects. Topics for the class include debates from both the production and consumption sides of the food chain, and take the health of both bodies and landscapes as a focal point. Among the list are: agricultural sustainability, genetically modified foods, local food activism, food security and hunger, nutrition and health policy, disordered eating, cooking as care work, and gender-based food marketing. Within these topics, issues of race and racism, class-based and cultural difference, and gendered food practices will be foregrounded.

WMST 306 Seminar: Reading Feminisms This course invites students to engage a signature feminist theory/history thinker's major work and to delve into it in some depth; signature works are those regarded as prompting a sea-change in ideas, thinking or ways of living. Students will be asked to situate the work in time, place and intellectual debate. They will be asked: What does a thinker's work look like across the span of their life's work and in the context of its field(s) of influence? With whom is this thinker's work in dialogue? How does one follow the journeys of a thinker's ideas? How does this author speak to us? Students will be asked to use one or more digital tools to engage questions and prompt wider discussion of the course topic.

WMST 308 Chicana & Latina Art What unique contributions to the multiple fields of artistic expression have Chicanas and Latinas made? What is the relationship between art and social justice? What is the relationship between social justice, spirituality, and identity? This course explores how Chicana and Latina artists have used a variety of artistic media as an expression of intersectional identity, a challenge to racist and/or masculinist culture, an enactment feminist politics, a catalyst for social change, a redefinition of community, and an articulation of decolonial consciousness. (Martin-Baron, *fall, offered alternate years*)

WMST 309 Seminar: Stormy Weather Ecofeminism What is our relation with the earth? With animals, plants, water, technology, and air? With each other? With the wider universe? This course delves into the field of ecofeminism, a word first coined in 1974 by Francoise d'Eaubonne to signal the joining of two movements—environmentalism and feminism. Early feminists asked: Is the oppression of women linked to the oppression of earth Mother Nature? How do concepts of nature, gender and sexuality fashion our ways of living jointly, as “companion species?” Beginning with signature 1960s texts such as Rachel Carson's *Silent Spring*, this seminar tracks the stormy debates on environmentalism and feminism, including questions of oppression, environmental degradation, weather, and technologies of war as it seeks to chart new ways out of our current environmental conundrum. The seminar thus follows the affairs and entanglements of nature, science, and feminism in theory, research, film, literature, and everyday life. (Bayer)

WMST 362 Topics in Feminist Health This class focuses on a topic of current interest related to feminist health. Topics will be announced in advance. Possible topics include place and health, contaminated landscapes, the material/affective body, feminist nutrition, violence and displacement, and political ecologies of health. Readings will draw from a variety of fields, including feminist science studies, geography, public health, social theory, cultural studies, and more. The course may also count toward a minor in health professions.

WMST 401 Senior Seminar Women's studies seniors produce a culminating project as they apply feminist theories and research methods, integrating their experiences as women's studies majors. Prerequisites: WMST 100 and WMST 300. (*Spring, offered annually*)

WMST 450 Independent Study This course provides the opportunity for students to engage in practical involvements in topics/issues in women's studies as well as pursuing independent research under faculty supervision.

WMST 456 1/2 Credit Independent Study

WMST 495 Honors

Writing and Rhetoric

Program Faculty

Maggie M. Werner, Associate Professor, Chair
Geoffrey Babbitt, Assistant Professor
Samuel Cappiello, ASL Instructor
Hannah Dickinson, Associate Professor
Cheryl Forbes, Professor
Amy Green, Visiting Assistant Professor
Sherrri Martin-Barron, Multilingual Writing Instructor
Emily Perkins, Writing Colleagues Coordinator
Ben Ristow, Assistant Professor

The primary purpose of the Writing and Rhetoric Program is to offer rigorous courses at all levels that integrate the study of writing and the study of rhetoric. The courses help students across the Colleges strengthen their abilities to express themselves effectively in written discourse. They help students meet the challenges of the community curriculum, which puts effective written discourse at its center. Writing is both a way to learn course content and a result of learning: the mark of a liberally educated person.

Writing across the curriculum is also a central component of program offerings through the Writing Colleagues Program. This program prepares student mentors to help with the teaching of writing and reading through the program's work in first-year seminars and other courses and supports faculty members' use of writing in their courses.

Finally, for students interested in a concentrated study of writing and rhetoric, the program offers a disciplinary major and minor, which require students to complete foundational courses in grammar and style, discourse analysis, and rhetorical analysis. Elective courses are offered at all levels. In addition, majors will select a concentration — Journalism and Professional Writing, Language as Social Action, or Theories of Writing and Rhetoric — to focus and extend the work of the foundational courses, electives, and a capstone seminar.

REQUIREMENTS FOR THE MAJOR (B.A.)

12 courses

One introductory course from among WRRH 100, 105, 106, 200, and 335; three core courses 201, 260, and 360; a group of four courses in a concentration (Journalism and Professional Writing, Language as Social Action, or Theories of Writing and Rhetoric); one course in each remaining concentration; one additional elective; and the capstone (WRRH 420).

REQUIREMENTS FOR THE MINOR

7 courses

One introductory course from among WRRH 100, 105, 106, 200 and 335; three core courses, WRRH 201, 260, and 360; two electives; and the capstone (WRRH 420).

TRANSFER CREDIT POLICY

Students may take two courses (including study abroad, transfer, and courses in other departments) outside the major. All transfer credits require approval by the adviser and chair. Core courses and the capstone *may not be taken* at other institutions.

COURSE CONCENTRATIONS FOR MAJORS

Note: Some courses serve more than one concentration. It is the students' responsibility to discuss their plans for completing a concentration with their adviser. The introductory courses and the capstone do not count toward concentration.

Journalism and Professional Writing

This concentration focuses on the craft of writing for the public sphere. Students analyze and write in a variety of professional writing genres: science writing, memoir, investigative journalism, new media composition, travel writing, magazine features, and creative nonfiction. Students also engage with the theories and methods of interviewing, research, ethics, editing, and design.

This concentration prepares students for careers in journalism, publishing, editing, advertising, marketing, and public

relations, though students interested in public policy, business, and the law also gain practical writing experience with a journalism and professional writing concentration. This concentration also prepares students for future graduate work in journalism, media studies, communication, technical writing, and the essay.

WRRH 210 Introduction to Print Journalism
WRRH 218 Getting Dressed: Discourses of Fashion
WRRH 219 Feature Sports Writing
WRRH 221 Going Places: Travel Writing
WRRH 225 Writing in the Professional Workplace
WRRH 230 Adolescent Literature
WRRH 310 Digital Journalism: Reporting Online
WRRH 311 Introduction to Publishing
WRRH 320 Op-Ed: Writing Political and Cultural Commentary
WRRH 325 The Science Beat
WRRH 327 Literary Journalism: The Art of Reporting and Nonfiction Narrative
WRRH 328 Small Press Book Publishing: Book Prize & Acquisitions Editing
WRRH 329 The Lyric Essay
WRRH 330 New Media Writing: Theory and Production
WRRH 331 Advanced Style Seminar
WRRH 333 Digital Rhetorics and Writing with New Technology
WRRH 499 Internship in Writing and Rhetoric

Language as Social Action

This concentration explores language as a form of action through which social relations, cultural forms, hierarchies, ideologies, and identities are mediated and constituted. Students are exposed to theories and methods that examine the politics of language with a particular emphasis on Discourse Studies, ethnography, and Intercultural Rhetoric and Communication. Students investigate discourse across genres, cultural contexts, modalities, and historical junctures and use these investigations to foster social action.

Students in this concentration acquire a theory-informed understanding of how to interpret, conceptualize, and engage communicative and rhetorical interactions among different groups, fields, and formations. Such grounding prepares students for further graduate work in rhetoric, intercultural communication, sociolinguistics, and cultural studies, or for a professional career involving international communication, activism, education, or business, among others.

WRRH 170 American Sign Language I
WRRH 171 American Sign Language II
WRRH 207 Sociolinguistics
WRRH 218 Getting Dressed: Discourses of Fashion
WRRH 265 He Says, She Says: Language and Gender
WRRH 284 Black Talk, White Talk
WRRH 309 Talk and Text II: Language in Action
WRRH 320 Op-Ed: Writing Political and Cultural Commentary
WRRH 329 The Lyric Essay
WRRH 333 Digital Rhetoric and Writing with New Technologies
WRRH 375 Discourses of Rape in Contemporary Culture
WRRH 499 Internship in Writing and Rhetoric

Theories of Writing and Rhetoric

This concentration focuses on the theories that inform the study of writing and rhetoric. Students are exposed to the histories, research methodologies, and pedagogies that inform the field of rhetoric and composition specifically and theories of language and power more broadly. Students study diverse rhetorical traditions, exploring and articulating their own theories of how writing and rhetoric are culturally, ecologically, and politically situated. Students in this concentration gain exposure to academic conversations about language, literacy, and culture, preparing them for a range of careers including law, politics, business, public advocacy, and education, or for further academic study in rhetorical theory, composition studies, literacy studies, and communication studies.

WRRH 207 Sociolinguistics
WRRH 230 Adolescent Literature

WRRH 240 Writing and the Culture of Reading
WRRH 265 He Says, She Says: Language and Gender
WRRH 326 Literary Journalism
WRRH 330 New Media Writing: Theory and Production
WRRH 331 Advanced Style Seminar
WRRH 333 Digital Rhetorics and Writing with New Technologies
WRRH 335 The Writing Colleagues Seminar
WRRH 490 Writing Colleagues Field Placement
WRRH 499 Internship in Writing and Rhetoric

COURSE DESCRIPTIONS

WRRH 100 Writer's Seminar This course is for students in any major who want to become successful as college writers. By honing skills in critical reading and thinking, students are introduced to analysis and argumentation in order to consider their ideas within the context of academic writing and their own lives. Students develop writing techniques through composing and revising narratives, analytical essays, and guided research projects. The course focuses on writing individually and in collaboration with peers, the instructor, and other student support (Writing Colleagues or CTL Writing Fellows) through an emphasis on the process of invention, drafting, and revision. Course times and themes vary with instructor.

WRRH 105 Multilingual Writer's Seminar This introductory English for Speakers of Other Languages course provides students with the opportunity to develop a foundational level of English literacy and communication skills. This course places an emphasis on writing in various genres including argumentation, narration, and summary, as well as various writing skills including cohesion, structure, grammatical fluency, and revision. Students will use their experiences at HWS to develop their English writing, reading, listening, and speaking skills, with priority being given to writing development. Students will improve their English skills through written responses to readings, essays written in multiple genres, and a presentation on an aspect in American culture or their home culture. The time and theme of the course may vary with the instructor. (Janney, *fall, offered annually*)

WRRH 106 Multilingual Writers Seminar II This intermediate English as a Second Language course provides students with the opportunity to build upon the English literacy and communication skills they acquired in WRRH 105. Through an emphasis on more advanced grammatical skills and academic communication skills, such as analysis, synthesis, primary research, and critical thinking, students will become increasingly familiar with using the English Language for effective communication in academia. Students will improve their English through weekly writing responses to readings, essays written in multiple genres, a presentation on a topic of the student's interest, and acting as a discussion leader in class once per semester to improve verbal communication skills. The time and theme of the course may vary with the instructor and semester. (Janney, *offered each spring*)

WRRH 170 ASL & Deaf Culture I In this introductory course, students learn basic ASL vocabulary and grammar as well as strategies for successful communication with the deaf. Instead of assuming a disability or medical model of deafness, this course presents the American Deaf Community as a linguistic minority and examines the complex relationship between language and identity. Students will develop an appreciation for the Deaf Community's contribution to the linguistic and cultural diversity of North America. They will consider the values and unique cultural characteristics of the Deaf Community in contrast to mainstream "hearing" cultural norms. Students learn about the historical context for the deaf experience in the United States from the early 19th century to the culmination of civil rights struggle with the passage of the Americans With Disabilities Act of 1990 through viewing documentaries like "Through Deaf Eyes." Films like "Hear and Now" introduce them to the controversy of cochlear implantation and its impact on deaf identity. Readings include "Introduction to American Deaf Culture" and "A Journey Into the Deaf-World." (Cappiello, *fall, offered annually*)

WRRH 171 ASL & Deaf Culture II This course continues to develop the linguistic and cultural concepts introduced in ASL I. Students will expand their ASL vocabulary and incorporate greater use of the linguistic features unique to signed languages. Varied sentence structures are explored and encouraged. The use of space, classifiers, and storytelling techniques are also introduced. Current events relating to the deaf community are frequently discussed as they occur, and off-campus opportunities to venture into the Deaf-World are made available. After a brief survey of various professions related to deafness and deaf education, the course culminates with an introductory translation project that permits students to experience and appreciate the challenges and complexities of translation and interpretation from English. (Cappiello, *spring, offered annually*)

WRRH 200 Writer's Seminar II This intermediate writing course offers students the chance to develop writing and research skills through reading and writing processes introduced in WRRH 100, with an emphasis on increased responsibility for engaging in critical analysis and argument and for developing research projects. Students become more familiar with academic standards and conventions, particularly with the ever-widening variety of research tools available to them. Invention strategies, multiple drafts and revision, peer responses, and editing are stressed. Texts are variable depending on faculty preference. (Staff, *offered each semester*)

WRRH 201 Grammar and Style Grammar and Style provides a foundational knowledge of traditional English grammar and investigates the relationship between grammar and style. Style, as a canon of rhetoric, depends on the conscious control of grammar through the choices every writer makes. Working together and individually, we study the rules of grammar, diagram sentences, complete exercises, take quizzes and exams, and write grammatical analyses - everything designed to make students grammatically savvy writers. (Forbes, Green, Werner, *offered annually*)

WRRH 207 Sociolinguistics This course introduces students to the field of sociolinguistics: what sociolinguists study, the various methods they use to study language in use, and the questions sociolinguists use to determine their theories of language use. As such, the course looks at language use internationally and cross-culturally, as well as locally; theoretically and practically; and thematically, as in language planning and such issues as gender, age race, ethnicity. Students keep daily journals, complete language exercises, write four short papers on an issue under consideration, and complete a final project analyzing a speech community of their choice (a sports team, a club, a class, a minority group), specifics to be determined in conversation between the student and the professor.

WRRH 210 Introduction to Print Journalism This course introduces print journalism. It focuses on the basics of reporting and feature writing (business, sports, local government, and the law). Participants should expect to produce several pages of accurate, detailed, and well-written copy a week and be prepared for extensive and numerous revisions. Students also work on typography and layout. As the major project for the semester, students in teams write, edit, design, and typeset a newspaper. (Repeatable) (Forbes, Babbitt, *offered annually*)

WRRH 218 Getting Dressed The discourse of fashion are more and more a central, yet unexamined, fact to the life of HWS students and of America in general. This course takes a critical look at that discourse, using the sociolinguistic theories of James Paul Gee in his discussion of big D Discourses, Big C Conversations, and Figured Worlds. Added to this is the cultural analysis of Roland Barthes I essays and a book. We consider the social, economic, and political ramifications of style. (Forbes)

WRRH 219 Feature Sports Writing Glenn Strout, series editor of Best American Sports Writing, argues that sports writing is more about people and what concerns us—love, death, desire, labor, and loss—than about the simple results of a game or competition. This course builds from the premise that sports writing offers readers and writers important ways of making sense of our worlds. Whether we are reading Roger Angell's description of a baseball, considering a one-eyed matador, watching a high school girls' softball team, or contemplating a one-armed quarterback, we immerse ourselves and our readers in making sense of the world. We explore such questions as Why are sports so deeply imbedded in our culture? What are the ethics of sport? How do sports disenfranchise certain populations? To answer these and other questions, students keep journals, write weekly sports features, and produce a mid-term and final portfolio.

WRRH 221 Going Places "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, Mayshle)

WRRH 230 Adolescent Literature This course, run as a workshop and compliment to EDUC 320 Children's Literature, considers contemporary works that represent the main forms of literature for early and late adolescence: science fiction, fantasy, realistic and "problems" novels, and historical novels. Students write young adult fiction, as well as read and discuss young adult novels - their rhetoric, style, and issues. Participants form reading partnerships with local middle and high school students to discuss the books they are reading and the stories they are writing.

WRRH 240 Writing & Culture of Reading Academic, intellectual culture is a culture of the word, of reading and writing, of print. This course explores the dynamics of this culture through a close interrogation of the writing and reading practices of intellectuals, ourselves included. Through the course of the semester students keep a reading journal, write several critical essays, and complete a final project. (Forbes, Green, *offered alternate years*)

WRRH 250 Talk & Text: Introduction Discourse This course investigates one of the fundamental theoretical ways language is studied today. Students study the theories of discourse analysis and practice those theories by analyzing spoken and written texts. Analysis of the various kinds of texts in our culture - from interviews to courtroom testimony, from political speeches to radio and TV talk shows - leads into discussions of conversational style, gender, linguistic stereotypes, and intracultural communication. (Dickinson, *offered annually*)

WRRH 284 Black Talk, White Talk What is BEV or Ebonics? Is it a language or a dialect? This course studies Black English Vernacular, also called Ebonics or Black street speech or Black talk (depending on the linguist): its sounds, structure, semantics, and history. It investigates the differences between black and white spoken discourse styles, which lead to tension and misunderstanding. It looks at written texts for the ways in which they reveal particular styles of spoken discourse. And it investigates the educational public policy issues surrounding Black English Vernacular. (Forbes, *offered alternate years*)

WRRH 309 Talk & Text II: Language in Action This course seeks to develop an understanding of what language can do socially and communicatively, and how writing helps us make such negotiations as performing actions, asserting, persuading, telling stories, expressing individual identities and social affiliations by choosing among various ways of talking. This course engages students with the multiple concepts of linguistic practice, to explore the connections between human language and human life through readings, lectures, films, and discussions. (Dickinson)

WRRH 310 Digital Journalism: Reporting Online This course is designed as a stand-alone or a follow-up to WRRH 210, the introduction to print journalism. Students read two online newspapers daily, The New York Times and The Wall Street Journal, write and rewrite at least one story a week, learn the principles of writing for an internet audience, and design and publish their own blogs and online newspapers. There is a fee for this course. (Forbes, Babbitt, *offered annually*)

WRRH 311 Introduction to Publishing This course focuses on the principles and practices of magazine and book publishing. It explores the way rhetoric functions in publishing and how "gatekeeping" functions in this industry of ideas and cultural influence: who decides what and who gets heard. The issues of gender, race, and class are central. Students study general interest and special interest magazine publishing; general trade book, academic or special interest book publishing; and the history of American publishing from the colonial era. Participants keep a reading journal; write several critical essays about the major issues in magazine and book publishing today; and complete a major semester-long project, individually or in teams (for instance, editing a book-length manuscript or producing a magazine). (Forbes, *offered alternate years*)

WRRH 320 Op-Ed: Political/Cultural Comment 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 Literary journalism blends factual reporting with narrative and stylistic strategies common in literature. Literary journalists are bound by many of the same standards as other reporters, but they have the additional goal, as Ben Yagoda puts it, of "making facts dance." The literary journalist might, therefore, suppress direct quotation - a staple of traditional journalism - in favor of scene and dialogue. Or, rather than withdrawing the writer's point of view to achieve objectivity, the story might foreground the reporter's voice and experiences. This

course will explore specific ways in which journalism benefits from literary techniques. Our approach will be twofold: we will examine the genre historically, and we will critique student work during regular workshops. Although we will begin by identifying the genre's roots in the 18th and 19th centuries (including works by Defoe, Boswell, Dickens), we will spend the bulk of the semester steeped in 20th century and present-day practices. "New Journalism" (including works by Capote, Mailer, Didion, Thompson, Wolfe) will be a cornerstone of our study, as will today's cutting-edge practitioners (such as Coates, Beard, Rankine, and Wallace). Students will both emulate and resist these writers in their own work. (Babbitt)

WRRH 328 Small Press Book Publishing: Book Prize & Acquisitions Editing In this course, students will help publish a book. We will focus on small press acquisitions editing through the facilitation of Seneca Review's first biennial Deborah Tall Lyric Essay Book Contest. The editors of Seneca Review will have narrowed down manuscript submissions to approximately 15 semi-finalists. Over the course of the semester, students will have the opportunity both to learn about and to engage in the acquisitions editorial process by reading, discussing, and evaluating each of the semi-finalist manuscripts and by ultimately helping select five finalists. The TRIAS resident will meet with the class several times and serve as the contest judge. Students will work in small groups to pitch one of the finalist manuscripts to the judge. By engaging in the book publishing and acquisitions process, students will grapple with such questions as: How do lyric essays and hybrid texts work in conjunction with one another in a book-length manuscript? What makes a creative manuscript good and how do we weigh it against competing manuscripts with different strengths? And how can we distinguish between manuscripts that cross the threshold into the realm of literary excellence and those that do not?

WRRH 329 The Lyric Essay HWS is the birthplace of the lyric essay. It was in the introduction to the Fall 1997 issue of Seneca Review that esteemed HWS professor Deborah Tall and Hobart alumnus John D'Agata gave the lyric essay its most seminal and enduring definition, which begins by characterizing the new hybrid form as "a fascinating sub-genre that straddles the essay and the lyric poem...give[s] primacy to artfulness over the conveying of information... [and] forsake[s] narrative line, discursive logic, and the art of persuasion in favor of idiosyncratic meditation." We will begin our course examining the essays of Tall, D'Agata, and writers published in Seneca Review. And in order to gain an appreciation of the lyric essay as an inherently innovative, ever-evolving, genre-busting art form, we will proceed to study a wide range of essayists. To enrich our on-going discussion, we will also occasionally incorporate key progenitors such as Montaigne and theorists such as Deleuze & Guattari, Derrida, and Wittgenstein. Students will both create their own lyric essays and respond critically to each other's creative work in regularly held workshops.

WRRH 330 New Media Writing New media technologies are currently exploding writing possibilities in thrilling multimodal, multimedia, and multidisciplinary ways. This course will explore new media writing through theory and practice in literature, creative writing, and journalism. Throughout the semester we will build a firm theoretical foundation in theories of new media and technology (through writers such as Heidegger, Baudrillard, and Haraway). To complement our theoretical inquiry, we will study new media works in genres such as journalism, literature, and art (including work by Strickland, Goldsmith, and the Nieman Storyboard), as well as some criticism responding to those works and their methods. Major assignments will include academic blogs responding to assigned materials, a video essay, an audio collage, a multimedia online document, and the curation of a creative Tumblr series. Students will respond critically to each other's new media projects in regularly held workshops. (Babbitt)

WRRH 331 Advanced Style Seminar Language - like the people who use it - constantly shifts and evolves. Language isn't a thing that is; it is an art that performs. If we're careful with it, it often performs as we wish, but there are no guarantees. There are, however, strategies that writers use to gain control over their written performances. In this course, we will work from the idea that good writing performs, and we will call that performance "style." We will study the textual, social, and cultural dimensions of style and explore how effective style is both imitative and unique. Students will practice close readings of a variety of texts with a particular focus on style. Through learning to pay attention to and analyze stylistic performances in texts, students will also learn how to take greater control over their own textual performances.

WRRH 333 Digital Rhetoric/Writing New Technology Digital Rhetorics analyzes the rhetorical and cultural impacts of established and emerging new media artifacts from YouTube videos and Instagram posts to viral memes. Students produce content for digital platforms (blogs, digital portfolios, memes, etc.) while building an understanding of how rhetorical history and technological innovations impact the consumption of online content and the communities that are formed in digital space. Although the course discusses the importance of digital literacy and how to use some online programs and newer technologies, the class concentrates on how new media and virtual interfaces impact our global culture and the individual user. Students have the opportunity to develop analytical and creative skills through a diverse

set of writing (and design layout) assignments. These new digital writing and design skills will be utilized and valued as students complete a service-learning component for the course with a local non-profit organization. (Ristow, *offered alternate years*)

WRRH 335 Writing Colleagues Seminar This rigorous and writing intensive course is designed for students who plan to work in the Writing Colleagues Program. The course contains unique, challenging writing assignments while examining current theories of composition and rhetoric. Students read and discuss scholarship pertaining to linguistic diversity, multilingual writers, and the emerging scholarship on curriculum-based peer tutors. Students investigate writing as a process and discuss the ways reading impacts and remains interdependent to writing. In addition, students have the opportunity to train and practice techniques and new skills as Writing Colleagues with their peers and within a five-week practicum component, usually with a student 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 Power and Persuasion focuses on rhetorical history, theory, and practice with an emphasis on analytical methodology. Rhetorical analysis includes a broad range of methods that are based on different theories of and approaches to rhetoric. Therefore, the learning of methods will be informed by rhetorical histories and theories, and students will be inquiring into the ways that theories can change as they are put into practice, and how practice can challenge and enrich theory. The process of analysis will improve both close reading and critical thinking skills, will improve understanding of what makes arguments effective and the ways that they are constructed according to purpose and audience, and will improve students writing by revealing the many ways that writers use language in purposeful ways. (Werner, *offered annually*)

WRRH 375 Discourses of Rape in Contemporary Culture An examination of the many ways our culture talks about rape, from political rape to date rape; the changing definitions of rape; rape as metaphor; and the social, political, and ethical implications of such discourses. How does the news media cover rape? How does the entertainment industry portray rape? Issues of power and powerlessness, victims and victimization, and privacy and the public good emerge. (Forbes, *offered alternate years*)

WRRH 420 Writer's Guild As the senior seminar that acts as a capstone to a major or minor in WRRH, this course requires students to write extensively, to think critically about their own and others' work, to synthesize old writing and produce new arguments about it, and to pursue publication. WRRH 420 is structured around two major components. The first, the capstone portfolio, is designed to help students synthesize their learning as a WRRH major or minor. The second, a substantial publishable work, requires students to learn and follow the publishing process: choosing a text, selecting a venue, analyzing the venue, revising the text for that venue, and submitting the piece for publication. In addition, students will engage in many smaller steps along the way including proposing their ideas, workshopping in writing groups, and presenting their work in a public forum. Prerequisite: permission of the instructor based on a portfolio draft. (Staff, *offered each spring*)

WRRH 450 Independent Study

WRRH 456 1/2 Credit Independent Study

WRRH 490 Writing Colleague Field Placement Writing Colleagues must enroll in WRRH 490 every semester they are in a course placement. In addition to attending their placements, helping professors develop writing assignments and activities, reading student essays, and working one-on-one with writers, Writing Colleagues enrolled in WRRH 490 must also attend monthly professional development meetings, meet bi-weekly with the WC Coordinator, submit a weekly WC journal, and 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 or Ristow & Perkins, *offered each semester*)

WRRH 495 Honors

WRRH 499 Internship

Writing Colleagues Program

Program Faculty

Hannah Dickinson, Co-Director

Ben Ristow, Co-Director

Emily Perkins, Writing Colleagues Coordinator

Cheryl Forbes, Founding Director

The Writing Colleagues Program combines two reciprocal experiences for non-majors and WRRH majors:

1) 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 and with more experience in upper-division courses.

2) 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 WC Program at HWS, and potentially as a Writing Fellow in the CTL after two field placements.

A student is nominated by a faculty member to the Writing Colleague Program or they may self-nominate by contacting the Writing Colleagues Program Director or Coordinator. After application, interview, and acceptance, the student enrolls in the Writing Colleagues Seminar course (WRRH 335). After the seminar course, 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 course credit for WRRH 490, attends class meetings, completes readings (but not major assignments/exams), and they conduct 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 through collaborating with faculty and students in the writing process. The Writing Colleagues Program offers both a disciplinary and an interdisciplinary minor. Students who major in Writing and Rhetoric and minor in the Writing Colleagues Program must have a second minor.

REQUIREMENTS FOR THE MINOR

disciplinary 6 courses

WRRH 335 Writing Colleagues seminar; two field placements, one of which may be in a first-year seminar; three courses from approved Writing and Rhetoric electives.

DIRECTORIES

Board of Trustees

2018-2020

Thomas S. Bozzuto '68, *Chair* (2019); Chair and Co-Founder, The Bozzuto Group, Greenbelt, MD; B.A., M.P.A.

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Aileen Diviney Gleason '85 (2020); Managing Director, Bank of America Merrill Lynch, New York, NY; B.A.

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Gavin R. Gross '19 (2019); Student, Hobart College, Geneva, NY

John J. Hogan III '88 (2020); Retired, JP Morgan; B.A.

Aloysee H. Jarmoszuk '98 (2020); Chief of Staff, NYC Deputy Mayor for Operation, New York, NY; B.A.

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William A. Margiloff '92 (2022); CEO, Ignition One, New York, NY; B.A.

Scott J. Mason '81; P'13 (2020); President, Rubicon Wealth Management; Bela Cynwyd, PA; B.A.

Garrett A. Mathieson '74 (2020); President, Access Risk Services, New York, NY; B.A., M.B.A.

Herbert J. McCooey Jr. '76, P'04, P'09 (2020); Retired Managing Director, Titlemore Agency LLC; Retired Member of the N.Y. Stock Exchange and Managing Director; Bear Wagner Specialist, Westhampton Beach, NY; B.A.

Gail Herman McGinn '73 (2022); President, McGinn Consulting, LLC, Arlington, VA; B.A., Ed.M.

Patrick A. McGuire L.H.D. '12; Interim President, Hobart and William Smith Colleges, Geneva NY

Allison Morrow '76 (2020); B.A., M.B.A.

Dr. Deborah S. Pilla '76 (2022); Pediatric Dentist, New York, NY; B.S., D.D.S.

Thomas B. Poole '61, P'91, L.H.D. '06 (2022); Chair, The Hallen Construction Co., Inc., Island Park, NY; B.A.

James (J.B.) B. Robinson '96 (2022), Tax Lawyer, Employee Benefits and Tax Policy, TE Connectivity, Berwyn, PA; B.A., LL.M.

The Rt. Rev. Prince G. Singh; Eighth Bishop, Episcopal Diocese of Rochester, Rochester, NY; B.Sc, M.A., B.D., Th.M, Th.M, M.Phil, Ph.D.

Craig M. Stevens '85 (2021); Private Equity Investor, Manchester, VT; B.A., M.B.A.

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- Lise Mba Ekani, Visiting Assistant Professor of French and Francophone Studies (2018); M.A., University of Yaounde I, 2008; M.A., University of Oregon, 2011; Ph.D. Candidate, Louisiana State University

James McCorkle, Visiting Assistant Professor of Africana Studies (2001); B.A., Hobart College, 1976; M.F.A. and Ph.D., University of Iowa

Patrick McGuire, Interim President and Emeritus Professor of Economics (1968); B.S., St. Peter College, 1965; M.A., Fordham University, 1967; Ph.D., Fordham University, 1973

D. Brooks McKinney, Emeritus Professor of Geoscience (1984); B.S., Beloit College, 1975; Ph.D., Johns Hopkins University, 1985

Judith A. McKinney, Associate Professor of Economics* (1979); B.A., Middlebury College, 1972; M.A., Indiana University, 1981; Ph.D., Indiana University, 1983

Scott G. McKinney, Professor of Economics (1979); B.A., Middlebury College, 1972; Ph.D., Indiana University, 1978

Susanne E. McNally, Emeritus Professor of History (1972); B.A., Douglass College, 1967; M.A., Claremont Graduate School, 1969; Ph.D., SUNY Binghamton, 1976

Jo Beth Mertens, Emeritus Associate Professor of Economics (2000); B.A., University of Arkansas, 1981; M.A., Duke University, 1985; Ph.D., Emory University, 1992

Nicholas Metz, Associate Professor of Geoscience (2011); B.S., Valparaiso University, 2004; M.S., University of Albany, 2008; Ph.D., University of Albany, 2011

Justin S. Miller, Associate Professor of Chemistry (2004); A.B., Princeton University, 1995; Ph.D., Massachusetts Institute of Technology, 2001

Nicola A. Minott-Ahl, Associate Professor of English and Comparative Literature (2004); B.A., City College of New York, 1992; M.A., City University of New York, 1995; Ph.D., City University of New York, 2003

Kevin Mitchell, Emeritus Professor of Mathematics and Computer Science (1980); A.B., Bowdoin College, 1975; Ph.D., Brown University, 1980

Renee Monson, Associate Professor of Sociology (1998); B.A., Oberlin College, 1985; M.A., University of Minnesota, 1988; Ph.D., University of Wisconsin at Madison, 2001

Dunbar D. Moodie, Emeritus Professor of Anthropology and Sociology (1976); B.Soc.Sc., Rhodes University, 1961; B.A., Oxford University, 1964; Ph.D., Harvard University, 1971

Patricia A. Mowery, Associate Professor of Biology (2007); B.A., University of Chicago, 1989; B.S., Indiana University, 1997; M.A., Yale University, 1991; Ph.D., University of Wisconsin-Madison, 2003

S. Ani Mukheri, Assistant Professor of American Studies (2016); B.A., Cornell University, 1998; M.A., University of California Berkeley, 1999; M.A., Brown University, 2004; Ph.D., Brown University, 2010

Robinson Murphy, Visiting Assistant Professor of Environmental Studies (2018); B.A., Boston College, 2006; M.A., Boston College, 2008; Ph.D., University of Notre Dame, 2016

Patricia A. Myers, Emeritus Professor of Music (1979); B.Mus., Oberlin College, 1965; M.A., University of Oregon, 1967; Ph.D., University of Illinois, 1971

Josh Newby, Assistant Professor of Chemistry (2014); B.S., Eastern Illinois University, 2004; Ph.D., Purdue University, 2009

Elizabeth A. Newell, Professor of Biology (1988); B.S., Bates College, 1980; Ph.D., Stanford University, 1987

Ilene M. Nicholas, Associate Professor of Anthropology (1982); B.A., University of Arizona, 1971; Ph.D., University of Pennsylvania, 1980

Carol W. Oberbrunner, Visiting Assistant Professor of Philosophy (1999); B.A., Swarthmore College, 1959; M.A., University of Michigan, 1960; Ph.D., Syracuse University, 1990

Mark Olivieri (2010), Associate Professor of Music; B.M. Heidelberg College, 1995; Ithaca College Music Conservatory, 1998; Ph.D., The University at Buffalo, 2010

David Ost, Professor of Political Science (1986); B.A., SUNY Stony Brook, 1976; Ph.D., University of Wisconsin-Madison, 1986

Edgar Paiewonsky-Conde, Emeritus Professor of Spanish and Hispanic Studies (1987); B.A., New York University, 1965; M.S., New York University, 1970; Ph.D., New York University, 1982

Paul A. Passavant, Associate Professor of Political Science (1997); B.A., University of Michigan, 1989; M.A., University of Wisconsin-Madison, 1991; Ph.D., University of Wisconsin-Madison, 1997

Eric H. Patterson, Emeritus Professor of English and American Studies (1976); A.B., Amherst College, 1970; M.A., Yale University, 1973; M.Phil., Yale University, 1974; Ph.D., Yale University, 1977

Lisa Patti, 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

H. Wesley Perkins, Professor 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

Stacey Philbrick Yadav, Associate Professor of Political Science (2007); B.A., Smith College, 1999; M.A., University of Chicago, 1993; Ph.D., University of Chicago, 2007

Juan Manuel Portillo, Visiting Assistant Professor of Spanish and Hispanic Studies (2016); B.S., City of Juarez Institute of Technology, 2001; Ph.D., University of California, David, 2012

J. Ricky Price, Visiting Assistant Professor of Political Science (2018); B.A., Whitman College; M.A., New School for Social Research, 2011; Ph.D. Candidate, New School for Social Research

Elizabeth A. Ramey, Associate Professor of Economics (2009); B.A., The George Washington University, 1995; M.A., University of Denver, 1998; Ph.D., University of Massachusetts, Amherst, 2011

Craig A. Rimmerman, Professor of Public Policy (1986); B.A., Miami University, 1979; M.A., Ohio State University, 1982; Ph.D., Ohio State University, 1984

Benjamin Ristow, Assistant Professor of Writing/Rhetoric (2014); B.A., University of Wisconsin-LaCrosse, 1999; M.A., Loyola Marymount University, 2002; Ph.D., University of Arizona, 2012

Colby Ristow, Associate Professor of History (2007); B.A., Michigan State University, 1996; M.A., Michigan State University, 1998; Ph.D., University of Chicago, 2008

Marcela Rivera, Visiting Assistant Professor of Spanish (2014); M.A., Cornell University, 2004; Ph.D., Cornell University, 2012

Michelle Rizzella, Associate Professor of Psychology (1996); B.A., SUNY Stony Brook, 1989; M.A., University of New Hampshire, 1992; Ph.D., University of New Hampshire, 1996

Audrey Roberson, Assistant Professor of Education (2015); B.A., Emory University, 2003; M.A., Georgia State University, 2009; Ph.D., Georgia State University, 2014

Linda R. Robertson, Professor of Media and Society (1986); B.A., University of Oregon, 1968; M.A., University of Oregon, 1970; Ph.D., University of Oregon, 1976

Jason A. Rodriguez, Associate Professor of Anthropology (2011); B.S., Texas Wesleyan University, 2000; M.A., University of Texas, Arlington, 2003; Ph.D., University of California, Santa Cruz, 2011

Fernando M. Rodriguez-Mansilla, Associate Professor of Spanish and Hispanic Studies (2010); B.A., Pontificia Universidad Catolica del Peru, 2001; Ph.D., Universidad de Navarra Spain, 2008

Rene Rojas, Visiting Assistant Professor of Political Science (2017); A.B., Harvard University, 1994; M.A., University of Wisconsin, 1998; Ph.D., New York University, 2017

Justin Rose, Assistant Professor of Political Science (2013); B.A., Rutgers University, 2005; M.A., Baylor University, 2007; Ph.D., University of Virginia, 2014

Joseph Rusinko, Associate Professor of Mathematics and Computer Science (2015); B.S., Davidson College; Ph.D., University of Georgia, 2007

Nick H. Ruth, Professor of Art and Architecture (1995); B.A., Pomona College, 1986; M.F.A., Southern Methodist University, 1988

James M. Ryan, Professor of Biology (1987); B.A., SUNY Oswego, 1980; M.S., University of Michigan, 1982; Ph.D., University of Massachusetts Amherst, 1987

Richard C. Salter, Associate Professor of Religious Studies (1998); B.A., Hobart College, 1986; M.A., University of Chicago, 1989; Ph.D., University of Chicago, 1998

Leah Shafer, Associate Professor of Media & Society (2011); A.B., Cornell University, 1994; M.A., Cornell University, 1999; Ph.D., Cornell University, 2008

William Simmons, Visiting Assistant Professor of Math and Computer Science (2018); B.S., Brigham Young University, 2004; M.S., Brigham Young University, 2007; Ph.D., University of Illinois at Chicago, 2013

Daniel J. Singal, Emeritus Professor of History (1980); B.A., Harvard College, 1966; M.A., Columbia University, 1967; Ph.D., Columbia University, 1976

Kristen Slade, Associate Professor of Chemistry (2011); B.S., University of Richmond, 2004; Ph.D., University of North Carolina, Chapel Hill, 2005

Virgil Slade, Assistant Professor of History (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. Candidate, University of Minnesota

James L. Spates, Emeritus Professor of Sociology, Class of '64 Professor (1971); B.A., Colby College, 1965; M.A., Boston University, 1967; Ph.D., Boston University, 1971

Donald A. Spector, Professor of Physics (1989); A.B., Harvard University, 1981; A.M., Harvard University, 1983; Ph.D., Harvard University, 1986

Kellin Stanfield, 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

Elana Stennett, Assistant Professor of Chemistry (2016); B.A., College of Wooster, 2010; Ph.D., Arizona State University, 2015

Shannon Straub, Assistant Professor of Biology (2014); B.A., University of Colorado, 2001; Ph.D., Cornell University, 2010

James E. Sutton, Associate Professor of Sociology (2012); B.A., California State University, 1998; M.A., Ohio State University, 2002; Ph.D., Ohio State University, 2008

Angelique Szymanek, Visiting Assistant Professor of Art and Architecture (2015); B.A., University at Buffalo, 2005; M.A., University at Buffalo, 2009; Ph.D., Binghamton University, 2015

Craig Talmage, Visiting Assistant Professor of Entrepreneurial Studies (2016); B.S., University of Arizona, 2008; M.A., Minnesota State University, Mankato, 2010; Ph.D., Arizona State University, 2014

Charles A. Temple, Professor of Education (1982); B.A., University of North Carolina, 1969; M.Ed., University of Virginia, 1976; Ph.D., University of Virginia, 1978

Jennifer E. Tessendorf, Visiting Instructor of Economics (2001); B.A., Indiana University, 1987; M.A., University of Kentucky, 1988; A.B.D., University of Southern California

Michael C. Tinkler, Associate Professor of Art and Architecture (1999); B.A., Rice University, 1984; Ph.D., Emory University, 1997

Caroline M. Travalia, Associate Professor of Spanish and Hispanic Studies (2007); B.A., University of Notre Dame, 2001; M.A., University of North Carolina at Chapel Hill, 2005; Ph.D., Universidad Autonoma de Madrid, 2008

Fatma Gul Unal, Assistant Professor of Economics (2015); B.A., Bogazici University, 1993; M.S., Portland State University, 1999; Ph.D., University of Massachusetts Amherst, 2008

John B. Vaughn, Emeritus Associate Professor of Mathematics and Computer Science (1985); B.S., University of Houston, 1975; M.S., St. Louis University, 1981; Ph.D., University of Illinois at Chicago, 1985

Anna Wager, Visual Arts Curator (2018); B.A., William Smith College, 2009; M.A., Indiana University, 2012; Ph.D., University of Washington, 2018

Katherine Walker, Assistant 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

Erinn Walsh, Visiting Assistant Professor of Psychology (2017); B.A. University of New Hampshire, 2006; M.A., University of New Hampshire, 2011; Ph.D., University of New Hampshire, 2016

Kelsey Ward, Assistant Professor of Philosophy (2018); B.A., Nazareth College of Rochester, 2009; M.A., Duquesne University, 2011; Ph.D. Candidate, Duquesne University

David Weiss, Professor of English (1985); B.A., University of California, Berkeley, 1980; M.A., Johns Hopkins University, 1981

Courtney J. Wells, Associate Professor of French and Francophone Studies (2012); B.A., University of Dallas, 2003; M.A., Boston University, 2005; Ph.D., Boston University, 2010

Kristen E. Welsh, Associate Professor of Russian Area Studies (2002); A.B., Brown University, 1990; M.Phil., M.A., Yale University, 1996; Ph.D. Yale University, 2005

Maggie Werner, Associate Professor of Writing and Rhetoric (2011); B.A., Illinois State University, 1996; M.A., Illinois State University, 1999; Ph.D., University of Arizona, 2011

Melissa Autumn White, Assistant Professor of Lesbian, Gay, Bisexual, and Transgender Studies (2015); B.A., University of Calgary, 2000; M.A., York University, 2005; Ph.D., York University, 2011

Sarah Whitten, Visiting Assistant Professor of History (2013); B.A., Roosevelt College, University of California, San Diego, 2005; M.A., University of California, Los Angeles, 2007; Ph.D., University of California, Los Angeles, 2010

Cadence J. Whittier, Professor of Dance (2000); B.F.A., University of Utah, 1998; M.F.A., University of Utah, 2000

Cynthia J. Williams, Professor of Dance (1986); B.S., University of Utah, 1978; B.F.A., University of Utah, 1978; M.F.A., Connecticut College, 1982

Christine Woodworth, Associate Professor of Theatre (2013); B.A., St. Lawrence University, 1999; M.A., Indiana University, 2001; Ph.D., Bowling Green State University, 2005

Yi-Tung Wu, Visiting Instructor in Asian Studies (2016); B.A., Wenzao Ursuline College of Languages, 2002; M.A., University of Kansas, 2004

Vikash Yadav, Associate Professor of Political Science (2007); B.A., DePaul University, 1991; M.A., University of Chicago, 1993; Ph.D., University of Pennsylvania, 2003

Jasmine Yarish, Visiting Assistant Professor of Political Science (2018); B.A., William Smith College, 2007; M.A., University of Essex, 2008; Ph.D. Candidate, University of California, Santa Barbara

Phillia C. Yi, Professor of Art and Architecture (1986); B.F.A., SUNY New Paltz, 1983; M.F.A., Temple University, 1985

Tenzin Yignyen, Scholar in Residence/ Asian Language and Cultures (1999); B.A., Ph.D., Namgyal Monastery, 1985

Lisa Yoshikawa, Associate Professor of History (2006); M.A., Yale University, 1999; M.Phil., Yale University, 2002; Ph.D., Yale University, 2007

Jinghao Zhou, Associate Professor of Asian Studies (2000); B.A., Nanjing, 1982; M.A., Wuhan University, 1986; Ph.D., Baylor University, 2000

Senior Staff

Fred Damiano, Vice President for Strategic Initiatives and Chief Information Officer (2004); B.S., Bentley College, 1983; M.B.A., University of Central Florida, 1990

Robert Flowers, Vice President for Campus Life (2008); Associate Dean of Students (2006); Director of Residential Education (2005); B.A., Houghton College; M.S., Alfred University; J.D., University at Buffalo Law School

Louis Guard, Vice President and General Counsel (2014); B.A., Hobart College, 2007; J.D., Cornell University Law School, 2012

DeWayne L. Lucas, Provost and Dean of Faculty, and Associate Professor of Political Science (2000); B.A., North Carolina at Chapel Hill, 1995; M.A., Binghamton, 1999; Ph.D., Binghamton, 2001

Patrick McGuire, Interim President and Emeritus Professor of Economics (1968); B.S., St. Peter College, 1965; M.A., Fordham University, 1967; Ph.D., Fordham University, 1973

Robert O'Connor, Vice President for Advancement (2007); Chief of Staff/Secretary for the Board of Trustees (2003); Executive Assistant to the President (2000); Sr. Associate Director of Annual Giving/Director of Reunion Giving (1999); B.A., Gettysburg College, 1991; M.S., Michigan State University, 1997

Carolee White, Vice President for Finance and Chief Financial Officer (2015); B.S., Syracuse University, 1989; Certified Public Accountant, 1991

Cathy Williams, Vice President for Marketing and Communications (2011); Director of Communications (2007); B.A., Syracuse University, 1992; M.A., Syracuse University, 1994

Sonya Williams, Associate Vice President of Human Resources (2016); B.S., Fordham University, 1996; M.A., New York University, 2004

John Young, Dean of Admissions (2005); B.A., Colgate University, 1990

Students: Geographical Distribution

Fall Semester, 2018

U.S. Residence

<i>New England</i>	Hobart	William Smith
Connecticut	85	76
Maine	21	33
Massachusetts	185	180
New Hampshire	29	30
Rhode Island	8	10
Vermont	16	22
<i>Middle Atlantic</i>		
Delaware	2	2
Maryland	18	16
New Jersey	83	49
New York	356	483
Pennsylvania	52	35
<i>East North Central</i>		
Illinois	9	8
Indiana	3	3
Iowa	0	2
Michigan	5	2
Ohio	16	12
Wisconsin	0	2
<i>West North Central</i>		
Kansas	0	1
Minnesota	7	1
Nebraska	1	0
<i>East South Central</i>		
Kentucky	1	1
Tennessee	3	1
<i>West South Central</i>		
Arkansas	1	0
Louisiana	2	5
Texas	6	10
<i>Mountain</i>		
Arizona	3	4
Colorado	10	3
Idaho	0	1
Montana	0	2
New Mexico	0	1
Utah	2	0
Wyoming	0	1
<i>Pacific</i>		
California	34	40
Hawaii	1	0
Oregon	1	3
Washington	0	5
<i>South Atlantic</i>		
Alabama	0	1
D.C.	0	5
Florida	14	14
Georgia	2	3
North Carolina	5	2

South Carolina	1	0
Virginia	17	13

U.S. Territories

Virgin Islands	0	1
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Foreign Residence

<i>Country</i>	Hobart	William Smith
Afghanistan	1	1
Bahamas	0	1
Bangladesh	1	0
Bermuda	1	0
Brazil	1	0
Bulgaria	1	0
Canada	22	12
Chile	1	0
China	24	34
Columbia	0	1
Czech Republic	1	0
Dominican Republic	0	1
Ecuador	1	1
Egypt	1	0
France	0	1
Germany	5	4
Greece	1	2
Guatemala	1	0
Guyana	0	1
Honduras	1	0
Hong Kong	1	0
Indonesia	1	0
Ireland	2	3
Italy	1	1
Jamaica	0	1
Kenya	1	0
Korea	1	1
Lithuania	1	0
Luxembourg	0	1
Malaysia	0	1
Mexico	1	1
Morocco	0	1
Nepal	1	0
Netherlands	0	1
New Zealand	3	0
Nigeria	1	2
Pakistan	5	2
Poland	0	1
Republic of Serbia	1	0
Russia	1	1
Rwanda	1	1
Singapore	1	0
South Africa	1	0
Spain	2	2
Taiwan	1	0
Thailand	2	1
Trinidad and Tobago	1	0
United Kingdom	5	5
Venezuela	0	1
Vietnam	1	2

Endowed Funds and Awards

The following are among the endowed scholarships and annual grants available to students.

HOBART AND WILLIAM SMITH COLLEGES

“A” Fund (1992) Income generated each year by the “A” Fund shall be used to provide scholarship assistance to a Hobart or William Smith student who is entering their third year of study who plans to major in architecture. The “A” stands for Alexander (A is what his family and friends called him), Architecture, and Archeology (two of Alexander’s greatest interests). The student shall be in good academic standing and have demonstrated financial need. The recipient shall continue to receive this scholarship as long as they continue to meet the criteria.

Richard Abbe ’92 and Michael Gantcher ’92 Scholarship (1998) Established by Richard Abbe ’92 and Michael Gantcher ’92. The income is used for general scholarship aid.

Accordino-Family Scholarship (2005) Established by Daniel and Cindy Accordino. Given to academically qualified and financially deserving Hobart and/or William Smith students.

Eleanor Goller Adcock ’44 Scholarship (1984) Established by Willis A. Adcock ’44 in memory of his wife Eleanor. The income is used for general scholarship aid.

George I. Alden Trust (1984) Established by the Trust. The income is used for general scholarship purposes.

Charles ’01 and Charles ’32 Allison Endowed Scholarship Fund (2006) Awarded to academically qualified and financially deserving Hobart or William Smith Student.

Carl M. Anderson Memorial Scholarship (1995) Established by Eric Hall Anderson ’59 in memory of his father, Carl M. Anderson. Awarded annually to one Hobart student and one William Smith student who otherwise would not be able to attend college. Recipients must be from New York City public schools and meet the family income criteria for the New York City scholarships.

Ida Johnson Anderson Memorial Scholarship (1997) Established by Eric Hall Anderson ’59 in memory of his mother, Ida Johnson Anderson. Awarded annually to one Hobart and one William Smith student who would otherwise not be able to attend college. Recipients must be from New York City schools and meet the criteria for the New York City scholarships.

Anonymous Revolving Scholarship (1962) Established by an anonymous member of the Board of Trustees. The income is used for scholarship aid granted on the basis of character, academic ability, and need (in that order).

Anonymous Scholarship (1960) Established by friends who wish to remain anonymous. The income is used for scholarships for undergraduates of the Colleges.

Dr. Darrick E. Antell ’73 Scholarship (1997) Established by Dr. Antell in honor of his parents, Dr. and Mrs. James Antell, whose commitment to community service inspired their son. Income will be awarded to students who are interested in pursuing medicine, and who, as good citizens, make contributions to the

Colleges' community. Preference is given to students from the Cleveland, Ohio, area in recognition of Dr. Antell's regard for University School, where he received his secondary education.

Arkell Hall Foundation Scholarship (1987) Established by a gift from the Foundation. The income is used for scholarship aid to either a Hobart or William Smith student, with primary consideration to students from western Montgomery County (NYS), then eastern Montgomery County (Amsterdam area), and the Canajoharie, New York, area.

Lois Bampton Scholarship Fund (1977) Established by James Bampton '32, LL.D. '68, trustee for 20 years, honorary trustee of Hobart and William Smith Colleges, in memory of his wife. The income thereof "to be used either to provide loans or outright financial grants (or a combination thereof)...to needy students attending Hobart College or William Smith College as full-time undergraduate students."

Charles G. Barton Endowed Scholarship Fund (2006) Established by Joy H. Glaser '62 in memory of Professor Charles G. Barton. This scholarship is to be awarded to a student majoring in chemistry.

Julius G. Blocker '53 Endowed Scholarship Fund (2007) Established to support an academically qualified financially deserving Hobart or William Smith student attending the Colleges.

Thomas S. Bozzuto '68 Endowed Scholarship (2009) This important scholarship was established by Barbara M. Bozzuto in honor of her husband and their 40th wedding anniversary to celebrate his dedication and commitment to Hobart and William Smith Colleges. Recipients shall be academically qualified and financially deserving students attending Hobart and William Smith Colleges. And like the scholarship's namesake, recipients shall also demonstrate leadership qualities through their involvement in the life of the Colleges.

Helen Constance Cummings Brent Endowed Scholarship (2015) Established with a gift from Judith Haslam Cross '52, and awarded to a Hobart or William Smith student who is academically qualified and financially deserving.

Dr. Harold C. '56 and Mrs. Donna C. Britt Endowed Scholarship in Physics (2005) This scholarship will be awarded to an academically promising and financially deserving Hobart or William Smith student who plans to major in physics. The scholarship will be awarded to a student in his or her third year of study. The Britt Physics Scholar will receive this important scholarship as long as he or she remains qualified both academically and financially.

Broadhurst Endowed Scholarship Fund (2009) Established by a bequest in honor of Albert Broadhurst (1905), Elmore Broadhurst '36 and Albert Broadhurst Jr. '38. The purpose of the fund is to assist deserving students in study at the Colleges. Each scholarship recipient will continue to receive annual awards as long as he/she meets the requirements and is otherwise in good standing at the Colleges.

Gladys Brooks Arts Scholars Endowment Fund (2001) Established by the Gladys Brooks Foundation to supplement the current Arts Scholars Program at the Colleges. Students are to be known as the Gladys Brooks Arts Scholars.

Leon Q. Brooks Scholarship (1976) Established by a bequest from Leon Brooks '11. The income is used for general scholarship purposes.

Samuel G. Bryan Family Fund (1979) Established by a bequest from Annie May Bryan in memory of her father. The income is used for scholarship aid to "worthy" men and women, with graduates of Salamanca High School to be given preference.

Buck Family Endowed Scholarship in Honor of Professor Eric Patterson (2010) Established by the Buck Family in honor of Professor Eric Patterson and awarded to a student(s) attending Hobart and/or William Smith College majoring in American Studies. The recipient shall have demonstrated leadership qualities as shown by his and/or her involvement in the classroom and in community and/or public service. The recipient should also have demonstrated academic achievement and financial need and will receive this scholarship as long as he and/or she continues to meet the above criteria.

Oliver Bronson Capen Scholarship (1956) Established by gifts from Mrs. Capen and an anonymous friend in grateful recognition of the life-long devotion of Oliver Capen 1902 to Hobart and William Smith Colleges. Mr. Capen was a member of the Board of Trustees for 24 years and chair for two. The income is used to provide a scholarship or scholarships for worthy students at these Colleges.

Will Carr Endowed Scholarship for the Performing Arts (2014) Established with a gift from Will Carr, and used to provide financial assistance to an academically qualified and financially deserving Hobart or William Smith first year student who demonstrates great promise in the Performing Arts and preferably is a member of an under represented population.

Ellen '85 and Andrew '87 Celli Scholarship (1997) Established by Ellen and Andrew Celli, the income is for financial aid to students from New York City public schools whose family income meets the criteria for the New York City scholarships.

Class of '89 Scholarship Fund (2005) This important scholarship will be awarded to academically qualified and financially deserving Hobart and William Smith students.

Lillian E. Collins Endowed Scholarship Fund (2011) Established by family and friends of Lillian Collins in recognition of her service and dedication to the students of Hobart and William Smith and greater Geneva community. Lillian was a champion on campus for multicultural students and a staunch supporter of the Afro-Latino Alumni Association. This important scholarship fund shall be awarded to an upperclass historically underrepresented ethnic minority student at Hobart and William Smith who is academically qualified and financially deserving. In addition, the recipients will also demonstrate a commitment to the Colleges and the Geneva community through both their service and leadership. Must be a resident or citizen of the United States.

Rev. Fergus Cochran '59 Endowed Scholarship (2004) Established by Fergus Cochran '55 to provide scholarship assistance to academically qualified and financially deserving Hobart and/or William Smith student(s).

Nat King Cole Memorial (1969) Established by an anonymous gift in memory of Nat King Cole. The income is used for general scholarship purposes.

College Women's Association Scholarship Established by the College Women's Association, a group of women associated with the Colleges as employees or spouses of employees. The income is used for general scholarship purposes.

Thomas C. Connor '81 Endowed Scholarship (2007) Established by Thomas C. Connor '81 and awarded to a student attending either Hobart or William Smith College. The recipient shall have demonstrated leadership qualities as shown by his or her involvement in the classroom and in community and/or public service. The recipient also should have demonstrated academic achievement and financial need and will receive this scholarship as long as he or she continues to meet the above criteria.

Kathryn D. Cook Scholarship (1992) Established by alumni, alumnae, and friends in honor of Kathryn D. Cook, who was a professor of English at Hobart and William Smith from 1943 to 1984. The award is given to a rising senior majoring in English literature and doing Honors in English literature.

Cornell-Busch Scholarship Fund (1980) Established by a grant from the Peter C. Cornell Trust of Buffalo, New York, to honor the memory of Hobart Trustee S. Douglas Cornell, 1860; Peter C. Cornell, Trustee and founder of the Peter C. Cornell Trust; and Addison F. Busch '30, Trustee of the Peter C. Cornell Trust. The income is awarded to a student of Hobart or William Smith who demonstrates exceptional promise of mastery in writing or speaking the English language or in professional fields such as journalism and the theatre.

John H. Cozzens Jr. '41 Endowed Scholarship Fund (2001) Established by a bequest from John Cozzens '41. The income is to be used to provide general scholarship aid.

Ed and Gerry '33 Cuony Endowed Scholarship (2014) Established by members of the Cuony Board, and awarded to one Hobart or William Smith student who has demonstrated financial need, is a resident of Geneva (city or town) and transferred from Finger Lakes Community College. Preference shall be given to students enrolled in the Teacher Education Program.

Dave Davis '48 Endowed Scholarship Fund (2014) Established with a gift from Clarence "Dave" Davis '48, and used to provide financial assistance to academically qualified and financially deserving Hobart and William Smith students, preferably from the Buffalo, N.Y. area.

Denzler Charitable Trust Scholarship (2006) Established by Andrew '88 and Mary Ann Shafter. The income is used for general scholarship purposes.

Pieter Pim de Kadt '51 Endowed Scholarship Fund (2014) Established by a bequest from Pieter Pim de Kadt '51 and awarded to a student attending either Hobart or William Smith College with demonstrated academic achievement and financial need.

Max W. Dobish '83 Memorial Scholarship (1986) Established by family and friends in memory of Max '83, who was killed in an automobile accident in Spain while serving with the U.S. Navy. The income is given for financial aid, airfare, room and board, or whatever is needed by a Hobart or William Smith student studying a foreign language in a foreign country.

Doran/Cooney Endowed Scholarship (2003) Established through gifts from Helen Doran Cooney '31. The fund is to be used to provide scholarship assistance to a Hobart or William Smith student who has demonstrated academic achievement and is financially deserving at the Colleges.

Durfee Family Scholarship (1989) Established by a gift from Elizabeth R. Durfee '17, former registrar at Hobart and William Smith. Her father, William Pitt Durfee, was the first Dean of Hobart or any American college. Her brother, Walter H. Durfee 1908, was a former professor, President of the Colleges, and Dean of Hobart. The income is used for scholarship aid to students at the Colleges.

John Q. Easton '71 Endowed Scholarship Fund (2015) Established by a gift from John Q. Easton '71, and used to provide financial assistance to academically qualified Hobart and William Smith students, who have significant financial need.

Elon Howard Eaton Scholarship (1984) Established by a life income gift in memory of Elon Howard Eaton, professor of biology and ornithology, by Florence C. Shepard and Stanley Shepard Jr. '27. The income is to be used for general scholarship aid.

Lewis H. Elliott (1965) Established by William Elliott, former Trustee and honorary Trustee, in memory of his father, Lewis. The income is used for scholarship aid to a student or students whose scholastic standing, character, and need combine to qualify him/her or them for such scholarship aid.

Fred L. Emerson Foundation Scholarship (1961) Established by gifts from the Foundation. The income is used for general scholarship purposes.

Robert M. Finlayson Class of 1972 Endowed Scholarship (2012) Established by a gift from Robert M. Finlayson '72 and awarded to academically qualified and financially deserving students in each of his or her junior and senior years. It is intended that the scholarship replace funds that would otherwise have been borrowed by the recipient. The Colleges' Financial Aid Office shall certify that the recipient meets this requirement. The recipient should be an active participant of the Student Body during the tenure of the scholarship. Accordingly, students who are traveling abroad during their junior and senior years will not be eligible to receive this scholarship.

Robert R. Freeman Endowed Scholarship (2006) Established by Stuart Piltch. This scholarship will be awarded to a student in his or her third year of study who did not show success by traditional academic standards before enrolling at Hobart and William Smith, but through the opportunity to enroll at the Colleges, has demonstrated significant growth intellectually and personally. This individual shows promise of not only accessing opportunities in life that otherwise might not have been afforded him or her, but also of having an impact on his or her chosen career and the world beyond. In addition to promising academic achievement, this individual demonstrates good citizenship and enthusiasm for public service by being actively involved in campus life and local communities.

Robert R. Freeman Endowed GSA Scholarship (2008) Established by Stuart S. Piltch and Sari Feldman in honor of Robert R. Freeman and awarded annually to financially deserving and

academically-minded incoming first-year students residing within the boundaries of the Geneva Enlarged City School District. The student(s) receive this award each year for the four years they attend Hobart or William Smith, provided they continue to meet the following criteria:

- The student(s) must have and continue to demonstrate strong qualities of character, motivation, and responsibility;
- The student(s) must have and continue to demonstrate a high degree of recognition by their contemporaries;
- The student(s) must have and continue to demonstrate a natural talent for leadership;
- The student(s) must have and demonstrate a competent academic performance; and
- The student(s) must demonstrate financial need.

Edward A. Froelich '55 and Joanne I. Froelich Endowed Scholarship (2005) Established by Edward A. Froelich '55 and Joanne I. Froelich. The fund is to be awarded to an academically qualified and financially deserving Hobart or William Smith student. In addition to financial need and academic performance, personal character, integrity and participation in co-curricular activities are important considerations. Renewal of aid is contingent upon the recipient's continuing adherence to these standards.

Gantcher Family Scholarship (1990) Established by Nathan and Alice Gantcher, parents of Michael '92. The income is used for financial aid to a Hobart or William Smith student.

Mark D. and Mary Herlihy Gearan GSA Endowed Scholarship (2010) Endowed for the Gearan's Life of Service at the Colleges. This important scholarship will be awarded to financially deserving and academically-minded incoming first-year student(s) residing within the boundaries of the Geneva Enlarged City School District. The student(s) will receive the Gearan scholarship each year for the four years they attend Hobart and William Smith, provided they continue to meet the following criteria: demonstrate strong qualities of character, motivation, and responsibility; have and continue to demonstrate a high degree of recognition by their contemporaries; have and continue to demonstrate a natural talent for leadership; have and continue to demonstrate a competent academic performance; financial need, and; reside on campus, as it is viewed as important to the total college experience.

President Mark D. Gearan and Mary Herlihy Gearan Endowed Scholarship (2016) In honor of the extraordinary tenure of President Emeritus Mark D. Gearan L.H.D. '12, P'21 and the impact that Mark and Mary Gearan have had on the Hobart and William Smith community for the past 18 years, the Board of Trustees has established the President Mark D. and Mary Herlihy Endowed Scholarship. In perpetuity, this fund will provide access to a Hobart and William Smith education through endowed scholarships for high achieving students with demonstrated financial need and a desire to lead lives of consequence. The recipients of these scholarships will forever be known as Gearan Scholars.

General Electric College Bowl Team Scholarship (1961) Established with the winnings accrued by the undefeated Hobart and William Smith G.E. College Bowl Team. The income is used for general scholarship purposes.

General Memorial Scholarship Established by gifts in memory of numerous individuals associated with the Colleges. The income is used for general scholarship purposes.

Geneva Scholarship Associates (1968) The GSA scholarship will be awarded to financially deserving and academically-minded incoming first-year students residing within the boundaries of the Geneva Enlarged City School District. The student(s) will receive the GSA scholarship each year for the four years they attend Hobart and William Smith, provided they continue to meet the following criteria: demonstrate strong qualities of character, motivation, and responsibility; have and continue to demonstrate a high degree of recognition by their contemporaries; have and continue to demonstrate a natural talent for leadership; have and continue to demonstrate a competent academic performance; financial need, and; reside on campus, as it is viewed as important to the total college experience.

Louise Boldt Goodridge Memorial Scholarship (1993) Established by Malcolm Goodridge III '61 and Louise B. Goodridge in memory of their mother. It is awarded to a Hobart or William Smith student who is a well-rounded, proven achiever and who exhibits economic need.

William and Diane Green P'83,'87 Endowed Scholarship Fund (2007) This endowed scholarship will assist a graduating high school senior with preference first given to candidates from East Aurora High School, secondarily to candidates from Batavia High School, and, finally to candidates who reside in the vicinity or region. The scholarship will be awarded to first-year Hobart or William Smith student(s). The selection of the scholarship recipient(s) is made by the Director of Admissions of Hobart and William Smith Colleges with input from the Office of Financial Aid and the appropriate high school administrators. The Green Family Scholar will be awarded to first-year student(s) that has/have achieved a high degree of academic scholarship and demonstrated significant leadership qualities. The Green Family Scholar will also possess personal character, integrity, and commitment to his or her school and community.

George Partridge Greenhalgh Memorial (1960) Established by a gift from Mrs. Greenhalgh in memory of her husband. The income is used for general scholarship purposes.

L.M. Fillingham Griffith Scholarship (1944) Established by a bequest from Amy F. Griffith in memory of Fillingham Griffith '23. The income is used for any deserving student in the science department.

Theodore C. and Irene Overs Griffiths Scholarships (1984) Established by Theodore '26 and Irene '27 Griffiths. The income is used for general scholarship aid.

William F. Guardenier '66 Endowed Scholarship (2015) Established with a gift from William F. Guardenier '66, and used to support a student(s) attending Hobart or William Smith College who are academically qualified and financially deserving. Preference will be given to a graduate from the New Hampton School, New Hampton, NH.

Alvin S. Haag Endowed Scholarship (2002) Established by a bequest from Alvin Haag '27. It is to be awarded as scholarship support according to the policies and procedures of the Financial Aid Office.

Francis and Jacquelyn Harrington Foundation Scholarship (1995) Established by the Harrington Foundation, at the suggestion of James H. Harrington '62, to aid students from

New York City public schools whose family income meets the criteria for the New York City scholarships.

Mildred Barnes Hart Scholarship (1990) Established by Douglas B. Hart '85 in memory of his grandmother. The income is used for financial aid to a rising junior at either Hobart or William Smith who has exhibited a strong concern for the environment and general public health.

Dr. Barton Ferris Hauenstein '10 Scholarship (2001) Established by a bequest from Helen W. Conner in memory of her husband Dr. Barton Ferris Hauenstein 1910. The income is to be used to provide general scholarship aid.

Rev. Canon A. Rees Hay '41 Scholarship (1994) Established by Hugo W. Matson '51 and Joan Weber Matson '52 in honor of The Rev. Canon A. Rees Hay '41. The income is used for financial aid.

Hellstrom Family Scholarship (1997) Established by Linda and J. Paul Hellstrom Jr. '64 to aid students from New York City public schools whose family income meets the criteria for the New York City scholarships.

John P. and Linda L. Hellstrom Endowed Scholarship Fund (2011) This important endowed scholarship fund was established by a gift from John P. '64 and Linda L. Hellstrom and shall be awarded to student(s) who have demonstrated financial need and are academically qualified with first preference given to student(s) from the SEEDS Program (Seeds Scholars Program and the Seeds College Preparatory Program).

Richard H. Hersh Trustee Scholarship (1999) Established by members of the Board of Trustees in honor of Richard H. Hersh, President of the Colleges, 1991-99.

Melvin Hill Scholarship (1973) Established in memory of Melvin Hill, a professor at the Colleges, by friends, colleagues, alumni, and alumnae. The income is used for general scholarship purposes.

Jack Houston GSA Endowed Scholarship Fund (2008) The Jack Houston Scholarship will be awarded to financially deserving and academically-minded incoming first-year students residing within the boundaries of the Geneva Enlarged City School District. The student(s) will receive the Jack Houston scholarship each year for the four years they attend Hobart and William Smith, provided they continue to meet the following criteria: demonstrate strong qualities of character, motivation, and responsibility; have and continue to demonstrate a high degree of recognition by their contemporaries; have and continue to demonstrate a natural talent for leadership; have and continue to demonstrate a competent academic performance; financial need, and; reside on campus, as it is viewed as important to the total college experience.

Robert A. Huff Scholarship (1995) Established by Philip P. Young '66 in honor of Professor Emeritus of History Robert A. Huff. The income is used for students from New York City public schools whose family income meets the criteria for the New York City scholarships.

Mary C. and Joseph C. Humbert '32 Memorial Scholarship (1995) Established by Rebecca Humbert Heck and Emilie Humbert Mules in memory of their parents. The income is used for scholarship aid to pre-med students who demonstrate financial need.

Robert K. Jermain '82 Endowed Scholarship (1997) Established by Robert K. Jermain '82 to support students from New York City public schools who have demonstrated academic achievement and are financially deserving at the Colleges.

KEF Scholarship (2011) This important scholarship fund was established by a gift from Keith E. Fleming '64 and is awarded to academically qualified and financially deserving rising third year students who have a demonstrated desire to assist others.

Mary E. Kelleher GSA Endowed Scholarship (2010) The Mary E. Kelleher GSA Endowed Scholarship will be awarded to financially deserving and academically-minded incoming first-year students residing within the boundaries of the Geneva Enlarged City School District. The student(s) will receive the Mary E. Kelleher GSA Endowed Scholarship each year for the four years he/she attends Hobart and William Smith Colleges, provided he/she continues to meet the following criteria: demonstrate strong qualities of character, motivation, and responsibility; have and continue to demonstrate a high degree of recognition by their contemporaries; have and continue to demonstrate a natural talent for leadership; have and continue to demonstrate a competent academic performance; financial need, and; reside on campus, as it is viewed as important to the total college experience.

Art Kenney Memorial Scholarship (2012) This scholarship will be awarded to one Hobart and/or William Smith student who otherwise would not be able to attend college. The student must be a rising junior who has exhibited a strong sense of community service and exemplary personal character. He or she will be known as the Art Kenney Scholar.

A. Knapton-W. Robertson Scholarship The income to be used for scholarship aid.

Elias Koch '98 Memorial Scholarship in History and Study Abroad (2003) Established in loving memory of Elias by his parents, Noel and June Koch, family, and friends. The scholarship will be awarded to students who are majoring in history, planning to study abroad in the year he/she receives the scholarship, and who have demonstrated high academic achievement.

Ralph E. Konduct '30 Scholarship Fund (1996) Established by bequest. Selection is based on student's need, personal character, and academic achievement.

Helen Dixon Kunzelmann P'64, GP'93 Endowed Scholarship (2012) Established by a bequest from Helen Dixon Kunzelmann P'64, GP'93 and awarded to academically qualified and financially deserving Hobart and William Smith recipients. First preference shall be given to students from Bennington, VT, second preference shall be given to students from Vermont, and if there are no students that meet the first two criteria then the scholarship shall be awarded to students from New England.

June W. Kuryla Scholarship (2003) Established by Stuart S. Piltch '82 in honor of Ms. Kuryla, former administrative assistant in the Colleges' Department of Financial Aid, who retired in 1995. The fund was established by Mr. Piltch in grateful recognition of Ms. Kuryla's friendship and support. The scholarship is awarded to academically qualified and financially deserving Hobart or William Smith students who, while attending the Colleges, experience a personal/family misfortune which creates financial need.

June W. Kuryla Endowed GSA Scholarship (2008) Established by Stuart S. Piltch and Sari Feldman in honor of June W. Kuryla and awarded annually to financially deserving and academically-minded incoming first-year student residing within the boundaries of the Geneva Enlarged City School District. The student(s) receive this award each year for the four years they attend Hobart and William Smith, provided they continue to meet the following criteria:

- The student(s) must have and continue to demonstrate strong qualities of character, motivation, and responsibility;
- The student(s) must have and continue to demonstrate a high degree of recognition by their contemporaries;
- The student(s) must have and continue to demonstrate a natural talent for leadership.
- The student(s) must have and demonstrate a competent academic performance; and
- The student(s) must demonstrate financial need.

Cebern Lee Memorial (1972) Established in memory of Cebern Lowell Lee '27, Trustee of Hobart and William Smith Colleges, and generous benefactor of the Colleges. The income is used for general scholarship purposes.

Cebern and Muriel Lee Scholarship (1984) Established in memory of Cebern L. Lee '27, LL.D '65, and Muriel V. Lee, L.H.D. '82, generous benefactors and former trustees of the Colleges, by a bequest from them. The income is used for general scholarship purposes.

Edith and Herbert Lehman Scholarship (1963) Established by a gift from the Edith and Herbert Lehman Foundation through The Honorable Herbert Lehman, LL.D. '48. The income is used for general scholarship purposes.

David Lenihan '72 Endowed Scholarship Fund (2007) Established by David Lenihan and awarded to a student attending either Hobart or William Smith College. The scholarship shall be awarded to an academically qualified student who during his/her time at the Colleges has experienced a significant financial hardship that compromises his/her education. This important scholarship fund will be used to supplement the financial support necessary, thereby providing the opportunity for the recipient to complete an undergraduate degree from the Colleges. Continued funding is contingent upon maintaining the eligibility requirements listed above.

Howard L. Lewis, Jr. '50 Endowed Scholarship Fund (2016) Established with a bequest from the estate of Howard L. Lewis, Jr. '50 and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Patricia A. Lussow Memorial Scholarship (1992) Established by a bequest from Patricia A. Lussow '55. The income is used for general scholarship aid for four consecutive years to a Hobart or William Smith student in need of financial aid. Preference to be given to a student from Avon, New York.

John Lydenberg Scholarship Fund (1986) Created by his students, colleagues, and family to honor Professor of English and American Studies (1946-1980) John Lydenberg, this scholarship is awarded to a bright and promising student who pursues the study of humanities with relentless inquiry, a sense of intellectual discipline, and a keen analytical mind.

Laurens MacLure Memorial Scholarship (2007) This scholarship was established to support Hobart and William Smith students studying for the Episcopal ministry or for students who are children of Episcopal ministers.

Robert Malley '79 Scholarship (2005) Established by Robert L. Malley '79. Awarded to Hobart or William Smith students who have financial need and have shown evidence of leadership skills and academic excellence.

John A. Manley '64, P'93 Endowed Scholarship Fund for International Students (2006) This permanent endowed scholarship fund is established with a gift from Mr. John A. Manley '64, P'93. The purpose of this fund is to aid international students by narrowing the gap between any need-based assistance and the cost of tuition at either Hobart or William Smith. The scholarship will be awarded to deserving international students in their sophomore, junior and senior years and renewed annually; the recipients must demonstrate financial need, academic scholarship, and personal character.

Margiloff Foundation Endowed Scholarship Fund (2008) The fund is to be awarded to an academically qualified and financially deserving Hobart or William Smith student. In addition to financial need and academic performance, it is important that the recipient be an active and involved member in the life of the campus and larger Geneva community. Involvement and participation in co-curricular activities are also important considerations. Renewal of aid is contingent upon the recipient's continuing adherence to these standards.

Carolyn Carr McGuire '78 Endowed Scholarship (2006) Established by Carolyn Carr McGuire, Class of 1978. Income from this fund is used for general scholarship assistance. The Carolyn McGuire scholarship is awarded to Hobart or William Smith students with financial need who have demonstrated leadership ability while maintaining academic excellence.

L. Thomas and Alice P. Melly Scholarship (1994) Established by President H. Hersh and his wife, Judith C. Meyers, in honor of L. Thomas Melly '52 and his wife, Alice. The income is used for general scholarship aid.

L. Thomas Melly '52 Trustee Scholarship (1998) Established by members of the Board of Trustees, staff, family, and friends in gratitude for his service as Board Chair (1987-98). The income is used for a student or students selected as a Trustee Scholar at either Hobart or William Smith.

Alexander Mercer Scholarship Established by a bequest from Alexander Mercer. The income is used for scholarship aid to needy students.

Inez Tallet Morris-Richard William Morris, Sr. Scholarship (1985) Established by Richard W. Morris Jr. '47 in memory of his parents, Inez and Richard Morris. The income is to be used for scholarship aid to students at Hobart and William Smith. Recipients of this scholarship will be chosen on the basis of character, need, and scholarship.

Dr. Frederick W. '39 and Eleanor W. Moore Endowed Scholarship Fund (2012) Established by a Charitable Gift Annuity from Dr. Frederick W '39 and Eleanor W. Moore and awarded to a rising Hobart or William Smith third-year student who plans to major in foreign language, with a preference to a French major. The Moore Scholar will be selected on the basis of his or

her character, need, and academic achievement.

Allison Morrow '76 Scholarship (1998) Established by gifts in honor of the marriage of Allison B. Morrow '76 to Jonathan L. Cohen on November 21, 1998. The income is to be awarded to either a Hobart or William Smith student with exceptional academic ability.

Robert Ray Mulligan '36 - Dr. Shirley Stevens Mulligan '37 Scholarship Fund (2011) Established by a Charitable Gift Annuity from Robert Ray Mulligan '36 and Dr. Shirley Stevens Mulligan '37 and awarded to financially deserving and academically qualified Hobart and William Smith students. Preference will be given to students who have been selected by the John P. Burke Memorial Caddy Scholarship Fund to receive aid or recognition from that fund. These students must also request assistance through the Colleges financial aid program and qualify for a Hobart and William Smith scholarship. Preference will also be given to any direct descendant of Robert Ray Mulligan and Dr. Shirley Stevens Mulligan who qualify for a Hobart and William Smith scholarship and request that assistance through the Colleges' financial aid program.

William '57 and Jane Napier Scholarship (1985) Established by the Napiers. The income is used for general scholarship aid.

Navy V-12 Scholarship (1994) Established by the men of the Hobart Navy V-12 Program in honor of former HWS President John Milton Potter. The income is awarded to rising junior or senior students based upon their academic performance, personal character and integrity, and non-classroom activity.

New York City Scholarships (1995) Established anonymously to provide financial assistance to students from the five boroughs of New York City who meet certain criteria.

Mara '66 and Frank O'Laughlin Scholarship (1996) The Mara '66 and Frank O'Laughlin Endowed Scholarship Fund is to be awarded to two incoming first-year students who have demonstrated financial need. One recipient shall attend Hobart College and the other William Smith College. These recipients shall retain this important scholarship for the full four years they attend the College. Recipients shall be chosen based on their outstanding academic achievement during their four years of high school and should demonstrate potential for future scholarly excellence. They also shall have demonstrated a passion for the Humanities (history, English, art, philosophy or religious studies) and have the intention to pursue one or more of these areas while they attend the Colleges. Recipients shall be chosen by the Hobart and William Smith Colleges Admissions Office.

Leo C. O'Neill '62 Scholarship (2000) Established by Leo C. O'Neill '62 to aid students from NYC public schools whose families meet the criteria for the New York City Scholarships.

Opell Family Scholarship (1999) Established by Michael L. Opell '59 and Ellen Levine Opell '60 in honor of ambition, perseverance, and intellectual curiosity. The income is awarded to two students, rising juniors or seniors from Hobart and William Smith Colleges with financial need. It is given to students who have demonstrated an attempt to work their way through college. Along with the above criteria, the Colleges will use the student's W-2 Form to determine if their

income represents a minimum of 400 hours at the prevailing hourly rate and the Returning Student Application form to determine which candidates have demonstrated a significant commitment towards their degree.

Dr. John and Margaret Owen Endowed Scholarship (2005) Awarded to Hobart or William Smith students with preference given to a student enrolled in the Colleges pre-medical or pre-dental program.

Parents Association Scholarship (1955) Established by gifts from Mr. Hyman Rich and other parents. The income is used, without restriction, for scholarship aid.

Graduate Parents Scholarship Established by parents of students who have graduated from the Colleges. The income is used for scholarship aid.

Julia '84 and Brooke '84 Parish Endowed Scholarship Fund (2010) Established by a gift from Brooke S. '84 and Julia Craugh '84 Parish. Preference shall be given to an academically qualified and financially deserving first-year student who is from the New York Metropolitan area. The recipient shall continue to receive this scholarship for four consecutive years while they are attending either Hobart or William Smith College.

George E. Paulsen '49 Endowed Scholarship in the Natural Sciences (1998) The Dr. George E. Paulsen '49 Endowed Scholarship Fund in the Natural Sciences was established by George Paulsen '49. This important endowed fund will support a student majoring in physics, biology or chemistry. When awarding this endowed fund preference should be given to a student who is pursuing an Honors project in the sciences. It is Mr. Paulsen's desire to assist students who are accomplishing exceptional work.

Rose Bampton Pelletier Scholarship (1983) Established in 1983 with a life income gift by James W. Bampton '31 in honor of his sister Rose, who received an honorary degree, Doctor of Humane Letters, in 1978. The income is used for scholarship aid to a Hobart or William Smith student.

Piltch Family Centennial Scholarship (2007) Established through the generosity of Deborah Piltch to celebrate the William Smith Centennial. The scholarship shall be awarded to academically promising and financially deserving students in their third or fourth year of study who demonstrate strong leadership qualities.

Patricia Boswell Prince Endowed Scholarship (2010) This important scholarship will be awarded to financially deserving Hobart and/or William Smith students.

Dietrich F. Rasetzki '36 Memorial Scholarship (1992) Established by a bequest from Nicholas A. Rasetzki '35 in memory of his brother who died while serving in World War II. The income is used for scholarship aid to students at the Colleges.

Reader's Digest Endowed Scholarship Fund (1953) Established by gifts from the Reader's Digest Association. The scholarships are known as the Reader's Digest Association Scholarships, and the income is used to aid Hobart and/or William Smith students who otherwise would not be able to continue their college education. Preference is given to students who are doing what they can to work their way through college.

Jean W. Reeves '34 Arts Scholars Endowed Fund (2001) Established by a bequest from Jean W. Reeves '34. The income from this fund is to be used to provide merit-based scholarships to talented students in the fine and performing arts. These scholars shall be known as the Jean W. Reeves '34 Arts Scholars.

Resnick Family Endowed Scholarship (2007) This scholarship will be awarded to students with significant financial need who otherwise would not be able to attend Hobart and William Smith Colleges.

George F. Rickey '45 Endowed Scholarship Fund in Chemistry (2006) The Brenda and Dave Rickey Foundation has established this fund in honor of George F. Rickey '45. Awarded to a student majoring in chemistry by recommendation of the Chemistry Department based on academic achievement and financial need.

Robert B. Rigoulot '69 Endowed Scholarship (2008) Established by Barbara Hayler in memory of her late husband, Robert Rigoulot '69. This important scholarship shall be awarded to a financially deserving Hobart or William Smith student who has demonstrated a strong record of academic excellence. First preference shall be given to a student whose activities and scholarship indicate a special talent for or interest in history or the Humanities (e.g. history, classics, religion, languages, literature, arts, and philosophy). The recipient shall continue to receive this important scholarship as long as they continue to meet the above criteria.

Joseph A. Romano '82 Endowed Scholarship Fund in Honor of Samuel Yamashita (2015) Established with a gift from Joseph A. Romano '82 in honor of Samuel Yamashita, and awarded to academically qualified and financially deserving Hobart and William Smith students.

Rulle Family Endowed Scholarship (2007) The Rulle Family Endowed Scholarship will be awarded to academically qualified and financially deserving student(s) attending Hobart and William Smith Colleges.

Dr. Lynn '20, Dr. James '51, and Patricia '52 Rumbold Memorial Scholarship (1979) Established in 1979 by Dr. Lynn Rumbold '20, former trustee, in memory of his son, Dr. James Rumbold '51, and continued since 1982 by Mrs. Lynn Rumbold after her husband's death, in memory of him and their son. The income is used for scholarship aid to a pre-med student from either Hobart or William Smith. If possible, the recipient is to be from the Rochester area.

The Right Reverend Robert Claflin Rusack '47 Scholarship (2000) Established by a gift from Alison Wrigley and Geoffrey Claflin Rusack in honor and memory of Geoffrey's father, the Rt. Rev. Robert Claflin Rusack, Hobart Class of 1947. The income from the fund will provide scholarship support to students who have financial need and who, like Bishop Rusack, demonstrate commitment to public service by reaching out to help others.

Dr. Richard A. Ryan Endowed Summer Science Fund (2017) Established by Dr. Richard A. Ryan, this is a permanent endowment fund created to provide financial assistance for one or more students pursuing summer science research at HWS. Preference will be given to students pursuing summer science research in biology at the Hanley Preserve.

William Akira Sakow Scholarship (1983) Established by a gift from William A. Sakow, LL.D. '83, president of St. Margaret's Junior College, Tokyo, Japan. The income is used for scholarship aid for a Japanese or Asian student.

Glenn J. Satty '70 Scholarship Fund (1996) Given by Glenn J. Satty '70 to help attract people of action and to inspire people to action. Awarded to a rising junior who, through courageous or creative action, has demonstrated noteworthy independence of thought.

William '49 and Yvette Scandling Scholarship (1996) Established by friends and family of William '49 and Yvette Scandling in honor of their wedding. The income is to be used to provide general scholarship aid.

Schantz Family Scholarship (1985) Established by Melvin R. Schantz '52. The scholarship is to be used to provide scholarship aid to Hobart and William Smith students who demonstrate financial need, are born and raised in Lewis County or the great North Country, and who have participated in co-curricular activities at his/her high school.

Henry Rudolph Shepherd Memorial (1972) Established in memory of H. Rudolph Shepherd '22, by a bequest from his wife, Pauline Taylor Shepherd '23. The income is used for scholarship aid to deserving students.

Professor Otto Eugene Schoen-Rene Endowed Scholarship Fund (2015) Established with gifts from Richard Payne '59 and the Hobart Class of 1959, and used to provide financial assistance to academically qualified and financially deserving Hobart and William Smith students entering their third year of study, with preference to students engaged in English, Philosophy, foreign languages, ancient or modern literature, Theatre and Art History.

R. Chapin Siebert '75 Memorial Scholarship Fund in Economics (2003) Established by Margaret Boucher and Barbara Siebert in memory of their brother "Chape" Siebert '75. The scholarship will be awarded to academically qualified and financially deserving Hobart or William Smith students who are majoring in economics.

Harry A. '22 and Gladys Miller '22 Snyder Scholarship (1965) Established by gifts from Gladys Snyder '22, in memory of her husband, Harry '22. The income is used for general scholarship purposes.

Somerset Endowed Scholarship Fund (2007) Used to support scholarships at Hobart and William Smith for deserving students.

David J. Spears '40 Endowed Scholarship Fund (2004) Established through a trust by David Spears. The scholarship is awarded to academically qualified and financially deserving Hobart and William Smith students.

Elizabeth B. and David J. Spears Scholarship (1980) Established by gifts from Elizabeth and David '40 Spears. Spears is a former trustee of the Colleges. Given to a Hobart or William Smith student in need of financial aid who will use it as an incentive to make a thoughtful, scholarly contribution within his/her academic discipline.

Spence Family Endowed Scholarship for International Students (2004) Established by William Spence. The scholarship will be awarded to an academically qualified and financially deserving Hobart or William Smith student whose place of birth is West Africa or Africa. If, in any given year, the Colleges do not have a student who meets these preferences, the scholarship will be awarded to a financially deserving and academically qualified international student.

Ralph E. '47 and Barbara L. '57 Springstead Endowed Scholarship Fund (2008) Established by a gift from Ralph E. '47 and Barbara L. '57 Springstead and awarded to a Hobart or William Smith student with demonstrated financial need.

Spitzer Family Scholarship (1999) Established by three brothers who graduated from Hobart College, Dr. S. Richard Spitzer '54, Dr. Kenneth H. Spitzer '55, and Dr. Robert M. Spitzer '61, in honor of their teachers, mentors, and parents. Income is used for Hobart and William Smith students from western New York in need of financial aid. The award is used to encourage scholastic achievement. Preference is given to prospective students who intend to study the physical and/or medical sciences and who have demonstrated high academic achievement and commitment to well rounded lives and to thoughtful, constructive community involvement.

Henry Stanziani Memorial Scholarship (1971) Established by Joseph Stanziani '52 in memory of his father to provide scholarship aid to needy students.

Craig M. Stevens '85 Scholarship Fund (2003) Established in 2003 to be awarded to a Hobart and/or William Smith student who demonstrates a dedication to maintaining a positive attitude and has true leadership potential. The students who receive this award should see the "glass completely full" and through their positive outlook change their surroundings. The recipient enjoys being involved in a wide range of activities academic, physical, and social. The scholarship gives preference to those students who, through their interest in being physically active, have demonstrated an understanding of teamwork both as leaders and as "role players."

Craig R. Stine '81 Endowed Scholarship in Economics (2009) This important fund was established by Craig R. Stine '81 and will be awarded to a Hobart or William Smith student in their third year of study who has a GPA of 3.5 or better and who is majoring in Economics. Demonstrated financial need shall also be a major factor when choosing the recipient. The recipient shall continue to receive this scholarship into their fourth year of study as long as he/she continues to meet the above academic criteria.

C. H. Stuart Foundation Scholarship (formerly the Arcadia Foundation) (1960) Established for scholarship aid to sons and/or daughters of the clergy.

Surdna Foundation Scholarship (1975) Established by a gift from the Surdna Foundation. The income is used "for endowment support of student financial aid." Students receiving this aid are known as Surdna Scholars.

Robert Nathaniel Tannen '87 Memorial (1985) Established in memory of Robert Tannen '87 by his family and friends. Bob was killed in an automobile accident on July 28, 1984. Preference is given to a rising sophomore from Hobart who demonstrates financial need and who has been involved in community service both before and during his attendance at

Hobart. If a student with the established criteria is not available among rising sophomores, the award may be given to a student from another class. If there is no Hobart student who meets the criteria, the award may be given to a student at William Smith College.

Parish of Trinity Church Scholarship Established by Trinity Church, N.Y.C. The income is used for scholarship aid.
David A. Tufts '67 Endowed Scholarship Fund (2007) Awarded to an academically qualified and financially deserving student attending Hobart and William Smith Colleges.

Dr. Gordon E. Van Hooft '38 and Anita D. Van Hooft '40 Endowed Scholarship (2001) Established by Gordon E. Van Hooft '38 in memory of his wife Anita Van Hooft '40. The income from this scholarship is to provide scholarship aid to students with academic promise in need of financial assistance. Preference is to be given to students from Midlakes High School.

Vielé Scholarship (1994) Established by Robert Stuart Vielé Platten '68 and the Platten family (father and uncles) in honor of Rob's grandmother, Katherine Vielé Platten, his great-grandfather, Maurice Vielé (Hobart 1884), and his great-great-grandfather, Augustus Vielé (Hobart 1864). The scholarship is provided to help legacies who wish to attend Hobart or William Smith.

John K. Walker 1896, LL.D. 1950 Endowed Scholarship (2001) Established through life income gifts of Charles W. Walker '35 in memory of his father. John K. Walker served as a Trustee of the Colleges from 1903-1950. The income is to provide scholarship aid to Hobart men and William Smith women in their sophomore, junior, and senior years who exhibit the leadership traits we would honor for "distinguished service" at the Colleges.

Waters Family Endowed Scholarship (1996) Established by Richard Waters '50, June Dorer Waters '49 and Gertrude Peterson Waters in memory of Sherman and Viola Waters, Karl Waters '74, and other members of the Waters family, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Drs. Abraham B. and Lenore K. Weinstein Scholarship (1991) Established by Will K. Weinstein '60 in memory of his parents. The income is used for scholarship aid to a Hobart and/or William Smith student majoring in psychology.

Lenore K. Weinstein Social Services Award (1983) Established by Will K. Weinstein '60 in memory of his mother. The income is given to a rising senior at Hobart or William Smith, with preference given to a student majoring in psychology who has a need for financial aid and intends to go to graduate school.

Wheeler Society Scholarship Fund (2008) This important scholarship is funded by undesignated bequests over \$5,000 but less than \$100,000. It should be awarded to Hobart and William Smith students who have a demonstrated need.

Cornelius Ayer and Muriel Prindle Wood Scholarship (1982) Established by a bequest from the Cornelius A. Wood Charitable Trust. The scholarships were established for the purpose of aiding students at Hobart and William Smith, and are offered to candidates for admission who show great promise of outstanding achievement at the Colleges.

Francis A. Young '29 Memorial Scholarship (1996) Established by family and friends in memory of Francis A. Young '29. Awarded to a student who is planning a career in education

or who exemplifies the promotion of understanding among peoples of the world.

Young-Sharin '67 Endowed Scholarship Fund (2016) Established with a gift from Susan F. Sharin '67, and used to provide financial assistance to one or more under-represented, academically qualified and financially deserving Hobart and/or William Smith students.

HOBART COLLEGE

Dr. Dillon F. Acker Scholarship (1971) Established by a bequest from Helen Acker in memory of her father. The income is used to provide scholarships for worthy and financially needy students residing in Oswego County and Central New York who are premedical students at Hobart College.

Harry W. Anderson Scholarship Fund (1973) Established by Harry W. Anderson '49. The income is used for scholarship aid for students from the Corning area.

Ayrault Scholarship (1860) Established by Allen Ayrault, former Trustee of Hobart College, by gift and bequest. The income is used for seven scholarships, in aid of young men studying for the Episcopal ministry.

Joseph P. Barker, Jr. Memorial Scholarship Fund (2006) Established by a bequest from Louis P. Barker. The scholarship should be awarded each year to a first year Hobart student from the William Penn Charter School in Philadelphia. If no such student is available, the scholarship is to be awarded to a first year Hobart student from any school in Pennsylvania from the following counties: Philadelphia, Montgomery, Bucks, Delaware and Chester.

James Latta Barton Scholarship (1895) Established by Agnes Demarest of Buffalo. The income is used to cover the tuition of students in Hobart College, "who should render such service in the library, as the faculty might find compatible with their college duties." In addition, to students "who are to be men of need and desert."

Rev. and Mrs. Chester T. Baxter Scholarship Established in honor of the Baxters. The income is used for scholarship aid.

Daniel Magee Beach Scholarship (1949) Established by Marion L. Beach and Daniel M. Beach Jr., for an Episcopal student at Hobart College based upon his character, leadership, citizenship, scholastic attainments, and financial need.

Benjamin F. Beckwith Scholarship (1905) Established by the bequest of Miss Anna E. Beckwith in memory of her father. The income is awarded to students at Hobart College majoring in the sciences.

Sanford D. Beecher Scholarship (1969) Established by a gift from Maurice Heckscher in memory of his law partner, Sanford D. Beecher '25. The income is used for scholarship purposes.

Bollettieri Family Memorial Scholarship (1986) Established by Helen D. Bollettieri in memory of her husband, Joseph G. Bollettieri '35, and by Joseph F. Bollettieri '68 in memory of his father. The income is used for scholarship aid to a rising junior or senior majoring in science. Preference is given to a pre-dentistry student, or alternatively, to a premedical student. Since Helen Bollettieri's death in 1999, this scholarship also honors her memory.

James Porter Bowman Scholarship (1932) Established by a bequest from John P. Bowman, 1882. The income is awarded to students, "who prior to their admission to Hobart College, have shown proficiency in their studies and who have established a reputation for character and ability, but who shall in no case intend to enter the ministry."

William Allen Braverman Memorial (1953) Established in memory of William Allen Braverman '56, by gifts from his friends and a bequest from his father. The income is used for a deserving Hobart College student from Rochester, New York.

Gardner Williams Burbank Scholarship (1934) Established by a bequest from Mrs. Josie E. Burbank for a permanent scholarship in memory of her son, Gardner. The income is used for some "deserving but needy student, preference given to Geneva boys."

Charles C. Burns Scholarship (1933) Established by a bequest from Jessie H. Hare of Troy, New York, in memory of Charles C. Burns, an alumnus of Hobart College, for the general endowment fund.

Alice E. Burton Scholarship (1965) Established by a bequest from Alice E. Burton. The income is used to "defray the expenses of some worthy young man taking his college course at Hobart College, preference being always given to a worthy young man fitting himself for the ministry in the Protestant Episcopal Church."

Dean Clarence Butler Endowed Scholarship Fund (2007) Established through the generosity of Stuart S. Piltch '82 and his wife Sari Feldman in honor of Hobart Dean Clarence Butler on the occasion of his retirement. Butler, who came to work at the Colleges in 1979, served as Dean of Hobart College from 1998 to 2006. During his tenure, he was a valued professor of German, a distinguished administrator and an eloquent advocate of the goals of higher education. Above all, he was a wise counselor, friend and confidant to generations of students. Dean Butler was vigilant in his concern for others, whether or not they lived and worked on campus. His actions followed his belief that a community devoid of benevolence cultivates its demise. The recipient of the Dean Clarence E. Butler Endowed Scholarship Fund shall represent the same values and commitment to the Colleges and community as Dean Butler has held. The recipient shall be a Hobart student in his third year of study; have demonstrated financial need; be an active participant in the life of the Colleges; and lead by example. These qualifications may be determined by active participation, for example, in the classroom, on the sports field, or in clubs and intramurals.

Morgan Butler Scholarship (1893) Established by gifts from Marianne Howard Butler. The income is used for scholarship purposes with preference given to a student in good standing from the Diocese of Central New York.

James F. '56 and Cynthia L. Caird Endowed Scholarship Fund (2006) Funds will support an academically qualified and financially deserving Hobart student from the Capital Region of Albany, N.Y., with preference given to an Albany Academy graduate. In addition to demonstrated financial need and academic performance, this fund represents the Cairds' commitment and dedication to the education of Hobart College students. Renewal of aid is contingent upon the recipient's continuing adherence to these standards.

Roderick C. Cannatella Endowed Scholarship Fund (2002) Established through a bequest from Harold M. Wagy in memory of the late Dr. Roderick C. Cannatella, who graduated from Hobart College in 1948. The scholarship was designated to provide scholarship assistance to deserving students attending Hobart College.

Marcus M. Cass Memorial (1968) Established by a bequest from Lotita M. Cass in memory of her husband, Marcus '22. The income is used for general scholarship purposes.

Beverly Chew Memorial Scholarship (1972) Established by a bequest from Beverly Chew, Sc.D. '52, of Geneva, and by gifts in his memory from his wife, Edith Chew. The income is used annually to provide scholarship aid for students attending Hobart College.

Chorley Scholarship (1993) Established by a bequest from Jean Chorley and Kenneth Chorley, L.H.D. '57. The income is used for scholarship aid to one or more Hobart students each year.

P. Schuyler Church Memorial (1958) Established in memory of P. Schuyler Church '12, member of the Board of Trustees, by his friends. The income is used for general scholarship purposes.

Arthur Murray Cobb Memorial (1955) Established in memory of Arthur Murray Cobb '26, by an anonymous donor. The income is used for one or more worthy students of Hobart College.

John Cornwall Scholarship (1965) Established by a gift in trust by Mrs. Alice E. Burton in memory of John Cornwall. The income is used to "defray the expense of a worthy young man, preference being always given to one fitting himself for the ministry in the Protestant Episcopal Church."

Margaret Cornwall Scholarship (1965) Established by a gift in trust by Mrs. Alice E. Burton in memory of Margaret Cornwall. The income is used to "defray the expense of a worthy young man, preference being always given to one fitting himself for the ministry in the Protestant Episcopal Church."

Edward Donaldson Cowman Scholarship (1913) Established by Susan M. Carter in memory of her brother, Edward Donaldson Cowman, 1866. The beneficiaries of said scholarship "to be named by the President of Hobart College upon such terms and conditions as the Board of Trustees determine."

Demarest Scholarship (1893) Established by Agnes Demarest of Buffalo, New York. The income is used for scholarship aid to a student nominated by the rector of Trinity Church, Buffalo, New York, and/or the president of Hobart. Preference given first to the sons of clergymen, and secondly to other students as shall be approved by the above.

Gifford '46 and Mary Doxsee Endowed Scholarship (2017) Established with a bequest from Gifford Doxsee '46 and awarded to academically qualified and financially deserving Hobart College Students.

Myron J. Dybich Scholarship (1991) Established by a bequest from Myron J. Dybich, M.D. '25. The income is used for scholarship aid to financially deserving students at Hobart.

Condit Nelson Eddy Scholarship (1964) Established by gifts received from individuals and the Business and Professional

Women's Group of Christ Church, Binghamton, New York, in memory of The Rev. Eddy. Preference given to sons of clergymen.

Victor T. Ehre Scholarship (1980) Established by a gift from Victor T. Ehre, former trustee of the Colleges.

James and Marie Antoinette Evans Scholarship (1917) Established by Powell Evans, 1888, in memory of his parents. The income is used by a student from South Carolina, the nomination to be made with concurrence of the Bishop of South Carolina and the president of Hobart College.

Foundation for Episcopal Colleges Scholarship Established by the Foundation, designated for the sons of ministers, Episcopal and otherwise.

Dr. Joseph N. Frost '16 Scholarship (1990) Established by Dr. Joseph N. Frost '16. The income is used for financial assistance to a needy, but promising, student pursuing a premedical course of study. If there is no such potential recipient in a particular year, the aid may then go to a needy student who plans to attend some other professional or graduate-level educational program.

Warren J. Geiger and Charles Scheid Memorial Scholarship (2006) To be awarded to academically qualified and financially deserving students attending Hobart College.

Gulick-Vogt Scholarship (1978) Established in memory of Merle Gulick '30, former chairman of the Board of Trustees, and Paul Vogt '27, former member of the Board of Trustees, by their friends.

Caroline Hancock Scholarship (1938) Established by a bequest from Caroline Hancock. The income is used in assisting students who are studying for the ministry.

Henry C. Hawley Scholarship (1985) This scholarship was established by Arthur Gilman '34 to honor Professor of Economics Henry C. Hawley. Professor Hawley served as the Arthur Gould Yates Professor of Economics while Gilman attended Hobart. The scholarship is given to two juniors for their senior years. Both are to be economics majors with good leadership traits. The selections are to be made by the chair of the Department of Economics.

Edward Hall Hazen Scholarship (1902) Established by Mrs. John Cunningham Hazen in memory of her son, Edward. The income is used to help "pay the regular college charges of some deserving student in need of aid."

Hobart Class of 1928 Scholarship (1928) Established by the Class of 1928. The income is used for scholarship aid.

Hobart Class of 1950 Endowed Scholarship (1999) Established by the Classes of 1950 in honor of their reunion gift. The income is to be used for hard-working, deserving Hobart student(s) who, without such funds, would find it difficult to continue their education.

Hobart Class of 1953 Undergraduate Scholarship (1953) Established by the Class of 1953. The income is used for scholarship aid.

Hobart Class of 1965 Scholarship (1965) Established by the Class of 1965. The income is used for scholarship aid.

Hobart Alumni Association Scholarship (1965) Established by the Association. The income is used for scholarship aid.

Honorary Alumni Scholarship Established by honorary alumni. The income is used for scholarship aid.

William L. Howe Memorial (1987) Established in memory of William L. Howe '50, by his business associates, family, and friends. Three generations of the Howe family have attended Hobart and William Smith Colleges. The income is awarded to a rising sophomore and may be held for three years providing the recipient has continuing financial needs and is in good academic standing.

Thomas M. Johnson Scholarship (1971) Established by friends in memory of Thomas Johnson '13, World War I war correspondent. The income is used for worthy and capable undergraduate students of Hobart College and members of the Hobart Chapter of Kappa Alpha Society.

Kappa Alpha Society Endowed Scholarship in Memory of William H. Billings (2007) Established by members of the Kappa Alpha Society in memory of William H. Billings '44. The scholarship is awarded to an outstanding Hobart student(s). Recipient(s) should demonstrate high standards of achievement, qualities of character, and be active in the life of the Colleges and his community. Preference should be given, but not limited, to active member(s) of the Society who meet the criteria.

Rev. Donald S. Labigan Scholarship Established in memory of Father Labigan, Professor of Foreign Languages at the Colleges. The income is used for scholarship aid.

Henry Laight Scholarship (1854) Established by Mrs. Elizabeth Watts Laight of New York. The income is given for scholarship purposes to an undergraduate of Hobart College and communicant of the Protestant Episcopal Church in good standing, appointed by the Bishop of the diocese in which Hobart College is situated (Rochester).

Harold Harriman Lane Scholarship (1963) Established by a bequest from Harold F. Lane of Geneva in memory of his son, Harold '49. The income is used for scholarship aid to a worthy student.

Keith Lawrence Scholarship (1954) Established by Selected Brands, Inc., and their president, Keith Lawrence '13. The income is used for scholarship purposes.

Martin David Levine Memorial (1967) Established by Mr. and Mrs. Joseph Levine in memory of their son Martin '69. The scholarship is awarded to a rising junior for his last two years at Hobart. The candidate must be an excellent student demonstrating financial need.

Stanley H. Long Memorial Established by a bequest from Montford C. Holley in memory of his grandson, Stanley H. Long '52. The income is used for general scholarship purposes.

Daniel E. Maher '35 (1994) Established by Dr. Willis A. Adcock '44 and by family and friends of Daniel E. Maher in his honor.

Maher was Dr. Adcock's high school principal and served 41 years as educator and administrator in Champlain, New York.

Henry May Memorial (1895) Established by Jane A. and Mary W. May in memory of Henry, "a beloved pupil whom we have loved and lost a while" per E. N. Potter, President. The income is used for scholarship aid for deserving students.

John T. McCarthy Scholarship Fund (2010) Established by a bequest from Michael J. McCarthy in honor of his father, John T. McCarthy. This important scholarship shall be awarded to a Hobart College student beyond his freshman year in accordance with the eligibility criteria established by the College.

John R.O. McKean Endowed Scholarship Fund (2007) This important scholarship fund is to be awarded to an academically qualified and financially deserving Hobart College student.

Robert W. '39 and Melva D. McClelland Scholarship Fund (2000) This scholarship is awarded to young men from LeRoy, New York, who wish to study at Hobart College.

Robert W. McNulty Memorial (1972) Established by a gift from Mrs. Alice M. Vieweg and other friends in memory of Robert W. McNulty '23, former trustee of the Colleges. The income is used for scholarship purposes.

J. and S. Medbery Scholarship (1899) Established by Catherine M. Tuttle in memory of her uncles, Joseph and Sylvester. The income "shall be awarded to worthy and needy students without any preference or partiality on the ground of ecclesiastical connection or intended pursuit after graduation."

Clarke Merchant Scholarship (1917) Established by Mrs. Powell Evans, wife of Powell Evans, 1888, in memory of her father. The income is used for scholarship aid for one student from Philadelphia or vicinity. The nomination is made with the concurrence of the Bishop of Philadelphia and the President of Hobart College.

Gary L. Miller '61 Endowed Scholarship in Economics (2009) Established by a bequest from Gary L. Miller '61 to endow a scholarship for Hobart students in Economics.

Mary C. Miller Scholarship (1964) Established by a bequest from Mary C. Miller. The income is used for general scholarship purposes.

Joseph L. Morse Memorial (1971) Established by Mrs. Claudia S. Morse in memory of her husband, Joseph, a generous benefactor of Hobart College. The income is used for scholarship purposes.

Joseph J. Myler Scholarship (1967) Established by a gift from Mrs. Joseph J. Myler in memory of her husband, Joseph '19, chairman of the Board of Trustees, 1948-52. The income is used for general scholarship purposes.

Mathew O'Neill Endowment (1903) Established by a bequest from Mathew O'Neill of Buffalo, New York. The income is used and expended in the education of young men for the ministry in the Protestant Episcopal Church. Preference in all cases is given to needy Buffalo students.

Peachey Memorial (1961) In memory of Clarence Peachey, M.D., '19. Established by gifts from friends and a bequest from

his wife, Eunice Peachey. The income is used for scholarship aid.

Phi Phi Delta Scholarship (2002) Established by members of Phi Phi Delta. The scholarship is awarded to one outstanding Hobart student in their third year of study. The student selected should demonstrate high standards of achievement and quality of character.

William C. Pierrepont Scholarship (1862) Established by William C. Pierrepont, Trustee of Hobart College. The income is used to aid "young men ... contemplating the ministry of Our Church" (the Episcopal Church). They are to be communicants of the church appointed by the Bishop of the Diocese of Rochester. In 1884, Pierrepont amended the requirements to include any student(s) whose scholarship and moral character shall meet the approbation of the faculty.

Homer A. Piper Scholarship (1976) Established by a gift from Mrs. Homer (Annabel) Piper in memory of her husband. The income is to be awarded to students attending Hobart College.

Evelyn M. Randall Scholarship (1964) Established by a bequest from The Rev. Edwin J. Randall, 1893, in memory of Evelyn. The income is used to aid a student expecting to study for the ministry of the Episcopal Church.

Rankine Memorial (1953) Established by a bequest from Harold Sturges Rankine, 1892, in memory of his father, the Rev. James Rankine, D.D., S.T.D. The income is used for scholarship aid to deserving students and such students as may "be preparing for Holy Orders in the Ministry of the Protestant Episcopal Church."

N. Landon Ray '34 Scholarship (1987) Established by Dr. Ray to aid academically qualified students at Hobart College who require financial assistance.

John R. H. and Gerald H. Richmond Memorial (1959) Established by a bequest from Lillian Rudderow Richmond in memory of her brothers, John, 1894, and Gerald, 1899. The income is used for general scholarship purposes. "The Bishop of the Protestant Episcopal Diocese of Western New York shall determine the number and amount of such scholarships and nominate the students to whom such scholarships are to be awarded."

William David Ripley II Scholarship (1942) Established by Mr. and Mrs. William D. Ripley in memory of their son William '43, who drowned in Seneca Lake. The income is offered to an upperclassman, appointed by the president and chaplain, who is preparing himself for the priesthood of the Church. "He must be a person of proven intellectual ability and moral integrity, have shown evidence of his worthiness and capacity to undertake the work he proposes, be a postulant in good standing, and maintain a high scholastic standard."

William T. Robertson '60 Endowed Scholarship Fund (2011) This important scholarship fund was established by a gift from William T. Robertson '60 and is awarded to Hobart students in good academic standing who have financial need.

Edwin and Mary Dornberger Ross Scholarship (1975) Established by Roderic Ross '52, trustee and former chairman of the Board of Trustees, in honor of his parents. The income is to be awarded to students attending Hobart College.

James Savage Scholarship (1959) Established by a bequest from James Savage of Buffalo, New York. The income is used for "scholarships or loans, or other financial aid to students."

Calvin O. Schofield Sr. '26 Scholarship (1986) Established by a life income gift from Mr. Schofield. The income is used for scholarship aid to Hobart students.

Richard A. Scudamore '55 Endowed Scholarship Fund (2004) Established by Richard Scudamore '55. The scholarship is awarded to a Hobart student who maintains a 3.0 grade point average and a high level of extra-curricular activities and who is financially deserving.

Clarence A. Seward Scholarship (1898) Established by a gift from Caroline D. Seward of New York. The income is used for scholarship purposes. The beneficiary is selected by the President and faculty of the College.

Melvin Jay Shapero Memorial (1968) Established by Mr. and Mrs. Julius D. Shapero in memory of their son Melvin Jay '69. The scholarship is awarded to a rising junior for his last two years at Hobart. The candidate must be of exemplary character with excellence of scholarship in premedical studies, preferably, and he must demonstrate financial need.

Frank P. Smith '36 Endowed Scholarship (2003) Established through a bequest of Frank Smith. The scholarship is awarded to academically qualified and financially deserving Hobart students.

T. Schuyler Smith Scholarship (1968) Established by Helen Sholes Smith in memory of her husband, Schuyler '16. Smith was a great-nephew of William Smith, founder of William Smith College. The income is used for scholarship aid to deserving students.

Harry Augustus Snyder '22 Memorial Scholarship (1965) Established by gifts from friends and Gladys "Pinky" Snyder '22 in memory of her husband, Harry '22. The income is used for general scholarship aid to Hobart students.

Swanson Scholarship (1982) Established by a bequest from Mildred W. Swanson in memory of her husband, Harry R. Swanson '19, and her son, H. Robert Swanson '46. The income is used for two scholarships.

Mary Adella Swanson Scholarship Established by Mary Swanson. The income is "not to be limited to the assistance of the scholar, but more particularly for the average student showing promise of developing into a citizen who will be a stabilizing influence among his fellowmen in the society which we cherish."

Ray Thomas Scholarship (1959) Established by William Kepler Whiteford, LL.D. '58. The income of the fund is used for the purpose of awarding scholarships to deserving persons either enrolled or about to enroll at the institution.

Rev. John Visger Van Ingen Scholarship (1927) Established by a bequest from the Rev. George Williamson Smith, LL.D. Hobart Class of 1857, in memory of his friend, the Rev. Dr. John Visger Van Ingen, Union College, 1826, D.D., Hobart, 1846. During the 1940s the scholarship fund was added to in memory of John Van Ingen, grandson of John Visger Van Ingen. Additional gifts were received in 1987 in memory of Jane C. Van Ingen,

granddaughter of John Visger Van Ingen and a head resident at William Smith College for many years. The income is used for the benefit of such deserving students of the College as the President of the institution shall appoint.

Gilbert Verney Scholarship (1965) Established by a gift from the Gilbert Verney Foundation through its trustee, Gilbert Verney. The income is used for general scholarship purposes.

Barent L. Visscher Scholarship (1966) Established by a bequest from Barent Visscher '07, LL.D. '61, former trustee of the Colleges. The income is used for general scholarship purposes.

Lewis E. and H. Ernestine Ward Scholarship (1968) Established by a bequest from the Rev. Lewis E. Ward '12, D.D. '35, and his wife Ernestine. The income is used for scholarship purposes.

Frank H. Warren Scholarship (1947) Established by a bequest from Frank Warren, 1896; M.A., 1899; Litt.D., '27. The income is used "toward and for the support, maintenance, and education of such worthy and capable undergraduate students of Hobart College and members of the Hobart Chapter of Kappa Alpha Society, as shall be selected by such members of the K.A. Society as may be on the Board of Trustees of Hobart College." If the K.A. Chapter should dissolve, "and if there be no such students of Hobart College who are members of the Hobart Chapter of K.A.; then said net income shall be used, applied, and appropriated toward and for the support, maintenance, and education of such worthy undergraduate students of Hobart College as shall be selected by the president of Hobart College."

John Watts Scholarship (1850) Established by Elizabeth Watts Laight of New York in memory of her father. The income is used for scholarship purposes. Given to an undergraduate in good standing and a communicant in good standing of the Protestant Episcopal Church.

DeWitt Chapin Weed Scholarship (1941) Established by a bequest from George T. Weed in memory of his father. The income is used for general scholarship purposes.

Nathan M. Weiss '49 Endowed Scholarship Fund (2014) Established by a bequest from Nathan M. Weiss '49 and used as general scholarship aid for Hobart College students.

Herbert J. Welker '41 Memorial Scholarship (1986) Established by Colonel Jack E. Henry, Ret. '38 in memory of Herbert J. Welker '41, and by friends of Welker. Welker was vice president of his class for four years, co-captain of the basketball team, All-American lacrosse player, and a member of the Chimera and Druids honor societies and Kappa Alpha fraternity. A Naval aviator, he was killed in action in the Pacific in 1944. The income from the scholarship is awarded annually to a rising senior. Preference is given to a scholar who is an outstanding citizen with characteristics similar to Mr. Welker's.

Hobart Williams Scholarship (1899) Established by a bequest from Mrs. Augusta M. Williams of Boston, Massachusetts, in memory of her husband, the Rev. Hobart Williams, a graduate of Hobart College. The income is used for general scholarship purposes.

Harold C.P. Wilmerding '92 Memorial Scholarship (1995) Established by his family and friends. The income provides scholarship aid, including off-campus study, for a Hobart student, preferably from the United States or Great Britain,

whose character, academic standing, community involvement, and need make him deserving of such aid.

Thomas Wilson Revolving Scholarship (1958) Established by a bequest from Thomas Wilson 1901. The income is used "to establish a revolving scholarship fund to assist needy students."

Donald E. Wood Memorial Scholarship (1989) Established by a bequest from Donald E. Wood '30. The income to be used for financial aid to students from Erie County, New York.

George Worthington Scholarship (1911) Established by a bequest from George Worthington. The income is used to aid sons of clergymen in the expense of their college course, and the nomination to this scholarship is by the Bishop of Nebraska.

WILLIAM SMITH COLLEGE

Eric Hall Anderson '59 Endowed Centennial Scholarship (2007) Established by Eric Hall Anderson '59 to assist an academically qualified William Smith student, who would otherwise not be able to attend college, in her first year of study. Preference will be given to a William Smith student who is a member of the first generation of her family to attend college. She shall continue to receive the scholarship for all four years of study at William Smith College.

Helen Millerd Baer Scholarship (1978) Established in honor of Helen Millerd Baer '18 by John Wiley Jones, a former high school chemistry student of Mrs. Baer, and added to by her family. The income is used for scholarship aid to a deserving science or chemistry student.

Ella J. Barnard Memorial (1931) Established by a bequest from Ella J. Barnard. "The income is used in and for the education of worthy young women."

Julia B. Bissell Scholarship (1984) Established by a bequest from Julia B. Bissell, longtime resident of Geneva. The income is used for scholarship aid to a student at William Smith College.

Emily Collins '04 and Rachel Nargiso '04 Memorial Scholarship Fund (2002) Established in loving memory of Emily and Rachel by their parents Mr. and Mrs. Robert B. Collins, Rita Ashton, family, friends, and classmates. The scholarship is awarded to academically qualified and financially deserving William Smith students.

Collins Family Scholarship (1992) Established by Maureen Collins Zupan '72, Jean Collins Van Etten '74, Joan Collins Dosky '84, Frances J. Collins Rogers '90, and their father, John F. Collins. The income is used for general scholarship purposes.

Isabel Crawford Scholarship (1968) Established by a bequest from Alice E. Crawford in memory of Isabel. The income is used to provide a scholarship or scholarships for one or more women "preferably but not necessarily a communicant of Trinity Episcopal Church, Seneca Falls, New York, or resident of Seneca County" going to William Smith College. If at any time there be no qualified applicants, then the scholarship(s) may be awarded to a Hobart College student.

Jane Brown Daniels '25 Memorial Scholarship (1985) Established in memory of Jane Brown Daniels '25 by her husband Wellman '25, and her family and friends. The income is used for scholarship aid to a William Smith student.

Dorothy C. Davis Scholarship (1961) Established by a bequest from Dorothy Davis Oswald '24. The income is used for general scholarship purposes.

Carolyn Bareham Dineen '26 Endowed Scholarship (2014) Established by a gift from Kathryn Dineen Winston and awarded to a William Smith student from Rochester or Syracuse.

Martha and Rev. Eversley S. Ferris '23 Scholarship (1993) Established by Richard and Lorrie Ferris in memory of his parents. The income is used for scholarship aid to William Smith students, with preference given to those associated with the Episcopal Church.

Ellen Freeman Scholarship in Biological Sciences (1991) Established by a bequest from Richard L. Freeman, a friend of the College, in memory of his wife, Ellen S. Freeman. The income is used to help support a William Smith student who is interested in following a career in biological sciences.

Catherine Greene Scholarship (1964) Established in memory of Catherine Hedrick Greene '19, former director of admissions at William Smith College, by her friends. The income is used for general scholarship purposes.

Hazel Nettleship Hardy Scholarship (1977) Established in memory of Hazel Nettleship Hardy '65, by her friends and family. The income is used for scholarship aid to a William Smith student personifying Hazel's outstanding attributes and leadership qualities.

Virginia M. Hennenberry '73 Endowed Scholarship Fund (2001) Established by gifts from Virginia M. Hennenberry '73, the income is to be used to provide scholarship aid to a deserving William Smith student.

Alice Fitch Houck Scholarship (1961) Established by a bequest from Dr. Robert C. Houck in memory of his wife, Alice '20. The income is used for general scholarship purposes.

Sally E. Howe '67 Annual Fund Scholarship (2017) Established with an Annual Fund gift from Sally E. Howe '67 and awarded to two academically qualified and financially deserving William Smith students for five consecutive years beginning with the 2018-2019 academic year.

Mary Garni Hubbs Memorial Scholarship (1989) Established by H. Newton Hubbs '40, in memory of his wife, along with gifts from classmates and friends. The income is used for financial aid to a student who is working to help put herself through college.

Mildred Welker Hufstader Scholarship (1964) Established by a bequest from Mildred Hufstader '15. The income is used for general scholarship purposes, with preference given to seniors.

Doris A. Lund Scholarship Fund (2006) This endowed fund was established through a bequest of Doris A. Lund. It is to be awarded to academically qualified and financially deserving William Smith students.

Barbara McDowell Memorial (1968) Established by gifts from her mother and friends. Barbara McDowell '64 died in a plane crash in Calcutta. The income is used for general scholarship purposes.

Gertrude A. Menge Scholarship (1963) Established by a bequest from Aileen K. Menge in memory of her daughter Gertrude '33. The income is used for scholarship purposes, with preference given to a student selected by the Buffalo Chapter of the William Smith Alumnae Association.

Elizabeth Smith Miller Scholarship (1909) Established by Anne Fitzhugh Miller of Geneva in memory of her mother. The income is used for scholarship aid to a graduate of Geneva High School and is held by that student during her four years at William Smith. If she leaves before that time, another appointment is made.

Dr. Carol Pappas '71 Endowed Centennial Scholarship (2008) Established by a gift from Dr. Carol Pappas '71 and awarded to a first-year William Smith student with a declared interest in the natural sciences. This scholarship shall be awarded for four consecutive years providing the recipient continues to meet the criteria.

Maura Lawton Perkins '79 Endowed Scholarship Fund (2015) Established with a bequest from Maura Lawton Perkins '79, and awarded to an academically qualified and financially deserving William Smith student.

Jane S. Ritter '48 Endowed Centennial Scholarship Fund (2008) Established by Honorary Trustee, Jane Shepard Ritter to provide financial assistance to academically qualified and financially deserving William Smith students. Recipients shall remain eligible as long as she continues to meet the criteria.

Harriet Robertson Memorial (1970) Established by a bequest from Harriet Robertson, resident of Geneva and friend of the College. The income is used for general scholarship purposes.

Roderic '52 and Patricia '53 Ross Endowed Centennial Scholarship (2011) Established by a gift from Roderic '52 and Patricia '53 Ross. This scholarship will be awarded to an academically qualified and financially deserving William Smith student in her junior or senior year of study, with preference to a rising member of Hai Timiai, the William Smith College's senior honor society.

M. J. Shuttleworth Scholarship (1967) Established by a bequest from Margaret Shuttleworth Kinney '15. The income is used for general scholarship purposes.

Henry '51 and Doris Sigourney Endowed Scholarship Fund (2008) Established by a gift from Henry '51 and Doris Sigourney. The income shall be paid for a financially deserving first-year William Smith student to continue through that student's four years at William Smith, if she remains eligible.

Ellen A. Sill Scholarship (1950) Established by a bequest from Anna G. Sill in memory of her daughter, Ellen '27. The income is used for scholarship aid for deserving students.

Harriet Janet Smith Scholarship (1976) Established by a bequest from Caroline R. Smith '17, in memory of her sister, Harriet '13. The income is used for scholarship aid to William Smith students from Geneva.

Irene Russell Stahl Memorial Scholarship (2006) Established by Beatrice Stahl Biggs. This scholarship provides support to a William Smith student who demonstrates strong academic achievement and financial need.

Lisa Steinberg '91 Memorial Scholarship (1992) Established in her memory by her parents, classmates and friends. Awarded in memory of Lisa to a student who exemplifies Lisa's generous ethic of service and profound commitment to making the world a better place.

Clara H. Stewardson Scholarship (1927) Established by a bequest from Langdon Cheves Stewardson, the first president of William Smith College, in memory of his wife. The income is used to assist in the education of a capable and worthy student.

Marion E. Thomas Scholarship (1956) Established in memory of Marion E. Thomas by a bequest from same. The income is used for general scholarship purposes.

Michele Tote '70 Memorial Scholarship (1985) Established by the family of Michele Tote Pagano '70 who was killed in an airplane crash in 1985. The income is used for scholarship aid to a William Smith student, preferably one majoring in mathematics or languages.

Grace Galloway Vandervort Scholarship (1998) Established by Janet Vandervort Cable '45 in memory of her mother who was a native of Westfield, N.Y. Preference is given to a student majoring in history.

Robert E. Wagenfeld '56 Memorial Scholarship (1997) Established by Sandra G. Wagenfeld, family, and friends in memory of Bob Wagenfeld '56. The scholarship is awarded to a first year William Smith student from New York City for four years if she remains eligible. This fund provides financial support to the student to reduce the need for additional loans to be taken out while attending William Smith.

Carol Hayden Warren '60 Scholarship (1998) Established by Robert A. Warren '61 in honor of Carol Hayden Warren '60. The income is used for scholarship aid to a William Smith student.

Willcox Award (1983) Established by a bequest from Nell T. Willcox, in memory of her daughter, Sister Winifred Agnes, C.T. '32. The income is given for scholarship aid to the daughter of an Episcopal priest in her senior year or, if there are none then attending, to an outstanding mathematics student.

WS Chapter of Rochester Centennial Scholarship Established by gifts from multiple donors, and used to support a William Smith senior from Rochester, New York with documented leadership abilities who is academically qualified and financially deserving.

William Smith Senior Class Scholarship (1931) Established by the Class of 1931. The income is used for general scholarship purposes.

William Smith Class of 1915 Scholarship (1915) Established by gifts from the members of the Class of 1915. The income is used for scholarship purposes.

William Smith Alumnae Association Scholarship (1965) Established by the William Smith Alumnae Association. The income is used to assist an outstanding student at William Smith.

Marian Costello Witmer '32 and Sylvia Witmer Bissell '68 Scholarship (1997) Established in memory of Sylvia Witmer

Bissell '68 and in honor of her mother Marian Costello Witmer '32, by family and friends.

Ermine and Ruth Yerkes Scholarship Fund (2005) Scholarship Aid for a William Smith student.

SCHOLARSHIPS FUNDED ANNUALLY

7 North Main Fund (2014) Established by an Annual Fund gift from Jonathan L. '85 and Amy Bergner and used for general scholarship aid to support one Hobart or William Smith student.

Bozzuto Family First Generation Annual Scholarship (2017) This important scholarship will be used for scholarship support for first generation students who have demonstrated financial need.

David H. Burke '63 Annual Fund Scholarship (2013) Established by an Annual Fund gift from David H. Burke '63 and used for general scholarship aid.

Chain Scholarship (1990) Established by Paul Paalborg '45. Awarded to Hobart students with obvious need during their junior and senior years who have demonstrated high personal integrity, are significant achievers academically, and who are constructive participants in the life of the College.

John T. Burrows '85 Annual Fund Scholarship (2015) Established with a gift from John T. '85 and Sara Burrows, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Timothy D. Clark Annual Fund Scholar (2017) Students selected by the Finance Office of Hobart and William Smith Colleges must meet the following criteria: The recipients home residence is in one of the New York Counties of Madison and/or Onondaga, areas of the Testator's and his ancestor's residence, from which they derived their income; The recipient and their family lack sufficient freely available cash or cash type assets to pay all tuition, fee, living expense approved by the colleges, books, supplies, tutoring expense after credit is applied for college or governmental grants or loans; The recipient is of good character, and promise, and is motivated to succeed by hard work; The recipient is in good academic and social standing; Living expenses are to be college related and/or approved by the Colleges.

James D. Featherstonhaugh '66 Annual Fund Scholarship (2015) Established with a gift from James Featherstonhaugh '66, and awarded each year to two academically qualified and financially deserving Hobart or William Smith students.

Cynthia Gelsthorpe Fish '82 Annual Fund Scholarship (2016) Established in honor of Cynthia Gelsthorpe Fish '82 by Trustees N. Harrison "Pete" Buck '81 and Christopher S. Welles '84, P'12, P'15, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Margrethe E.B. Flanders Annual Fund Scholarship (2010) Established by a gift from Birgitte '68 and Alden '67 Flanders and used for general scholarship aid.

Herman Goldman Foundation Scholarship (1999) The Herman Goldman Foundation Scholarship is an annual award for scholarship support to one Hobart and one William Smith

student. Recipients are known as Herman Goldman Scholars. This scholarship is made possible through a grant from the Herman Goldman Foundation, New York, NY. The Foundation is notified when the students are selected.

Francis A. and Jacquelyn H. Harrington Foundation Annual Fund Scholarship (2015) Established with annual gifts from the Francis A. and Jacquelyn H. Harrington Foundation, and awarded to academically qualified and financially deserving from Boys and Girls Clubs in the greater Geneva area.

Harrington Family Annual Fund Scholarship (2012) Established by a gift from Phillip J. and Kathie M. Harrington P'10 and used for general scholarship aid.

Professor Richard (Doc) Heaton P'86 Annual Fund Scholarship (2015) Established with a gift from Jeffrey M. Roberts '89, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Robert Hess Annual Fund Scholarship (2010) Established by an anonymous donor and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Lawrence A. Hershon '12 Memorial Annual Fund Scholarship (2016) Established in honor of Lawrence A. Hershon '12, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Harold E. Klue '27 Scholarship (1995) Established through a bequest from Harold Klue '27 to students who could not otherwise attend the Colleges. It was Mr. Klue's intention that students be given that opportunity, as he himself was helped during his lifetime by many others.

Mary McCormick Scott-Craig Scholarship Fund (2001) Funded annually with royalties received from the copyright of *A Guide to Pronunciation of Biblical Names* which was written by Thomas Scott-Craig, husband of Mary Scott-Craig, Dean of William Smith College during the Depression. To be awarded to a William Smith student "with limited financial means to pursue their educational goals.

Carolyn Carr McGuire '78 Annual Fund Scholarship (2016) Established in honor of Carolyn Carr McGuire '78 by Trustees N. Harrison "Pete" Buck '81 and Christopher S. Welles '84, P'12, P'15, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Sandra McGuire Annual Fund Scholarship (2010) Established by a gift from Robert Reynolds '78 and used for general scholarship aid for an academically qualified and financially deserving Hobart or William Smith student.

Professor Brooks McKinney Annual Fund Scholarship (2016) Established with a gift from an anonymous donor, and awarded to an academically qualified and financially deserving Hobart or William Smith geoscience major.

Robert C. Moore, Jr. '70 Annual Fund Scholarship (2013) Established by an Annual Fund gift from Robert C. Moore, Jr. '70 and used for general scholarship aid.

Mothner Family Annual Fund Scholarship (2013) Established by an Annual Fund gift from Jonathan S. Mothner '85 and used for general scholarship aid.

Pike Company Annual Fund Scholarship (2012) Established by a gift from the Pike Company and awarded to a student who 1) has demonstrated financial need and 2) is from an underrepresented population, with additional preference given to a student from Upstate New York and/or majoring in Architectural Studies.

Pauline A. Sammis '54 Annual Fund Scholar (2017) Established with a bequest from Pauline A. Sammis '54 and awarded to one academically qualified and financially deserving William Smith student for two consecutive years beginning with the 2017-2018 academic year.

Peter F. Scheler '58 Annual Fund Scholarship (2011) established by a gift from Peter F. Scheler '58 and used for general scholarship aid.

Stewardson Society Annual Fund Scholarship (2016) established with gifts from members of the Stewardson Society, and awarded to an academically qualified and financially deserving Hobart or William Smith student.

Robert B. Vogel '72 Annual Fund Scholarship (2017) Established with a bequest from Robert B. Vogel '72 and awarded to one academically qualified and financially deserving Hobart or William Smith student for two consecutive years beginning with the 2017-2018 academic year.

PRIZES

George M. Ashmun '41 Memorial Prize (2005) Established in honor of George M. Ashmun '41, a U.S. Marine Corps aviator who lost his life in aerial combat in 1944 while serving as a fighter pilot in the South-West Pacific during World War II. While a student at Hobart, he was described as "highly respected by his fellow classmates because of his habits, character, courtesy and utter lack of selfishness." This endowed prize will be awarded annually to a Hobart student in his senior year who has excelled in pre-medical or environmental studies and whose academic work best reflects a commitment to helping others and a respect for the world in which we live and its people.

Aten Physical Chemistry Prize (1998) Established in honor of Carl F. Aten, professor of chemistry emeritus (1962-1997), to recognize an outstanding student in physical chemistry.

Dean Benjamin P. Atkinson Award (1987) Awarded each year, at the discretion of the Department of Music, to a student at Hobart or William Smith who has excelled in music.

Robert L. Beinert Prize (1963) For excellence in mathematics. In memory of Robert Beinert, professor of mathematics at the Colleges. Awarded to a Hobart and/or William Smith senior before Commencement.

Irving O. Bentsen Prize (1991) Established in honor of Irving O. Bentsen '53, retired professor of mathematics and computer science. Awarded to a Hobart sophomore with the best record in mathematics and/or computer science.

Professor Joseph M. Berta Prize in Music (2018) The recipient will exemplify commitment to the Colleges, music and community. The recipient shall be chosen by the music department and the amount of the prize will be \$500. This prize will be awarded at Charter Day or Moving Up Day for the next five year

Lauren Bessette '86 Memorial Prize (1999) Established in honor of Lauren by her friends. This annual academic award is given to an outstanding William Smith student in economics.

Elizabeth Blackwell Award (1974) Established through the sale of the Elizabeth Blackwell stamp by the First Presbyterian Church in Geneva in memory of Dr. Elizabeth Blackwell, who graduated in 1849 from the Medical Institution of Geneva College, now Hobart College, thus becoming the first woman to graduate from a medical school. Given to a William Smith junior or senior premedical student.

Foster P. Boswell Award (1975) Established by a bequest from Elizabeth C. Boswell in memory of her husband, Foster P. Boswell 1901, longtime professor of philosophy at the Colleges. Given to a student from Hobart or William Smith either for general excellence in philosophy or for a specific essay or thesis on the subject of philosophy.

Ralph Hadley Bullard Chemistry Prize (1963) Established in memory of Ralph H. Bullard, longtime professor of chemistry at Hobart and William Smith Colleges. Given to the outstanding chemistry student in the Senior Class.

Norbert A. Busch Prize (1996) Established in honor of Norbert A. Busch, professor of German emeritus. Awarded to the graduating senior who best demonstrates a passion for the study of German language, literature and culture; a belief in the importance of an education in the liberal arts; and a commitment to applying the lessons learned in the classroom to everyday life.

Dr. Mary Calderone Prize (1978) Established in honor of Mary Calderone, M.D., recipient of the Elizabeth Blackwell Award. Awarded to that Hobart or William Smith student who shows the greatest promise for a career in medicine or medical sociology that would be compatible with the kinds of interest Dr. Calderone's own career has manifested.

Kenneth R. Carle Prize in Environmental Studies (1993) Established with gifts from alumni, alumnae, parents, and friends to honor professor of chemistry emeritus Kenneth R. Carle's 33 years of teaching at the Colleges. Given to the most outstanding Hobart and William Smith graduating senior majoring in environmental studies.

Cobb Essay Prize (1861) Established by a gift in memory of Augusta Helen Cobb of Boston, Massachusetts, by her children. Awarded in the form of medals or books to the writers of the two best essays on some subject connected with English literature. The competition to be open to the junior and senior classes of Hobart College.

Dr. Arnold N. Cohen '71 Phi Beta Kappa Book Fund (2009) This endowed book fund for Phi Beta Kappa was established by Dr. Arnold N. Cohen '71 and will be awarded to the sophomore Hobart student with the highest grade point average.

Paul F. Colarulli '72 Endowed Political Science Prize (2018) Established by the family of Paul F. Colarulli '72, this is a permanent endowment fund created in memory of Paul F. Colarulli '72 to provide an endowed prize to a Hobart or William Smith student majoring in political science. Preference will be given to the student who submits the best political science seminar paper in the Law and Society course.

Blair Currie Prize in Economics (1990) Established in memory of professor of economics Blair Currie by the Department of Economics, colleagues, alumni, alumnae, and friends. Given to the most outstanding Hobart and William Smith graduating seniors majoring in economics.

Rosemary Knapton Currie Prize (1999) The Rosemary K. Currie Prize is awarded to the Life Long Learner who has demonstrated academic excellence during her time as a William Smith student. The recipient of this prize shall be chosen by the Dean of William Smith College. This endowed prize was established in memory of Rosemary K. Currie, Associate Dean of William Smith College (1978-1999) by her family, friends, and colleagues in honor of her commitment and dedication to all women of William Smith College and especially those who were pursuing their education as Life Long Learners.

Nick Cusimano Memorial Award (1989) Established by David Cusimano '70 in memory of his father. Awarded each year at the discretion of the Department of Music to a student at Hobart or William Smith who has excelled in music.

Alice Brandt Deeds '45 Prize (1970) Established by an anonymous alumna in memory of Alice Brandt Deeds '45. Given to a William Smith student for excellence in creative writing.

Arthur Dove 1903 Art Award (1980) Established by William B. Carr in honor of Arthur Dove, well-known painter, native of Geneva, and alumnus of Hobart College (1903). The award is used to purchase a work of art created by a student at the Colleges that in the judgment of the Awards Committee best expresses the essential spirit and ideas that Arthur Dove sought in his works.

Eaton-Cross Prize Awarded to a member of the Hobart junior class who is concentrating in biology and chemistry.

Economics Department Prizes (1988) Established by the department of economics and alumni and alumnae who majored in economics. Given to the most outstanding Hobart and William Smith graduating seniors majoring in economics.

John H. Ehrlich '66 Endowed Prize in Judaic Studies (1997) Established by John H. Ehrlich, the prize is awarded to a Hobart and William Smith Colleges junior or senior who has demonstrated a commitment to Judaic studies and who has exhibited the qualities of empathetic inquiry, personal integrity, and outstanding achievement in that course of study.

Rocco L. Fiaschetti '40 Prize (1995) Awarded to a graduating senior for outstanding academic achievement in chemistry and through active involvement in research.

Marion Harrison Greene Award (1976) Established by a gift from James Harrison Greene in memory of his mother, Marion Harrison Greene '20. Given to the outstanding William Smith athlete in the senior class.

Charles H. Prize (1900) Established by Edgar H. Hurd and named for his son. The prize goes to a student at Hobart College "who shall write the best poem of not fewer than 80 lines and read the same at the annual Commencement."

Chester J. Hampton Prize (1915) Established by a bequest from Chester J. Hampton. The prize goes to a student at William Smith College for excellence in English.

Evaleen C. Harrison '19 Award (1989) Established by James Harrison Greene and his family in memory of his aunt. Given to a William Smith junior or senior with a GPA of 2.5 or better, who has been involved with the intercollegiate athletic program and has demonstrated a level of intellectual curiosity beyond the classroom.

Heaton-Franks Award This award is given to students who have shown evidence, by the time of their junior year, of the capacity for empathetic and rigorous study of the varieties of religious experience and contribution to the Religious Studies Dept. (two prizes)

Hill-Franks Award and Franks Chemistry Seminar Fund (2016) Established with a gift from Dr. Edward P. Franks '72 and awarded to a student and or student/faculty member in combination for a contribution to the course of the department, understanding that the word "course" shall include independent study projects of faculty and/or students in the department.

History Prizes (2002) The Robert A. Huff Prize is awarded in honor of Professor of History Emeritus Robert A. Huff to the senior history major who has the best academic record. The Marvin Bram Prize for Civic Mindedness is awarded in honor of Professor of History Emeritus Marvin Bram to the senior history major who demonstrates the greatest civic mindedness through history. The History Faculty Award is presented to the first-year or sophomore student who has the best academic record in history.

Albert Holland Prize for Public Oral Presentation (1997) Established in 1997 by Professor of Physics Emeritus Allan M. Russell in memory of President Albert Holland (1966-1968). Awarded annually to the winner of a competition in which students orally present an important physics derivation. The prize is for performance (with understanding), not for composition.

Irving Louis Horowitz Prize in Sociology (1991) Established in honor of Irving L. Horowitz, former professor of sociology at the Colleges. Endowed by Sigrid Meyering von Brockdorff '61 in memory of Hans von Brockdorff '62. Given to a junior at either Hobart or William Smith who is majoring in sociology and plans to go to graduate school.

William A. Howe II '15 Award This endowed award, created by his son, William G. Howe, was established in honor of Howe's commitment and dedication as a teacher and administrator. He served the educational community with distinction throughout his career. Each year the award is given to a graduating Hobart or William Smith senior who is pursuing graduate work in education. Selection each year is made by members of the education department.

Judith Lowe Hyatt '57 Prize Awarded to a William Smith student who has made an extraordinary contribution to fostering the arts within the Hobart and William Smith community.

Raymond Sidney Jackson and Alice Dahl Jackson Prize (1986) Awarded annually to a person who has contributed significantly

to the health and well-being of the people of Hobart and William Smith Colleges. The prize is awarded in honor of two remarkable people whose lives and work have been devoted to helping others and to making their world a better and more comfortable place.

Dr. Barbara J. Johnston '43 Endowed Science Award (2007) This endowed award in the sciences will be awarded to William Smith students in the physical sciences program.

Martha Monser Justice Prize (1986) Established by Alexander Gellert '86 in memory of his aunt, Martha M. Justice. Awarded annually to a student or students selected by the department of art. The method of selection and the form of the prize is left to the discretion of the department.

John S. Klein Prize (1988) Established to honor Professor of Mathematics Emeritus John S. Klein (1964-1988) upon his retirement. Given to a student at Hobart or William Smith for excellence in computer science.

Nathan D. Lapham Prize (1953) Established by a gift to the Colleges from Judge Nathan Lapham of Geneva. Awarded to a Hobart or William Smith student for excellence in public speaking and debate.

Keith Lawrence '13 Prize Named for Keith Lawrence '13. Awarded to a junior at Hobart who, while earning a substantial part of his college expense by working during the semester, has taken an active part in extracurricular affairs and has maintained a scholastic standing above the average.

John Lydenberg Prize Awarded to the American studies senior whose academic work best exemplifies the high standard of American studies scholarship set by Professor John Lydenberg (1946-1980), who was one of the leaders of the field and who founded the American studies program at Hobart and William Smith.

Dorinne Maxwell Citizenship Award (2007) Honors the ideals of Dorinne Maxwell: helping those in need, promoting relationships between the Colleges and the community, and leading through her example as a person of faith, a devoted wife, a loving mother and grandmother, and a caring friend. This award will be presented annually at the Hobart College Block H Awards dinner to a student, member of the staff of faculty, or to a friend of the Colleges whose service mirrors the ideals of Dorinne Maxwell and whose helping hand has enriched the lives of others. The recipient will select a charity to receive a monetary contribution, paid by the Dorinne Maxwell Citizen Award Fund, in her memory.

Connor F. May '16 Admissions Student Award (2017) Established with a gift from Thomas B. '61 and MaryJane M. Poole P'91 and awarded each semester to a student for superior work at Admissions.

Katharine Gracey Merrill Award (1980) Established by a bequest from Katharine Gracey Merrill '14. Given to a William Smith senior for outstanding academic excellence in the field of fine arts.

Abigail Mosey Book Prize (1980) Established with gifts from alumni and alumnae in honor of Abigail Mosey, professor of

mathematics emerita (1944-1991) at the Colleges. Awarded to a Hobart or William Smith student for “generosity in helping others to learn and appreciate mathematical ideas.”

Kevin P. O’Neill ’84 Memorial Award (1983) Given to the senior biology major who has demonstrated high interest and aptitude in field natural history as expressed in extracurricular activities and honor grades in field-oriented course work.

John Milton Potter Prize Established to honor John M. Potter, president of Hobart and William Smith Colleges (1942-1947). Given to the member of the William Smith sophomore class who has achieved the most distinguished academic record in humanities, the award being for accomplishment in courses and for future promise as a scholar and writer.

William Prall Prize (1934) Established by a bequest from The Rev. William Prall, Ph.D., D.D. Given to that Hobart student “who has written the best essay...upon the relation between the French and English literatures.”

William Ross Proctor Prize (1918) Established by a gift from William R. Proctor. One half of this prize is awarded each year, during the last two years, to the William Smith student who held the highest rank in mathematics during her first year and sophomore year. The prize is paid in four parts, one each on Founder’s Day and Commencement of the recipient’s junior and senior years.

Richard Reinitz Award (1979) Established in memory of Richard Reinitz, professor of history (1967-1979), by his friends. Given to a rising senior at William Smith with a humanities or individual major, to be granted in recognition of the qualities cherished in Richard Reinitz.

Gordon L. Richardson ’33 Memorial Prize (1992) Given to a Hobart premed student in his junior year with strong academic credentials and concern for humankind.

Catherine Adele Rippey ’35 Prize in Mathematics (2003) Established through a bequest from Catherine Adele Rippey ’35 to be awarded as a prize(s) in mathematics to graduating members of the student body.

Susan Kranzler Scibilia ’68 Memorial Prize (1993) Established in memory of Susan Kranzler Scibilia ’68 by her husband, Ronald D. Scibilia, and her mother, Etta Kranzler. Awarded to a graduating William Smith senior who, in the opinion of the faculty, has shown the most distinction and promise in the writing of fiction.

Janet Seeley Award (1992) Established by gifts from alumnae in honor of Janet Seeley, former dance instructor at William Smith (1932-1971). Awarded for outstanding achievement in dance, including performance, choreography, scholarship, teaching, and/or contributions to the Department of Dance.

Maynard O. Smith Prize in Political Science (1990) Created by his students, friends, and colleagues, to honor Professor of Political Science Emeritus, Maynard Smith (1950-1990). Given annually to a graduating senior from each college who has demonstrated excellence in the field of political science.

Leo Srole Urban Studies Prize (1998) Established in honor of Professor Leo Srole who taught at these Colleges in the Department of Sociology before World War II. Awarded to

that student who has done the most significant work in urban studies as determined either by overall academic performance in the field or by demonstrated excellence on an urban studies related paper or project.

Elizabeth Sibley Stebbins Prize (1954) Established by a bequest from Elizabeth Sibley Stebbins, L.H.D. ’42. Given to a William Smith student for excellence in art.

Sutherland Prize (1893) Established by a bequest from Anson Sutherland of Dunkirk, New York. Awarded for excellence in the classics to a Hobart student.

Herbert Bayard Swope Prize (1924) Established by a gift from Herbert B. Swope, L.H.D. ’24. Swope began a career in journalism in the early 20th century, received the first Pulitzer Prize for Reporting (1917), and was a distinguished leader in world affairs. Awarded to the Hobart student who writes the best essay on a subject of general interest.

Frances Nolting Temple Prize for Teaching (1996) Established in memory of Frances N. Temple to recognize her dedication to teaching, children, and the human spirit. Awarded to a graduating senior completing the education program leading to certification in teaching who has demonstrated a commitment to the principles of teaching to which Frances Temple subscribed.

John E. Theismeyer Prize (2000) Established by colleagues and former students in honor of “Ted” Theismeyer, professor of English emeritus (1968-2000).

Milton Haight Turk Prize (1934) Established by a gift from an anonymous alumnus in honor of professor (and dean) Milton Haight Turk (1890-1938). Awarded to that student of the Hobart graduating class who, during his college career, has shown the most improvement in the use of clear, concise, correct, and convincing English.

Chris Ventresca ’98 Memorial Award (1999) Established and endowed by the Classes of 1998 and the Ventresca family. Awarded to the rising sophomore who, like Chris, shows interminable energy, undaunted enthusiasm, spirited involvement, outstanding devotion to family and friends, and a genuine love for these Colleges.

Stephanie J. Volan ’91 Memorial Award (1992) Given to a senior member of the William Smith residence staff who has demonstrated the qualities valued and respected in Stephanie— enthusiasm, self-assurance, loyalty, generosity, and academic commitment.

Welker Memorial Prize (1928) Established by a gift from Mildred Welker Hufstader ’15, in memory of her parents, Willard G. and Jennie B. Welker. Awarded to the William Smith student who has been of the greatest general good to the development of the College, during the year.

White Essay Prize (1852) Established by a gift from Horace White of Syracuse because of his deep interest in Hobart College.

Elizabeth Eaton White ’33 Award (1976) Established in honor of Elizabeth Eaton White ’33, by her husband and relatives. Given to a Hobart and a William Smith student who have shown the most promise of pursuing a successful humanitarian career.

James Mickel Williams Prize (1973) Established in memory of Professor of Sociology Williams (1903-1939). Given to a member of the sophomore class of each College who has achieved the most distinguished academic record in the social sciences, the award being based upon accomplishment in courses and future scholarly promise.

John S. Witte Endowed Prize (2003) Established by the family and friends of John Witte. The prize is awarded to a Hobart student who has demonstrated a strong commitment to community service while a student at the Colleges.

Donald L. Woodrow Prize in Geoscience (2001) The award will recognize a graduating geoscience major from each college whose academic career, research, and contributions to community embody the values of scholarship and magnanimous humanity that are the hallmarks of Professor Don Woodrow's time at the Colleges.

Professor Larry Young Prize (1992) Established to honor Lung-Chang Young, professor emeritus of sociology (1964-1992). Awarded to the sociology major who has contributed the most to intercultural communication.

Elizabeth and Ruth Young Peace Prize (1984) Established in memory of Elizabeth and Ruth Young by Joseph A. Young '37, Francis A. Young '29, and John A. Young. Awarded annually to that Hobart or William Smith student who has been deemed most meritorious in the cause of peace. In the event a student of sufficient distinction is not found in a particular year, the prize may be withheld and the residue amount applied in ensuing years at the discretion of the Colleges by enlarging the prize or by an additional award.

PRIZES FUNDED ANNUALLY

American Chemical Society Award for Achievement in Organic Chemistry Awarded by the ACS Joint Polymer Education Committee to a sophomore or junior chemistry major from each College for outstanding performance in organic chemistry.

American Institute of Chemists Award For Scholastic Achievement in Chemistry Awarded to a Hobart or William Smith senior.

The Analytical Chemistry Prize Awarded to a Hobart or William Smith junior who has displayed "interest in and aptitude for a career in analytical chemistry."

Dean Benjamin P. Atkinson Prize Established in honor of Benjamin Atkinson, former professor of English and dean of Hobart. Given to a Hobart or William Smith student for excellence in English.

Biology Faculty Prize Awarded to the biology major who has demonstrated the greatest intellectual growth while at these Colleges.

Chemical Rubber Company First-Year Chemistry Achievement Award Awarded to an outstanding first-year chemistry student from each College by the Chemical Rubber Company.

Cheryline Prize Awarded to a student who demonstrates exceptional dance technique, expression through movement, and creative talent. This prize is sponsored by Cheryl Koehler '75.

Stephanie Christie '82 Memorial Prize Funded annually by friends of Stephanie Christie '82. Given to the Hobart or William Smith student who has shown evidence of a commitment to helping people with special needs.

Stephen L. Cohen '67 Prize in Psychology Awarded to the graduating psychology major who has shown special aptitude and continued interest in applying psychological knowledge in the pursuit of graduate education or in employment that makes use of the principles of psychology.

College Store Community Service Award Given to two students who have given of themselves through service and are inspirations to the Colleges' community. The College Store presents this award annually to one William Smith senior and one Hobart senior in recognition of their high level of sensitivity and commitment to human need beyond the campus. Accompanying the award is a monetary contribution to a local charity of each student's choice honoring their four years of demonstrated volunteer work in Geneva and the surrounding community.

Josephine and Paul D'Angelo Memorial Music Prize Established by professor of music Nicholas V. D'Angelo in honor of his parents. Awarded annually to a senior music major from Hobart or William Smith. This award is given to a student who has exemplified the qualities of excellent musicianship, intellectual achievement, and personal integrity, and who, because of these attributes, has demonstrated the most improvement in his or her musical achievement while attending college.

Barbara Ether Memorial Award Established in memory of Barbara Ether, William Smith alumna. Given to a William Smith student selected by Hai Timiai, the honor society. The winner selects a book in her major field to be placed in the library, with the appropriate book plate.

Roger J. Frankel '72 Award Established in honor of Roger Frankel '72, and given to that Hobart senior who in his four years has made the greatest contribution to the Hobart community.

E. E. Griffith Prize Established in honor of Professor of English and Drama Emeritus E.E. Griffith (1946-1979), at the time of his retirement. To be given to either a Hobart or William Smith senior who has contributed the most to the Blanchard Howard Bartlett Theatre as an undergraduate.

Heaton-Franks Award for Religious Studies (2006) Established by Edward P. Franks '72 and awarded to the student who has shown evidence, by the time of her junior year, of the capacity for empathetic and rigorous study of the varieties of religious experience.

Barbara J. Johnston '43 Prize in Biology and Chemistry Given by Barbara Johnston, M.D. '43, to that William Smith junior concentrating in biology/chemistry, having at least a 2.5 average, and who has taken nine courses in the above subjects by her junior year.

Martin Luther King Jr. Leadership Award Funded annually through the Martin Luther King, Jr. Scholarship Fund. Given to the member of the graduating class at Hobart or William Smith who has best exemplified during his or her college career the concern for others, commitment to improving human relationships, leadership in minority affairs, and dedication to intellectual excellence which characterized Dr. King's life and ministry.

Gloria Robinson Lowry Award Established in honor of Gloria Robinson Lowry '52. Funded annually by the William Smith Congress. Given to the Third World William Smith student who, in the opinion of the Congress, has exhibited an energetic and enthusiastic desire to bridge the cultural interstices on campus.

Betsy Bullock Mitchell '65 Award (1997) Awarded by William Smith Congress in memory of assistant dean Betsy Bullock Mitchell (1980-1996) to the graduating senior who best encompasses everything that we remember about Betsy: vitality, compassion, courage, enthusiasm, unique flair, a welcoming presence, and a love for the women of her alma mater, William Smith.

Ann Palmeri Prize Awarded to a William Smith senior who exemplifies the qualities and concerns of Ann Palmeri, professor of philosophy (1975-1982), including: a concern for the link between philosophical theory and practical political action; a quality of quiet courage; a capacity for outrage; a thorough, scholarly attempt to grapple with the philosophical issues around the liberation of women; a focus on children and policies dealing with them; and a gift for friendship and community.

Phi Beta Kappa Book Award Given by Phi Beta Kappa to the student at each College who has the highest grade-point average at the end of their first year. The prize is a book of their choice.

Outstanding Senior Physics Major Prize Awarded to the senior showing outstanding ability as a physics major.

Physics Prize for First-Year Students Awarded to a first-year student for exemplary performance in introductory physics.

Ithiel DeSola Pool Prize in Political Science Awarded for the best senior seminar paper in political science.

Natasha E. Smith Award Awarded to a minority student in the junior class who has demonstrated a dedicated commitment to children through education and community service.

Pim Tegmo-Larsson Chemistry Achievement Award Awarded each year to a junior or senior from either Hobart or William Smith who has shown exceptional achievement in chemistry. Dr. Tegmo-Larsson taught organic chemistry at the Colleges from 1982 to 1986.

William Smith Congress Award Funded annually by the William Smith Congress and given to the William Smith student who has made an outstanding contribution to the College community.

SCHOLARSHIP, GRANT AND LOAN PROGRAMS

HWS Scholarships

HWS funded scholarships recognize outstanding academic and personal achievement gained through hard-work and commitment. The students who have been awarded these scholarships in the past have gone on to graduate with distinction and are now leading lives of consequence as scholars at the finest graduate schools, employed at not-for-profit organizations, and leading businesses across the globe.

Seneca Scholarship Full tuition annual award recognizing academic excellence, creative endeavors and/or a commitment

to civic engagement. The Seneca Scholarship is awarded by the admissions staff to the three top scholars in attendance at Scholar Recognition Day.

Presidential Scholarship for Inclusive Excellence \$35,000 annual award for students of Black, Asian, Hispanic/Latino/a, Native American or Pacific Islander heritage, students who identify as LGBTQ+, students who are members of under-represented faith traditions in US Colleges and students with disabilities are welcome to apply for the Presidential Scholarship on the basis of their leadership, service or demonstrated activism. Applicants must meet at least one of the following academic criteria: top 10% of their high school class, 90 GPA or 3.5 equivalent in a college prep program, 28 ACT or 1300 SAT or receive a special recommendation from a school official.

Elizabeth Blackwell Class of 1849 Pioneer in Science Scholarship \$30,000 annual award for students who have completed advanced science coursework, relevant research or participated in science related experiences. Applicants must meet at least one of the following academic criteria: top 10% of their high school class, 90 GPA or equivalent, 28 ACT or 1300 SAT or receive a special recommendation from a school official.

William Scandling '49 Trustee Scholarship for Academic Excellence \$25,000 annual award for previous academic excellence and a demonstrated potential to participate in honors level work, a top internship and/or research opportunities. Applicants must meet at least one of the following academic criteria: top 10% of their high school class, 90 GPA or equivalent, 28 ACT or 1300 SAT or receive a special recommendation from a school official.

Environmental Sustainability Trustee Scholarship \$25,000 annual award for significant contribution in the areas of sustainability, energy use, climate change or other significant commitments to the environment. Applicants must meet at least one of the following academic criteria: top 10% of their high school class, 90 GPA or equivalent, 28 ACT or 1300 SAT or receive a special recommendation from a school official.

Centennial Center Scholarship for Leadership Development \$25,000 annual award for young leaders who are globally aware, community centric and capable of problem solving. Applicants must meet one of the following academic criteria: top 10% of their high school class, 90 GPA or equivalent, 28 ACT or 1300 SAT or receive a special recommendation from a school official.

Hobart and William Smith Dean's Scholarship \$20,000 annual award for applicants who meet at least one of the following academic criteria: top 15% of their high school class, 90 GPA or equivalent, or receive a special recommendation from a school official. The Dean's Scholarship may also be awarded to applicants who demonstrate outstanding contributions in the areas of leadership, community engagement, civic responsibility, global citizenship or creative endeavors.

Edward E. Rigney '31 Scholarship in Debate \$20,000 annual award significant competitive success or contribution in the areas of debate, Model U.N. or similar programs.

Arts Scholarship \$3,000-\$20,000 annual award for excellence in the fine and performing arts. HWS arts faculty along with admissions staff select winners based on submitted portfolios, auditions and/or past experiences.

The Founders' Grant \$3,000-\$20,000 annual award recognizing significant academic or co-curricular achievement. The Founders' grant is awarded by the admissions staff upon application review.

Phi Theta Kappa Trustee Scholarship for Academic Excellence \$25,000 annual award for graduates of two year colleges who were members of the Phi Theta Kappa Honor Society. The student must show proof of PTK membership, have completed (or be near completion of) an associate degree, and have a cumulative transfer GPA of 3.5 or better (cumulative GPA from all institutions combined).

Finger Lakes Scholarship \$30,000 annual award for students nominated by a Finger Lakes area high school official. Students must be in the top 10% of their high school class to be nominated.

State of New York Programs

For a complete listing of NY State grant and scholarship programs go to: www.hesc.ny.gov/content.nsf/SFC/Paying_for_College

Tuition Assistance Program (TAP)

Application Procedures The TAP application process begins with the Free Application for Federal Student Aid (FAFSA). Higher Education Services Corporation will use the FAFSA as part of your online TAP application. After completing your FAFSA, begin your online TAP application immediately using the link on your FAFSA Confirmation Page.

Notification of Awards: The Higher Education Services Corporation determines the applicant's eligibility and if you provide an e-mail address on your FAFSA, HESC can use it to tell you about your TAP application or award status, or to ask you for information we need to complete your application. Please be alert to HESC e-mails and respond to any requests or instructions. If you do not provide an e-mail address and have an approved status, you will receive a postcard from HESC. If you do not provide an e-mail address and have a denied status, you will receive a paper denial notification letter.

Applying for TAP in Subsequent Years: If you received TAP in the previous year and your application information is unchanged, you may only have to file a Renewal FAFSA to get TAP in subsequent years.

Selection of Recipients and Allocation of Awards: Tuition Assistance Program is an entitlement program. The applicant must: 1) be a New York State resident and a U.S. citizen (or a permanent resident alien); 2) be enrolled full time and matriculated at an approved New York State postsecondary institution; and 3) have, if dependent, a family net taxable income below \$80,001, or if independent and single with no tax dependents, a net taxable income below \$10,000; and 4) be charged a tuition of at least \$200 per year. The amount of the award is dependent on state legislation and can vary from year to year.

Higher Education Opportunity Program (HEOP)

Application Procedures: Application is through the independent institution of higher education at which the applicant is enrolled.

Selection of Recipients and Allocation of Awards: The applicant must be: 1) a New York State resident; 2) a matriculated undergraduate student at an independent college or university in New York State; and 3) academically and economically disadvantaged according to guidelines approved by the Board of Regents and the director of the budget. Selection of eligible applicants for participation in HEOP is conducted by the institution and/or HEOP program at the institution.

Award Schedule: The amount of financial assistance and other support provided to HEOP participants is dependent on need as determined by the Colleges and the program, within the state guidelines. The maximum HEOP award is set each year through the New York State budget process and included in the student's financial aid award along with aid from the Colleges and other state and federal sources.

Federal Programs

To apply and determine your eligibility for all federal student aid programs, you must complete the Free Application for Federal Student Aid (FAFSA) and meet certain requirements:

- Be a U.S. citizen or eligible noncitizen.
- Have a valid Social Security Number (unless you're from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service if you are male and 18 to 25 years of age (go to www.sss.gov for more information).
- Have a high school diploma or a General Education Development (GED) Certificate or pass an exam approved by the U.S. Department of Education.
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the federal student aid programs.
- Not have a drug conviction for an offense that occurred while you were receiving federal student aid (such as grants, loans, or work-study).

Also:

- You must not owe a refund on a federal grant or be in default on a federal student loan.
- You must demonstrate financial need (except for unsubsidized Direct Loans).

Other requirements may apply. Contact the office of financial aid services and student employment for more information.

***With all Federal Programs, students must maintain satisfactory academic progress in order to maintain federal awards. See Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for Financial Aid.

Federal Pell Grants

The Federal Pell Grant Program is an entitlement program. Eligibility and award amounts are based on the results formulated by the FAFSA and are based on need rather than academic achievement. Currently, for the 2018-2019 academic year, annual maximum award is \$6095.

Federal Supplemental Educational Opportunity Grants (SEOG) Eligibility is based on the results of the FAFSA as a student must be eligible in order to be considered for the SEOG grant. All Pell eligible students will be considered for this award but the financial aid office determines who receives this supplemental grant and in what amount. The awards range from \$100 to \$4,000 annually.

Federal Work-Study Program (FWS)

Federal Work-Study (FWS) provides part-time jobs for students who demonstrate financial need as a result of their completed FAFSA. Work study allows eligible students to earn money to help pay education expenses. The program encourages but is not limited to community service work and work related to the recipient's course of study. A student may work a maximum of 20 hours per week during normal school sessions and will receive a paycheck every two weeks based on the number of hours that the student worked the two weeks prior to the pay period. Preference for campus jobs is given to students who qualify for federal work study as indicated on their financial aid award letter each year. A current list of job openings will be posted at the beginning of each semester and as they come available thereafter. More information on student employment may be found on our website at: http://www.hws.edu/offices/hr/employment/index_students.aspx

Federal Direct Loan Program

Application Procedure: Direct Loan borrowers are required to complete a MPN (Master Promissory Note) and loan counseling online prior to certification of their loan. Instructions will be mailed to matriculated borrowers. Loan proceeds may not be disbursed earlier than 10 days before the beginning of the academic semester.

Selection of Recipients and Allocation of Awards: To be eligible for a Federal Direct Loan a student must: 1) be a U.S. citizen or permanent resident alien; 2) be enrolled in or admitted as a matriculated, at least half-time, student at an approved college, university or other postsecondary institution in the United States or in a foreign country; and 3) have a completed FAFSA on file in the Office of Financial Aid Services and Student Employment.

Loan Schedule: An undergraduate who is in his or her first year of study may borrow up to \$5,500 per year. A second year student may borrow up to \$6,500. For the third through the fifth years of study up to \$7,500 per year may be borrowed. The total undergraduate borrowing limit is \$27,000.

Rights and Responsibilities of Recipients: A student may borrow at a relatively low interest rate with no repayment as long as he or she remains enrolled at least half-time, and for six months after he or she ceases to be at least a half-time student. Interest accrues on the unsubsidized Direct Loan principal while the student is in school. Interest does not accrue for need-based subsidized Direct Loans during in school deferment. The following regulations apply: 1) depending on the amount of the loan, the minimum monthly payment will be \$50 plus interest. Under unusual and extenuating circumstances the lender, on request, may permit reduced payments; 2) the maximum repayment period is 10 years; 3) repayment in whole or in part may be made at any time without penalty.

Federal Parents Loan Program

This Loan program is available to parents who would like to borrow up to the cost of attendance. The maximum eligibility is cost of education less other financial aid, annually. Repayment begins within 60 days of disbursement. Deferments on loan payments are possible for up to 48 months.

Additional Loan Programs

Creditworthy applicants may be eligible for supplementary educational loan programs. Amounts available range from \$500 to cost of attendance minus other financial aid each year. Credit line, mortgage-secured loans and tuition-prepayment options exist, as well. Borrowers frequently can choose among interest rate options and may be able to defer principal payments while the student is enrolled. Repayment periods range from four to 20 years, depending on amount borrowed. Further information is available from various lenders and from the Colleges' Office of Financial Aid Services and Student Employment.

Loan Consolidation Program

This is a federal program that allows borrowers with student loans in excess of \$5,000 from more than one federal Loan program to consolidate these loans into one loan for repayment. The interest rate will be a weighted average of the interest rates of the loans to be consolidated. This program will most benefit students who incur high-interest graduate and professional school loans.

Veteran Benefits

HWS Colleges are Veteran friendly. We participate in federal and state Veteran's benefit programs. For more information and a listing of these programs, please go to Veteran web link at: www.hws.edu/admissions/veteran.aspx

APPENDIX A:

Policies and Procedures for Students with Disabilities

The Center for Teaching and Learning offers a range of services designed to create learning opportunities that can assist students in meeting their educational goals and the academic standards of the Colleges. The CTL staff includes individuals who specialize in helping students with reading, writing, time management, and general study skills. The Coordinator of Disability Services is available for advising, consulting, and arranging services and accommodations for students who have or believe that they may have disabilities that require such services. See Appendix A for a complete description of policies, procedures and services for students with disabilities. Other services include course-specific tutoring for all students, and individualized programs for students for whom English is a second language.

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

The students and prospective students of Hobart and William Smith Colleges are protected from discrimination on the basis of disability Section 504 of the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act (ADA) and other disability law. By such legislation, individuals with disabilities are guaranteed certain protections and rights of access to programs and services. Eligibility is based on the existence of an identified physical or mental impairment or disability that substantially limits a major life activity.

A disability determination, however, should not be based on abstract lists as categories of impairments, as there are varying degrees of impairments as well as varied individuals who suffer from the impairments. In fact, the regulations note that a finding of disability is not necessarily based on the name or diagnosis of the impairment the person has, but rather, on the effect of that impairment on the life of the individual. Some impairments may be disabling for particular individuals but not for others, depending upon the stage of the disease or disorder, the presence of other impairments that combine to make the impairment disabling, or any number of other factors.

This is why a determination of disability must be made on an individualized, case-by-case basis. Whether a substantial limitation upon a major life activity exists, depends upon an analysis of (1) the nature and severity of the impairment, (2) the duration of the impairment, and (3) the permanent or long-term impact of impairment. Thus, the key factor in answering the question of whether there is a substantial limitation is the actual effect on the individual's life.

MISSION STATEMENT

Disability Services in Center for Teaching and Learning seeks to provide students with disabilities access to the Colleges' educational programs, activities, and facilities. The CTL also offers all of our students the opportunities that may help them achieve their academic potential. In seeking to meet these commitments, we recognize that students differ in their needs and learning styles. The Center for Teaching and Learning is committed to ensuring equitable participation in the programs and activities of the Colleges.

GOALS

- Assist students in the registration and documentation processes; arrange for appropriate, reasonable accommodations and support services to students with documented disabilities
- Encourage and assist students to develop greater independence
- Increase faculty and professional staff understanding of the rights and needs of students with disabilities
- Assist the Colleges in complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) and subsequent reauthorizations, as well as other relevant disability law

RIGHTS AND RESPONSIBILITIES

Students

Students with disabilities are entitled to reasonable accommodations according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and other disability law. These laws protect students from discrimination based on actual or perceived disability. These laws also entitle students with disabilities access to all programs and activities of the Colleges if they are otherwise qualified to participate. In order to receive disability related accommodations, students must voluntarily self-disclose their disability, either in writing or in person to the Coordinator of Disability services in the Center for Teaching and Learning. They must then complete the registration process with the Office of Disability Services and provide that office appropriate documentation of their disability.

After establishing eligibility for disability related services, students are required to follow established procedures for obtaining reasonable accommodations and services. Documentation guidelines are available from the CTL and on the HWS website, www.hws.edu/disabilities. Finally, students with disabilities are expected to comply fully with the academic standards as well as the community standards and codes of conduct established by the Colleges.

THE COLLEGES

In order to establish eligibility for disability related services and to provide reasonable and appropriate accommodations, the Colleges have the obligation to review documentation relevant to establishing a student's disability status and accommodation needs. When documentation is found to support a student's disability status and requested accommodations, it is the responsibility of the Colleges to provide reasonable accommodations that will not pose an undue financial or administrative burden on the Colleges.

The Colleges reserve the right to decline any accommodation request that is not sufficiently supported by documentation or which would fundamentally alter a degree requirement, program, course, or activity. In other words, it is essential that the documentation clearly demonstrates a reasonable link between the specified accommodation(s) and the disability related, functional limitations exhibited by the student, and that accommodations do not substantially alter the core objectives and standards of degree requirements, programs, courses, activities, or standards established by the faculty.

POLICIES AND PROCEDURES FOR SERVICES

Application for Services

Students are not obligated to self-disclose a disability. However, self-disclosure is required in the disability registration and documentation processes that are integral in establishing eligibility for disability related services and accommodations.

When students anticipate such needs, they must identify themselves to the Coordinator of Disability Services in the Center for Teaching and Learning, register for services, and provide written documentation in a timely manner. A letter, phone call, or personal interview will initiate the registration process. Submission of documentation to the CTL will initiate the registration process. Students who submit documentation will be contacted by the Coordinator of Disability Services in a timely manner to set up a meeting.

Incoming students not choosing this means of self-disclosure may initiate the process themselves in person at a later point in their college careers. A minimum of two weeks is required for processing any new request for accommodations or services.

DISABILITY DOCUMENTATION

Written documentation must be provided by a qualified professional with training and experience relevant to the diagnosed disability. In order to receive accommodations and specialized services, the documentation must establish that the person has an impairment that substantially limits one or more major life activities such as walking, seeing, hearing, learning, working, and performing manual tasks. The documentation should be submitted under the professional's letterhead and include the following:

- Student's name;
- Date of evaluation and last contact;
- Specific diagnosis and history;
- Nature of the impairment including a description of current functional limitations within the academic setting;
- Degree of severity of impairment;
- Statement of diagnostic criteria and/or tests used to determine impairment including a summary as well as specific test scores;
- A description of most recent accommodations, services, treatment, medication, assistive devices prescribed;
- Recommended academic accommodations must be supported by evaluation or test findings;
- Where appropriate, a statement of the expected course or relative stability of the disability;
- Documentation that is recent (recentness depending on the type of disability) is required.

Note that these are general guidelines and that specific requirements for each type of disability can be accessed on the CTL website. Although many disabilities are acknowledged to be life-long, functional limitations can vary over time; hence currency of testing is essential.

RELATED INFORMATION

An Individualized Education Plan (IEP) or a 504 Plan summary is not automatically sufficient to determine reasonable accommodations. If either of these documents includes test results or other professional findings that establish a basis for services or accommodations, they may be submitted as part of the professional documentation.

Note: Individualized Education Plans and 504 Plans are procedural documents covering children ages 3-21. They are documents that summarize the needs and services deemed essential to their students and limited to their K-12 setting. These students are guaranteed a free and appropriate public education until they graduate from high school or reach the age of 21. Colleges and universities, on the other hand, are obligated to abide by the Americans with Disabilities Act (ADA), in particular, and Section 504 of the Rehabilitation Act of 1973. Both of these are civil rights laws which prohibit discrimination based on disability. The provision of services and accommodations are ways in which the Colleges can assure equal access to a college education to students with disabilities. Colleges and universities are not required to provide a free and appropriate public education. Educational plans and special education services are not mandated.

ACCOMMODATIONS AND SERVICES

In order to receive accommodations and special services, it is the responsibility of the student to voluntarily self-disclose his or her disability and then to provide documentation meets eligibility criteria. It is the responsibility of the Colleges to review all relevant documentation and discuss with the student the range of possibilities for accommodations and/or services.

Recognizing that disabilities vary widely in their impact on the academic life of students, the determination of reasonable accommodations is achieved on an individualized basis. Prior history of an accommodation is not, in and of itself, sufficient to establish the need for the provision of an accommodation. Providing unbiased and reasonable access to all programs and activities of the Colleges is the purpose of accommodations. Ultimate responsibility for determining reasonable accommodations and services lies with the Colleges.

Once disability status is established, each student is required to meet with a disability specialist each semester to determine the services and accommodations that are necessary for that term. Individualized letters are then prepared for each of the student's professors, outlining the accommodations that are appropriate for that course. The student presents these letters to the professors from whom the student seeks accommodations.

The student is expected to discuss with each professor the details about how accommodations will be handled for each course. The student then procures the professor's signature on an instructor notification form, and when all signatures are obtained, returns form to the CTL. No accommodations are provided until the signed form is returned.

Typical Accommodations (granted depending on documented need):

- extended time for all timed examinations;
- alternative site for examinations;
- use of word processor for written examinations;
- alternatively formatted books
- permission to record lectures;
- assistive technology.

The following accommodations will be considered, provided there is no fundamental alteration to a program or a degree and when supportive evidence is furnished. These accommodations are not typical:

- reduced course load;
- course substitutions or waivers.

An accommodation will not be authorized under the following conditions:

- when it is not supported by clear, supportive documentary evidence;
- when it may require a substantial alteration to a fundamental element of the curriculum or academic program;
- when it may require a substantial alteration to a co-curricular or extra-curricular activity or poses a direct threat to the health or safety of others;
- when it poses an undue financial or administrative burden to the Colleges;
- when it falls under the definition of a personal service.

PROCEDURE FOR RECEIVING NON-ACADEMIC ACCOMMODATIONS

To request accommodations of a non-academic nature such as special housing needs, dietary concerns, or physical accessibility issues, students must meet with the Coordinator of Disability Services, CTL, in order to:

- discuss the specific accommodation/s being requested, and
- provide current documentation from an appropriate professional describing the nature of the disability and the appropriateness of the accommodation being requested.
- complete housing/meal plan accommodation application packet for related accommodation requests

Requests which are supported by the documentation and which are deemed appropriate and reasonable will be granted in as timely a manner as possible. Housing and meal plan accommodations that are not emerging are considered by a committee of campus professionals. Application deadlines and materials, that fall under the preview of this committee, can be found on the disability services website: http://www.hws.edu/academics/ctl/disability_services.aspx. Deadlines for this process are firm **HWS does not accept additional documentation or application materials on appeal for cases already decided by the committee. New or additional documentation or application materials may be submitted with a new accommodation request by a posted deadline, using the medical and/or disability accommodation process.**

CONFIDENTIALITY

The Americans with Disabilities Act and the Family Education Rights and Privacy Act (FERPA) established guidelines for confidentiality of all disability-related information. All information provided by the student will be treated as highly confidential, maintained in a separate, secure file with limited access, and only shared when there is a compelling need to know. Need-to-know is specified as the following: when a school official—administrator, supervisor, faculty, or support staff—is expected to take a specific action on the student’s behalf.

When a student with a disability requests and is approved for an accommodation or service, the appropriate person will be notified. Information identifying the specific disability is not shared, only that appropriate documentation has been received, and that the accommodation is necessary to fulfill the Colleges’ obligation to provide equal access under ADA and Section 504 of the Rehabilitation Act.

THE RIGHT TO REVIEW A FILE

A student has the right to inspect his or her file held at the Center for Teaching and Learning (CTL). Students must submit a request in writing to the disability specialist of CTL. The specialist will notify the student of the time and place for this review within one week.

ACCOMMODATION DISPUTES AND ADA GRIEVANCE PROCEDURE

Informal Dispute Resolution Process

Students may appeal a decision regarding an accommodation or service.

The Colleges protects the rights of individuals with disabilities to be free from harassment and discrimination, and offer reasonable accommodations. The Colleges have adopted an internal grievance procedure providing for 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 Colleges’ 504 coordinator: Ms. Sonya Williams, Associate Vice President, Human Resources, swilliams@hws.edu.

*More information regarding Section 504 can be found on page 36 in the Handbook of Community Standards. http://www.hws.edu/studentlife/pdf/community_standards.pdf

TITLE VII AND IX NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

A formal grievance may be initiated following the Title VII and IX Non-Discrimination Policy and Grievance Procedure as published in the Handbook of Community Standards. The informal resolution process is not a prerequisite to the filing of a formal complaint.

HOBART AND WILLIAM SMITH COLLEGES
Geneva, NY 14456

www.hws.edu