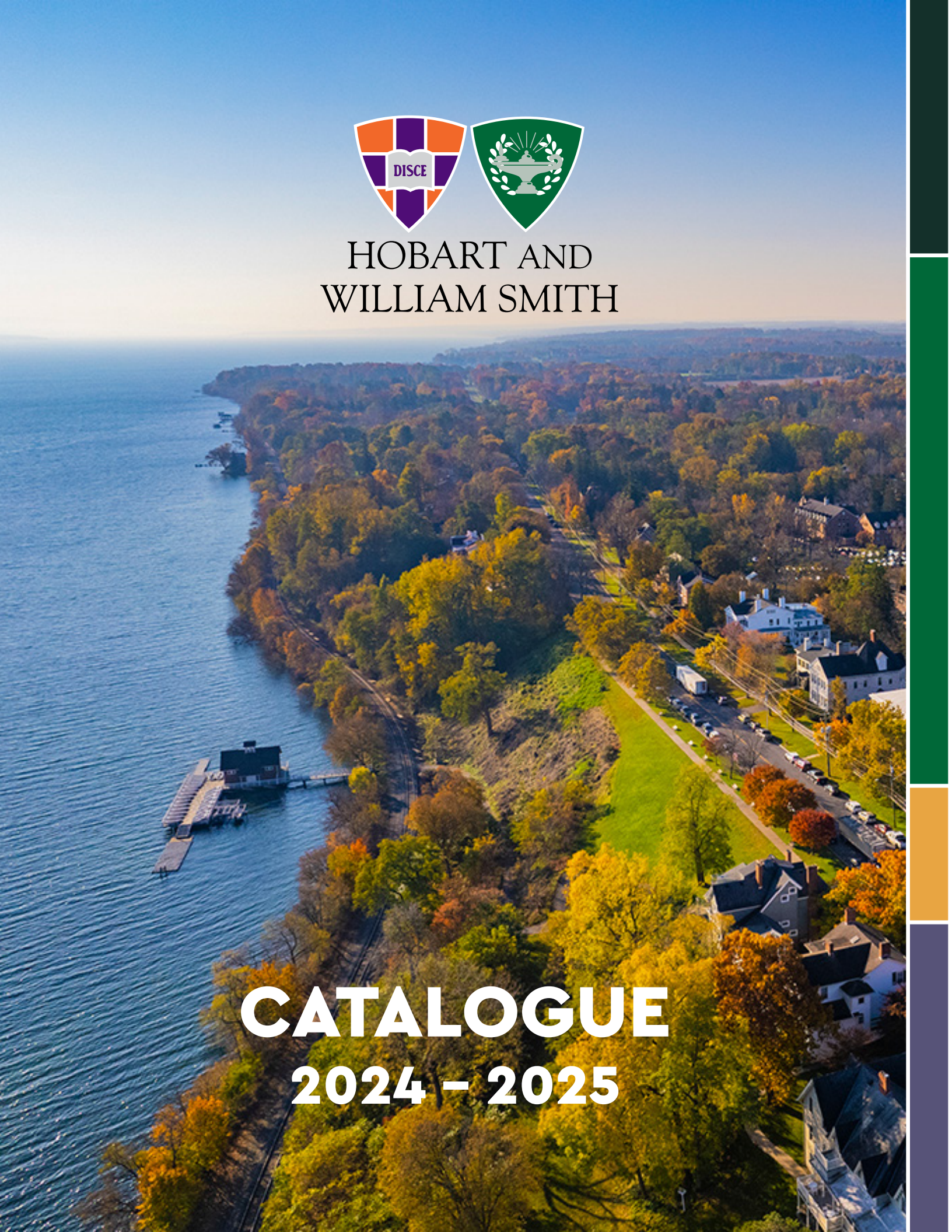




HOBART AND
WILLIAM SMITH

CATALOGUE
2024 - 2025





HOBART AND WILLIAM SMITH

CATALOGUE

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

- [The Handbook of Community Standards](https://www.hws.edu/offices/campus-life/pdf/community_standards.pdf): a full listing of institutional policies—academic, social and residential – is available online and from the Office of Campus Life. Published annually. (https://www.hws.edu/offices/campus-life/pdf/community_standards.pdf)
- [The Hobart and William Smith website](https://www.hws.edu/): HWS' online presence, with a variety of information about the Colleges and its programs, particularly upcoming activities and events, and links to departments, programs, students and faculty. Updated regularly. (<https://www.hws.edu/>)
- [Crime Statistics](https://www.hws.edu/offices/campus-safety/): Crime statistics as reported to the United States Department of Education can be accessed at the following link, or by contacting Martin Corbett, Associate Vice President of Campus Safety at 315-781-3000. (<https://www.hws.edu/offices/campus-safety/>)
Crime statistics can also be found at the [United States Department of Education](http://ope.ed.gov/campussafety/#/) (<http://ope.ed.gov/campussafety/#/>)

The information in this Catalogue is accurate as of the date of publication (September 2024) but this information is constantly being updated. HWS reserves the right to make additional changes at any time, with or without prior notice, including, but not limited to, changes in rates and fees, deadlines, program offerings, course offerings, and course and program descriptions and requirements.

HWS is 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 based on age, color, disability, domestic violence victim status, gender, gender expression, gender identity, genetic information, national origin, race, shared ancestry, religion, sex, sexual orientation, veteran status, or any other status protected under the law. Discrimination based on 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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2024–2025 CALENDAR

Fall Semester

| | |
|--------------------|--|
| August 18 – 25 | New Student Orientation |
| August 25 | Campus residences open |
| August 26 | First day of classes |
| August 26 – 30 | Student add/drop period Work due for spring semester incompletes |
| August 31 – Sept 6 | Restricted add/drop period (last day to add or drop a course) |
| September 6 | Grades due for spring semester incompletes |
| September 20 | Last day to change grading basis (CR/DCR/NC) for spring semester courses |
| October 4 – 6 | Homecoming and Family Weekend |
| October 11 | Midterm Statuses due |
| October 12 – 15 | Fall recess |
| Oct 28 – Nov 8 | Advising Period |
| November 11 – 22 | Spring Semester 2025 Registration |
| Nov 27 – Dec 1 | November Recess |
| December 6 | Last day of classes/Last day to withdraw from a course |
| | Last day for January graduates to change a grading basis (CR/DCR/NC) |
| December 7 – 9 | Reading Days |
| December 10 – 13 | Final Examinations |
| December 13 | Semester ends after last exam |
| December 14 | Residences close at noon |
| Dec. 14 – Jan. 20 | Winter Break |
| January 2 – 17 | J-Term |
| January 12 | No Class |

Spring Semester

| | |
|--------------------|---|
| January 20 | Campus residences open |
| January 21 | First day of classes |
| January 21 – 27 | Student add/drop period |
| January 28 – Feb 3 | Restricted add/drop period (last day to add or drop a course) |
| February 14 | Work due for fall semester incompletes |
| February 28 | Grades due for fall semester incompletes |
| March 7 | Midterm Statuses due/Deadline for Juniors to have declared a minor |
| March 14 | Last day to change grading basis (CR/DCR/NC) for fall semester courses |
| | Deadline for Sophomores to declare a major |
| March 15 – 23 | Spring Break |
| March 24 – Apr 4 | Advising Period |
| April 7 – 16 | Fall Semester 2025 Registration |
| April 11 | Last day for Seniors to withdraw from a spring course or change a grading basis (CR/DCR/NC) |
| April 18 | Charter Day |
| April 23 | HWS Day |
| May 2 | Moving Up Day |
| May 5 | Last day of classes/Last day to withdraw from a course (for non-Seniors) |
| May 6 – 8 | Reading Days |
| May 9 – 12 | Final examinations |
| May 13 | Residences close at noon |
| May 13 | Spring Semester Grades Due |
| May 18 | Commencement |
| May 19 | Senior residences close |
| June 6 – 8 | Reunion |
| May 19 – June 6 | Maymester |
| May 19 – June 20 | 5-Week Summer Session 1 |
| May 26 | Memorial Day Holiday |
| June 9 – 27 | 3-Week Summer Session 2 |
| June 19 | Juneteenth Holiday |

PROPOSED 2025–2026 CALENDAR

Fall Semester

| | |
|------------------|--|
| August 24 – 31 | New Student Orientation |
| August 31 | Campus residences open |
| September 1 | First day of classes |
| September 1 – 5 | Student add/drop period Work due for spring semester incompletes |
| September 6 – 12 | Restricted add/drop period (last day to add or drop a course) |
| September 12 | Grades due for spring semester incompletes |
| September 26 | Last day to change grading basis (CR/DCR/NC) for spring semester courses |
| October 4 – 6 | Homecoming and Family Weekend |
| October 17 | Midterm Statuses due |
| October 18 – 21 | Fall recess |
| November 3 – 14 | Advising Period |
| Nov 17 – Dec 3 | Spring Semester 2026 Registration |
| November 26 – 30 | November Recess |
| December 12 | Last day of classes/Last day to withdraw from a course |
| | Last day for January graduates to change a grading basis (CR/DCR/NC) |
| December 13 – 15 | Reading Days |
| December 16 – 19 | Final Examinations |
| December 19 | Semester ends after last exam |
| December 20 | Residences close at noon |
| Dec 20 – Jan 19 | Winter Break |
| January 2 – 17 | J-Term |
| January 11 | No Class |

Spring Semester

| | |
|--------------------|---|
| January 19 | Campus residences open |
| January 20 | First day of classes |
| January 20 – 26 | Student add/drop period |
| January 27 – Feb 2 | Restricted add/drop period (last day to add or drop a course) |
| February 13 | Work due for fall semester incompletes |
| February 27 | Grades due for fall semester incompletes |
| March 6 | Midterm Statuses due/Deadline for Juniors to have declared a minor |
| March 13 | Last day to change grading basis (CR/DCR/NC) for fall semester courses |
| | Deadline for Sophomores to declare a major |
| March 14 – 22 | Spring Break |
| March 23 – Apr 3 | Advising Period |
| April 6 – 15 | Fall Semester 2026 Registration |
| April 10 | Last day for Seniors to withdraw from a spring course or change a grading basis (CR/DCR/NC) |
| April 17 | Charter Day |
| April 22 | HWS Day |
| May 1 | Moving Up Day |
| May 4 | Last day of classes/Last day to withdraw from a course (for non-Seniors) |
| May 5 – 7 | Reading Days |
| May 8 – 11 | Final examinations |
| May 12 | Residences close at noon |
| May 12 | Spring Semester Grades Due |
| May 17 | Commencement |
| May 18 | Senior residences close |
| June 5 – 7 | Reunion |
| May 18 – June 5 | Maymester |
| May 18 – June 18 | 5-Week Summer Session 1 |
| May 25 | Memorial Day Holiday |
| June 8 – 26 | 3-Week Summer Session 2 |
| June 19 | Juneteenth Holiday |

PROPOSED 2026–2027 CALENDAR

Fall Semester

| | |
|------------------|-------------------------|
| August 23 – 30 | New Student Orientation |
| August 31 | First day of classes |
| October 17 – 20 | Fall recess |
| November 25 – 29 | November Recess |
| December 11 | Last day of classes |
| December 12 – 14 | Reading Days |
| December 15 – 18 | Final Examinations |
| January 2 – 17 | J-Term |

Spring Semester

| | |
|-----------------|----------------------|
| January 19 | First day of classes |
| March 13 – 21 | Spring Break |
| May 3 | Last day of classes |
| May 4 – 6 | Reading Days |
| May 7 – 10 | Final examinations |
| May 16 | Commencement |
| May 17 – June 4 | Maymester |

PROPOSED 2027–2028 CALENDAR

Fall Semester

| | |
|------------------|-------------------------|
| August 22 – 29 | New Student Orientation |
| August 30 | First day of classes |
| October 16 – 19 | Fall recess |
| November 24 – 28 | November Recess |
| December 10 | Last day of classes |
| December 11 – 13 | Reading Days |
| December 14 – 17 | Final Examinations |
| January 4 – 19 | J-Term |

Spring Semester

| | |
|-----------------|----------------------|
| January 24 | First day of classes |
| March 18 – 26 | Spring Break |
| May 5 | Last day of classes |
| May 6 – 8 | Reading Days |
| May 9 – 12 | Final examinations |
| May 21 | Commencement |
| May 22 – June 9 | Maymester |

THE COLLEGES

Overview

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

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

Students complement their broad interdisciplinary study through programming provided through 13 HWS Centers for research, action and thought:

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

Originally founded as Hobart College for men and William Smith College for women, today's institution – Hobart and William Smith Colleges – is united and has always had one campus, one faculty and one administration. Historical traditions are maintained, providing a unique and invaluable opportunity for exploring questions of gender and difference.

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

Hobart and William Smith sponsor 30 varsity sports, which compete in NCAA Division III – with the exception of Hobart lacrosse which competes in Division I. Student-athletes play for championship caliber teams without sacrificing academic pursuits. The Statesmen and Herons have a legacy of success in the athletic arena that boasts 25 team national championships, including the 2024 NCAA Division III Men's Ice Hockey Championship, and nearly 700 All-Americans.

Accreditation

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

Registered Programs

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

Undergraduate Programs

Africana Studies, B.A., 0305
 American Studies, B.A., 0313
 Anthropology, B.A., 2202
 Anthropology and Sociology, B.A., 2208
 Architectural Studies, B.A., 0202
 Art History, B.A., 1003
 Asian Studies, B.A., 0301
 Biochemistry, B.S., 0414
 Biology, B.A., B.S., 0401
 Bodies, Disabilities, and Justice, B.A. 2299
 Chemistry, B.A., B.S., ACS B.S. 1905
 Computer Science, B.A., B.S., 0701
 Dance, B.A., 1008
 Economics, B.A., 2204
 Educational Studies, B.A., 0801
 English and Creative Writing, B.A., 1501
 Environmental Science, B.S. 0420
 Environmental Studies, B.A., B.S., 0420
 French and Francophone Studies, B.A., 1102
 Gender and Feminist Studies, B.A., 4903
 Geoscience, B.A., B.S., 1999
 Greek, B.A., 1110
 Greek and Roman Studies, B.A., 1504
 History, B.A., 2205
 Individual Studies, B.A., B.S., 4901
 International Relations, B.A., 2210
 Latin, B.A., 1109
 Latin American Studies, B.A., 0308
 LGBTQ+ Studies, B.A., 4903
 Management and Entrepreneurship, B.S., 0506
 Mathematics, B.A., B.S., 1701
 Media and Society, B.A., 0699
 Music, B.A., 1005
 Philosophy, B.A., 1509
 Physics, B.A., B.S., 1902
 Politics, B.A., 2207
 Psychological Science, B.A., B.S., 2001
 Public Health, B.A., 1214
 Religious Studies, B.A., 1510
 Russian History and Society, B.A. 0307
 Russian Language and Culture, B.A., 0307
 Sociology, B.A., 2208
 Spanish and Hispanic Studies, B.A., 1105

Studio Art, B.A., 1002
 Theatre, B.A.; 1007
 Writing and Rhetoric, B.A., 1599

Graduate Programs

Master of Arts in Higher Education Leadership
 Master of Arts in Teaching
 Master of Science in Management

Teacher Certification

The Teacher-Education Program (TEP) 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)

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
 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)

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

Graduation Rate

The graduation rate for students entering in the fall of 2018 and graduated by 2024 (six years later) was more than 77%. Additional information on graduation rates and student retention is available from the Office of the Registrar.

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 among ideas, issues, and values. The ability to share one's discoveries, interpretations, or analyses is essential to becoming a creative and critical thinker and communicator. Our curriculum embodies the fundamental mission of a liberal arts education to develop, in all its elements, each student's capacity for analytical, expressive, empathetic, critical, and effective reasoning and communication, which can be carried forward into life, work, and the world.

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

Degree Requirements

The faculty of Hobart and William Smith 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 letter grade of C- or higher. At least 30 of these courses must be full-credit courses (i.e., only four 1/2 credit courses can be counted toward graduation).

Spent three years in residence: the first year, the second or third year, and the senior year. Normally, the senior year is defined as one complete academic year taken in sequence (fall and spring semesters).

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 advisor, 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 courses that satisfy these six aspirational goals can be found on the [website](#).

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 many of the Colleges' academic resources.

The senior capstone experience is both a continuation and culmination of the student's development in critical thinking and communication. Specific to each major, the capstone experience demands substantial understanding of the field's central questions and literacy in its modes of reasoning and communication.

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 courses that satisfy each of these six aspirational goals can be found here: <https://campus.hws.edu/EducationalGoals/>

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/or other topics that raise questions of how to engage in responsible action.

Addressing the Six Aspirational Goals

Students must work with a faculty advisor 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 (<https://campus.hws.edu/EducationalGoals/>), 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 letter grade of C- or better WRRH 100 Writer's Seminar during the fall semester. First-Year Seminar instructors may require a student enrolled in their seminar to take a supplemental writing class during the student's first year. Courses that satisfy this requirement are any 100-level rhetoric course.

Major

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

The typical departmental major at the Colleges requires ten to twelve courses in the major department, and may require additional courses from related departments. The total number and sequence of courses needed to complete the major are determined by the department or program. All departments and programs require a capstone course or experience, typically completed in a student's senior (or junior) year, to complete a major. Students should consult departmental or program offerings in this catalogue or discuss requirements with the department chair or program coordinator. In the case of individual majors (see below), the student should consult with their advisor and the Individual Majors Committee.

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

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 Major proposal, the student works closely with a faculty advisor and designs a specific curriculum of study (including a capstone course or experience), articulating the focus and goals of the major. The student's proposal and advisor's recommendation are submitted to the Individual Majors Committee, which reviews the proposal. 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 advisor. 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 major 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 the first semester of their sophomore year by contacting a faculty advisor, 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 five or six courses. Students can file a declaration of minor at any time but should do so prior to the second semester of their third year. Declaration consists of completing a form that names the minor field, lists the courses that count toward the minor, and includes the signatures of the student and the department chair or program director of the minor department or field. Of the courses required for a minor, three must be unique to the minor (cannot be counted toward another major or minor).

Degree Audit Plan

Late in their third year, all students must complete a degree audit plan with their faculty advisor. This plan records a student's progress in addressing 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 along with a substitution form, which can be obtained from the Deans. Seniors may not declare additional majors or minors, unless required for graduation, after the Friday before Spring Break.

Independent Study

Students who have demonstrated a capacity for individual work at an advanced level may, with the permission and under the guidance of a faculty instructor, register for independent study. Each department sets its own qualifications for such advanced work.

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

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

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

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

Credit Bearing Internships

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

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. Half-credit internships must include a minimum of 85 hours, of which at least 60 must be on-site contact hours, and supplemental activities regarding the experience as required by the faculty advisor.
2. Full Credit Internship – Some programs and departments offer a 499 full credit (1.00) internship course. Full-credit internships must include a minimum of 170 hours, of which at least 120 must be on-site contact hours, and supplemental activities regarding the experience as required by the faculty advisor.

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

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 advisor 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 three graduate degrees, the Master of Arts in Teaching (MAT), the Master of Science in Management, and the Master of Arts in Higher Education Leadership. 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 psychological science 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 natural 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 Initial teacher certification in one of 15 different programs. 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 delay starting the TEP until junior year 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 [Educational Studies](#) 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 at HWS, followed by the fifth and final year at Dartmouth. Upon completion, the student receives two degrees, a B.A. or B.S. from Hobart or William Smith and a B.E. from Dartmouth; again, in some cases, a student can arrange to receive the degree from Hobart or William Smith at the end of the fourth year, and the degree in engineering from Dartmouth at the end of the fifth year.

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 Advisor in the Salisbury Center for Career, Professional and Experiential Education.

LAW

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

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.

FINANCIAL AID FOR 3-3 JOINT DEGREE PROGRAMS

Financial Aid for 3-3 Joint Degree Program Financial aid for the 3-3 joint degree programs (in which the student spends three years at HWS followed by three years at Cornell 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 three years of study at the other institution, Hobart and William Smith will not process or award any sources of financial assistance. You should contact the other institution.

Graduate Programs

MASTER OF ARTS IN HIGHER EDUCATION LEADERSHIP (MHLE)

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

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

Upon graduation, MHEL students will be able to:

- Support a contemporary generation of college students within a rapidly changing social, cultural, political, and economic landscape.
- Analyze and critique the history and politics of higher education in ways that reflect their lived experiences, best-practices, and professional aspirations.
- Advocate for students in ways that demonstrate a thorough understanding of diversity, equity, and inclusion and foster student success.
- Contribute to higher education as emerging practitioners who can act on their personal commitments, skills, and abilities.
- Demonstrate effective and creative leadership as they advocate for positive personal, inter-personal, structural, and institutional change to promote inclusive and innovative organizations and programs.
- The MHEL requires completion of 10 courses including eight courses (4 core courses, 4 elective courses) and four half-credit assistantship or internship placements. In the spring of their second year, each student will also complete a graduate seminar tied to an assistantship or internship placement.

MASTER OF ARTS IN TEACHING (MAT)

The Master of Arts in Teaching is a fifth-year graduate program that builds on the successful undergraduate Teacher Education Program at Hobart and William Smith Colleges and is only open to eligible students who are enrolled in the TEP. The program is designed to be completed in one academic year, during which students continue their liberal arts studies at the same time they prepare for teacher certification. At the conclusion of the program, students are eligible to apply for Initial New York State Teacher Certification, which may be raised to the Professional level after three years of full-time teaching.

The MAT program consists of nine graduate course credits. Candidates must pass all of the courses in the program with a grade of B- or better and maintain a 3.0 GPA during the graduate year. In the spring semester of the senior year, students take EDUC 420 Research in Education. In the fall semester of the graduate year, students carry out their student teaching and take an accompanying seminar. In the spring of the graduate year, students take EDUC 820 Graduate Seminar in Education Research or EDUC 821 Education Foundations, complete a masters project through EDUC 801 & EDUC 803, and take two elective courses in liberal arts disciplines or programs.

The MAT program at Hobart and William Smith Colleges combines with the work students complete during their undergraduate years in the Colleges' Teacher Education Program to convey all the credits and experiences needed for teaching certification in New York State. Eligible certification programs include Childhood Education (grades 1-6); dual Childhood Education and Students with Disabilities (grades 1-6); and Adolescent Education (grades 7-12 in the subject areas of biology, chemistry, earth science, English, French, Latin, mathematics, physics, social studies, or Spanish). The MAT program has not yet been expanded to include the three newer certification programs: Art, Music, and TESOL.

MASTER OF SCIENCE IN MANAGEMENT (MSM)

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

Upon graduation, Master in Management students will be able to:

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

The Master of Science in Management can be earned in either an innovative 3+1 model (students complete a bachelor's and master's in four years) or the more traditional 4+1 (4-year undergrad program followed by a 1-year master's). Ambitious students can complete both the bachelor's and the master's in as few as four years.

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

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. As the pace of technological change intensifies, and given the pressing issues facing the world today, we recognize 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 in a multitude of locations across the globe.

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

In recent years, the Colleges have offered semester-long off-campus programs on six continents, including such locations as: Amman, Jordan; Auckland, New Zealand; Berlin, Germany; Brussels, Belgium; Copenhagen, Denmark; Galway, Ireland; Lisbon, Portugal; Makhanda, South Africa; Queensland, Australia; Seoul, South Korea; Seville, Spain; and Valparaíso, Chile. 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.

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.

A full listing of offerings, as well as information about these programs, is available from the [Center for Global Education](#). Students should consult the website and individual program pages for specific details such as program dates, course offerings, eligibility, financial aid and cost information, and accommodations, as well as to learn more about the application process.

ACADEMIC POLICIES

For more information about policies and procedures, visit the [Office of the Registrar](#).

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

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

Academic dishonesty is determined in every case by the evidence presented and not by intent. Questions of intent and circumstances under which an infraction occurred may be considered in determining a sanction. For more information on plagiarism, please see [The Handbook of Community Standards](#) below.

Communication

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

Student Information

Family Educational Rights and Privacy Act (FERPA)

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

Education records do not include:

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

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

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

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

The above information may be released by the Colleges at any time to any persons or agencies deemed to have a legitimate interest. Students have the right to limit disclosure of directory information. Students are given the opportunity during the course-registration process to check the accuracy of any directory information maintained by

the Colleges and to restrict the right of the Colleges to release the directory information listed. Such requests must be filed annually (by the third week of fall semester classes) or through the student self-service system via the HWS PeopleSoft website. (See "Campus Personal Information" and click on "FERPA Restrictions".)

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

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

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

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

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

1. The right to inspect and review the student's education records within 45 days of the day the Colleges

receives a request for access.

Students should submit to the registrar or dean written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. There is no charge for this service; however, if a student wishes a copy of any records and the College permits copying, a fee to cover the cost of copying will be charged.

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

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

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

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

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

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that §99.31 of the FERPA regulations authorize disclosure without consent (see above).

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Hobart and William Smith Colleges to comply with the requirements of FERPA.

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

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

Chosen Primary Name, Gender, College-Affiliation and Pronoun

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

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

Legal name: Unless you amend your HWS Name or Nickname, your legal name is the campus wide default. If you have changed your legal name, please amend it through the Registrar's office using this form: https://www.hws.edu/offices/pdf/request_name_change.pdf.

HWS Name: If you change your HWS Name, this name will appear on internal HWS documents, including but not limited to: Canvas, class rosters, email, Peoplesoft profile, the Parent Portal (if you have given your parents and/or guardian's access), residence hall paperwork, internal health records, and transcripts. It will also appear on any campus communication to your guardians. It will not appear on your W-2 or other financial documents, as those require a legal name change. To change your HWS Name, please use this form: <https://forms.office.com/r/XJR206n8f0>

Nickname: This is a more private name change option. You can change your Nickname in Peoplesoft. So, there is no need to submit a form to do so. If you add a Nickname in Peoplesoft, it will appear on Canvas, class rosters, and in your residence hall paperwork. It will not appear in the Parent Portal or be used in campus communications to your guardians.

Gender: Students may list a gender other than their legal sex on the Name, Gender, and/or Pronoun Change Form. Their gender identity will be reflected in all Colleges' systems. Based on New York State guidelines, the Colleges currently support the following gender determinations: agender, gender neutral, man, non-binary, woman, and undisclosed.

Pronouns: Pronouns will appear on course rosters and in other educational records. Pronouns do not appear in the Campus Directory. You can expect your Chosen name, gender, and chosen pronoun to be honored within the Colleges' community with other students, faculty and staff. Based on New York State guidelines, the Colleges currently support the following pronoun determinations: He/Him/His; She/Her/Hers; They/Them/Theirs; Use Name Only; and Ze/Zie/Hir.

Advisements: Please be advised that changing your name and/or gender in the Colleges' student records is not the same as legally changing your name and/or sex through the courts (or in the case of sex, through a birth certificate in some states) and you may be challenged when you are asked to provide proof of your legal name and/or identity for employment or government purposes, such as obtaining a passport.

The Colleges encourage students to give serious consideration to the request to use a chosen name, gender, and/or chosen pronoun. Inappropriate use of this policy, as determined by the Vice President for Campus Life, may be cause for denying the request. Individuals are free to select their Chosen primary names, gender, College-affiliation, and/or chosen pronoun provided that it is not for the purpose of misrepresentation (using inappropriate names or using the process to avoid a legal obligation).

Enrolled students who wish to change their legal name and/or biological sex on Colleges records, may follow the process for changing a legal name and/or sex on official Colleges records.

If the name, gender, and/or pronoun change policies pose problems for how you would like to identify on campus, please contact the LGBTQ+ Resource Center at lgbtqrc@hws.edu. We respect all students' rights to self-determination and will revise policies with that goal in mind as needed.

FERPA Directory Exclusion: Any student requesting a chosen name, gender, and/or pronoun who does not want the Colleges to share their legal name with external organizations can request a FERPA (Family Educational Rights and Privacy Act) directory exclusion, which revokes the Colleges' right to share any of the student's information with any outside source. Requesting a FERPA exclusion means that the student will not be listed in the directory and the Colleges cannot confirm the student's status (e.g., for the purposes of credit card and insurance verifications, etc.). In addition, please note that there are some exclusions to FERPA that require the Colleges to disclose chosen primary names, Chosen names, as well as any previous names, such as to Homeland Security, and local, state, and

federal law enforcement. For more information, please contact the Registrar's Office located in Demarest, 315-781-3651. Please note that it is not possible for a student to change to a Chosen primary name in the Colleges' system and simultaneously be listed by their legal name in the directory.

Previous Students, Alumni, and Alumnae: Students who have transferred or withdrawn from the Colleges, alumni, and alumnae seeking to change their legal name and/or sex on Colleges' records, follow the process for changing a legal name and/or sex on official Colleges' records. Information on changing legal information can be found here (http://www.hws.edu/offices/registrar/gender_policy.aspx).

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

Residency

Course Load Policy

The normal course load for Hobart and William Smith students is eight full-credit courses in an academic year, evenly distributed across the two semesters. Students in good academic standing may take three, four or five courses in any particular semester. Enrollment for a fifth course must occur after normal registration for all students. Students should be aware that 32 total credits are required for graduation, and therefore an average course load of less than four courses in any semester may lengthen the time required to complete the degree requirements and to graduate, and likely incurring additional financial obligation. Students who have fallen behind in credits must submit to their dean an academic recovery plan that they have created in consultation with, and approval by, their academic advisor.

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

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

Credit Hour and Out of Class Supplemental Work

Hobart and William Smith 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 semester hours. (See: <http://www.nysed.gov/common/nysed/files/core-regs-task3.docx>) The expectation of the Provost and Dean of Faculty is that for every hour of in-class instruction, students spend an average of 2-3 hours outside of class working on supplementary assignments. At HWS, that means that one course requires at least 45 hours (of 50 minutes each) of instruction and at least 120 hours of supplemental assignments.

Full-Credit Requirement

A minimum of 30 of the required 32 courses presented in satisfaction of 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.

Senior Standing

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

Academic Residency Restrictions

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

Leaves of Absence

Leaves of absence may be granted for personal growth or to participate in academic programs not sponsored by Hobart and William Smith 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.

Policies governing medical leaves of absence are different and explicated in [The Handbook of Community Standards](#).

Transfer and Course Credit for Non-HWS Learning Experiences

There are three types of credit granted for non-HWS learning experiences: credit by exam, transfer credit, and dual enrollment. First-year HWS students who are not transfer students are allowed to receive up to seven full credits for non-HWS learning experiences completed prior to beginning at HWS, including all transfer credit, credit by exam, and dual enrollment courses. Students may additionally receive transfer credit for courses taken at another institution after they have started their program at HWS, for a total of sixteen transfer credits all together. All current HWS students should obtain required departmental and faculty approvals prior to registering for non-HWS courses using the [Transfer Credit Request form](#). Students who transfer to HWS from another school may be granted a total of sixteen credits for prior non-HWS learning experiences (transfer, credit by exam, and dual enrollment) that meet all criteria. No student will receive more than a total of sixteen credits for non-HWS learning experiences. There are additional specific limits to the numbers of credits that can be earned for each type (described below).

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

Transfer Credits

Transfer credit may be granted for college-level courses completed at another institution prior to beginning study at HWS. Transfer students may be granted up to sixteen credits for work completed at another institution. Entering first-year students may be granted up to seven credits for courses taken elsewhere. Transfer credit may also be granted for college-level courses completed after an HWS student has begun their study at HWS. Please note that once a student is matriculated, approval from any relevant faculty department/program chairs and/or advisors must be obtained (in writing) in advance of the transfer courses being taken. To make this request, students may use the Transfer Credit Request form.

Transferred courses fulfill general elective requirements and may be counted toward the thirty-two credits required for the degree. These credits may additionally be used to satisfy major and minor requirements, but only with the expressed approval of the individual department or program. The use of transfer credits to satisfy prerequisite requirements for other parts of the curriculum, or to satisfy any of the eight goals, also requires approval by the individual departments or programs.

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

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

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

- Courses must be taken at a regionally accredited institution, must be in the liberal arts, and must have content relevant to the current academic departments at HWS.
- Only letter-graded courses may be transferred. Courses taken pass/fail or credit/no credit are ineligible for transfer.
- Only courses of three or more credit hours are eligible for transfer credit. There can be no partial transfer credit or "bundling" of partial credits or credit hours toward a full credit transfer course.
- To receive transfer credit for courses taken outside the U.S. a student must submit a course-by-course evaluation by an evaluation service that is a member of either the National Association of Credential Evaluation Services, Inc. (NACES) or the Association of International Credentials Evaluators (AICE).
- HWS does not accept credit for NOLS or Semester at Sea.
- EMT courses are not generally accepted. However, if an EMT course has substantial academic content (e.g.,

the EMT course taken at Finger Lakes Community College), a student may submit a syllabus along with their transcript for review by the Chair of the Health Professions department.

Credit by Exam

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

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

| EXAM NAME | # OF COURSE CREDITS | EQUIVALENT HWS COURSE(S) |
|---------------------------------------|---------------------|---|
| AP 2-D Art and Design | 2 | At discretion of Department |
| AP 3-D Art and Design | 2 | At discretion of Department |
| AP Art History | 2 | 1 100-level Art History course credit and 1 general elective credit |
| AP Biology | 2 | BIOL 167 |
| AP Calculus AB | 1 | Math 130 |
| AP Calculus BC | 2 | Math 131 |
| AP Chemistry | 2 | General Elective |
| AP Chinese History and Culture | 1 | General Elective |
| AP Comparative Government & Politics | 1 | General Elective |
| AP Computer Science A | 1 | CPSC 124 |
| AP Computer Science Principles | 2 | General Elective |
| AP Drawing | 2 | At discretion of Department |
| AP English Language and Composition | 2 | General Elective |
| AP English Literature and Composition | 2 | General Elective |
| AP Environmental Science | 1 | General Elective |
| AP European History | 2 | General Elective |
| AP French Language and Culture | 2 | General Elective |
| AP German Language and Culture | 2 | General Elective |
| AP Human Geography | 1 | General Elective |
| AP Italian Language & Culture | 1 | General Elective |
| AP Japanese Language & Culture | 1 | General Elective |
| AP Latin | 2 | General Elective |
| AP Macroeconomics | 1 | General Elective |
| AP Microeconomics | 1 | General Elective |

| | | |
|---|---|-----------------------------|
| AP Music Theory | 2 | General Elective |
| AP Physics 1 | 2 | At discretion of Department |
| AP Physics 2 | 2 | At discretion of Department |
| AP Physics 3 | 2 | At discretion of Department |
| AP Physics C: Electricity and Magnetism | 1 | At discretion of Department |
| AP Physics C: Mechanics | 1 | At discretion of Department |
| AP Psychology | 1 | Psychology 100 |
| AP Spanish Language and Culture | 2 | General Elective |
| AP Spanish Literature and Culture | 2 | General Elective |
| AP Statistics | 1 | General Elective |
| AP United States Gov and Politics | 1 | General Elective |
| AP United States History | 2 | General Elective |
| AP World History: Modern | 2 | General Elective |

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

International Baccalaureate (IB). Hobart and William Smith Colleges recognize academic work taken toward the International Baccalaureate program and grants credit for specific performance levels on the exams for higher-level (HL) courses. The amount of credit is determined after an official copy of results has been received by the Office of the Registrar. Guidelines for the granting of credit are comparable to those for Advanced Placement (AP) exams, with scores of 5, 6, or 7 on HL exams generally receiving credit.

The Regents College Examination Program (RCE). The Colleges participate in the Regents College Examination Program which is administered by the State University of New York, State Education Department. RCE is a credit by examination program which provides students with the opportunity to earn course credits by taking exams in a variety of fields corresponding to the 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 only. The Colleges do not award course credit for RCE exams taken for a Pass/Fail grade. Students are allowed a maximum of four RCE course credits.

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

General Certificate of Secondary Education Advanced Level (GCSE A-Level). Hobart and William Smith Colleges award two credits for each A-level exam passed at the grade of C or higher. An official copy of the results must be sent to the Colleges' Office of the Registrar.

Dual Enrollment

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

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

Academic Day Schedule

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------|----------------------------|--|----------------------------|--|--|
| 8:00 | | ED1 T 7:30 - 8:30 | | ED2 R 7:30 - 8:30 | |
| 9:00 | C1 MWF 8:30 - 9:30 | C6a MW & C6b MWF 8:00 - 9:30 | C1 MWF 8:30 - 9:30 | C6a MW & C6b MWF 8:00 - 9:30 | C1 MWF 8:30 - 9:30 |
| 10:00 | C2 MWF 9:40 - 10:40 | C10 TR 8:40 - 10:10 | C2 MWF 9:40 - 10:40 | C10 TR 8:40 - 10:10 | C2 MWF 9:40 - 10:40 |
| 11:00 | C3 MWF 10:50 - 11:50 | L1 M 9:40 - 12:40 | C3 MWF 10:50 - 11:50 | C11 TR 10:20 - 11:50 | C3 MWF 10:50 - 11:50 |
| 12:00 | C4 MWF 12:00 - 1:00 | C5 TR 12:00 1:00 & F 1:10 - 2:10 | C4 MWF 12:00 - 1:00 | C5 TR 12:00 1:00 & F 1:10 - 2:10 | C4 MWF 12:00 - 1:00 |
| 1:00 | | | | | C5 TR 12:00 1:00 & F 1:10 - 2:10 |
| 2:00 | C7 MW 11:10 - 2:40 | C12 TR 1:10 - 2:40 | C7 MW 11:10 - 2:40 | C12 TR 1:10 - 2:40 | |
| 3:00 | C8 MW 2:50 - 4:20 | L2/S1 M 1:10 - 4:10 | C8 MW 2:50 - 4:20 | L7/S4 W 1:10 - 4:10 | COMMON TIME FACULTY STUDENTS 2:20 - 4:20 |
| 4:00 | | C13 TR 2:50 - 4:20 | | C13 TR 2:50 - 4:20 | |
| 7:00 | | | | | |
| 8:00 | C9 MW 7:30 - 9:00 | | C9 MW 7:30 - 9:00 | | |
| 9:00 | | L3/S2 M 7:30 - 10:30 | | L8/S5 W 7:30 - 10:30 | |

Academic Day Schedule

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

| LABS | | | | | |
|--------|------|--------------------|----------------------|-------------------|------------------------|
| Period | Days | Times | Duration of Meetings | Meetings per Week | Contact Hours per Week |
| L1 | M | 9:40 am – 12:40 pm | 3 hrs | 1 time | 3 hrs |
| L2 | M | 1:10 pm – 4:10 pm | 3 hrs | 1 time | 3 hrs |
| L3 | M | 7:30 pm – 10:30 pm | 3 hrs | 1 time | 3 hrs |
| L4 | T | 8:40 am – 11:40 am | 3 hrs | 1 time | 3 hrs |
| L5 | T | 1:10 pm – 4:10 pm | 3 hrs | 1 time | 3 hrs |
| L6 | W | 9:40 am – 12:40 pm | 3 hrs | 1 time | 3 hrs |
| L7 | W | 1:10 pm – 4:10 pm | 3 hrs | 1 time | 3 hrs |
| L8 | W | 7:30 pm – 10:30 pm | 3 hrs | 1 time | 3 hrs |
| L9 | R | 8:40 am – 11:40 am | 3 hrs | 1 time | 3 hrs |
| L10 | R | 1:10 pm – 4:10 pm | 3 hrs | 1 time | 3 hrs |
| L11 | F | 9:40 am – 12:40 pm | 3 hrs | 1 time | 3 hrs |

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

| EDUCATION SEMINARS | | | | | |
|--------------------|------|-------------------|----------------------|-------------------|------------------------|
| Period | Days | Times | Duration of Meetings | Meetings per Week | Contact Hours per Week |
| ED1 | T | 7:30 am – 8:30 am | 1 hr | 1 time | 1 hr |
| ED2 | R | 7:30 am – 8:30 am | 1 hr | 1 time | 1 hr |

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

| ART STUDIOS | | | | | |
|-------------|------|--------------------|----------------------|-------------------|------------------------|
| Period | Days | Times | Duration of Meetings | Meetings per Week | Contact Hours per Week |
| A1 | MW | 9:40 am – 12:25 pm | 2.75 hrs | 2 times | 5.5 hrs |
| A2 | MW | 1:25 pm – 4:20 pm | 2.75 hrs | 2 times | 5.5 hrs |
| A3 | TR | 8:55 am – 11:40 am | 2.75 hrs | 2 times | 5.5 hrs |
| A4 | TR | 1:25 pm – 4:20 pm | 2.75 hrs | 2 times | 5.5 hrs |

Registration

Registering for Courses

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

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

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

In the event of deregistration for financial reasons, re-registration is on a space available basis, and students may not be able to re-enter the courses for which they were previously enrolled. Students are urged, therefore, to resolve all financial responsibilities within the established deadline.

Dropping and Adding Courses

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

have chosen and committed to their courses in this time.

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

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

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

Course Audit Policy

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

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

The following conditions apply when auditing a course:

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

Repeatable Courses

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

Special Topic Courses

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

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

Credit Bearing Internships

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

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. Half-credit internships must include a minimum of 85 hours, of which at least 60 must be on-site contact hours, and supplemental activities regarding the experience as required by the faculty advisor.
2. Full Credit Internship – Some programs and departments offer a 499 full credit (1.00) internship course. Full-credit internships must include a minimum of 170 hours, of which at least 120 must be on-site contact hours, and supplemental activities regarding the experience as required by the faculty advisor.

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

Attendance

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

In effecting these provisions, 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 themselves of the Colleges' policy on religious observances.

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

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

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

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

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

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

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

Grading

Grades

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

Change of Grading Option

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

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

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

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 their work may not be considered grounds for a student's request for reconsideration of a grade. A student may petition that the grade awarded in a course be reconsidered, if the student believes that (1) a computational error exists, (2) that the instructor has not arrived at the grade in a way consistent with the evaluation of other students' work, or (3) that the instructor has deviated from the stated grading policy for the examination or course. The appeal procedure is as follows:

- A student considering such an action must first consult with their dean. The dean will consult with the instructor and attempt to assist in resolving the student's concern. Normally, this involves a review/reconstruction of how the student's final grade for the course was determined by the course instructor. If the dean is unable to resolve the difficulty directly with the instructor, the dean will consult the department chair or program coordinator, who will enter into dialogue with the instructor.
- In the event that the dean is unsuccessful in resolving the student's concern, that student may submit their request to the chair of the Committee on Standards. The chair will determine if there are grounds for a referral to the Committee for a grade appeal hearing. In the event of a grade appeal hearing, the Committee may, at its discretion and after consultation with the student's dean, instructor, and advisor, ask the instructor formally to reconsider their computation of the grade if it feels that adequate grounds for reconsideration may exist. If the instructor agrees to reconsideration or the Committee is convinced that the instructor has adequately met the student's concerns, the matter ends there. If the instructor declines such reconsideration, the Committee may, at its discretion, forward a formal report of the case to the dean of faculty for the dean's information.
- If the instructor does not respond to a request for information within one month or, when a case arises at the end of the semester, until the end of the fourth week of the following semester, the chairperson of the department or program can consult with the student's dean and work with the Provost to evaluate the student's work and consider revising the grade. All decisions by the Provost are final.

Grade Changes

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

Course Withdrawals

There are two kinds of course withdrawals. The voluntary course withdrawal and the authorized course withdrawal. The authorized course withdrawal is available to students only under exceptional circumstances beyond their control. All requests for retroactively withdrawing from a course, petitions for retroactive grade changes, or petitions for a retroactive change of grade status must be made within one calendar year from the last day of the semester of the course in question.

Voluntary Course Withdrawal. A voluntary course withdrawal may be performed by a student at any time up to and including the last day of classes of the semester in which the student is enrolled in the course. However, spring semester seniors will only have until the end of the 11th week of classes to withdraw from a course so that graduation requirements can be finalized. Students will be allowed to take four (full-credit) voluntary course withdrawals provided 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 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 advisor and instructor. Students may not use a voluntary course withdrawal if they stand accused of a violation of the principle of academic integrity or if they have been found responsible for such a violation.

Authorized Course Withdrawal. With the exception of 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 advisor and instructor.

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

Students who are not approved for either voluntary or authorized withdrawal remain enrolled in the course and will receive a grade. Students who register for a course and fail to attend for the remainder of the semester (without properly dropping or withdrawing from the course) may be issued a grade of 'F' for non-attendance.

Incompletes

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

It is understood by both the student and faculty member that when an incomplete is granted, the student is responsible for submission of work and the faculty member is responsible for submission of the final grade by the deadlines listed below. When a faculty member includes an "I" grade on the grade roster they will also be required to submit the "current" letter grade for the course, calculated including all incomplete work for the course, along

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

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

Students may repeat courses in which they have earned a grade below a C-. Courses with a grade of C- or better may not be repeated. The deans will not approve any exceptions. The student's permanent transcript records each time a course is taken, including the grade. In computing the student's GPA, the highest grade will be used. Courses repeated at other institutions and transferred to 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. Courses can only be repeated for a letter grade and not for CR/NC/DCR. The letter grade will be used when repeating a course with any instance of the course having earned a grade of NC or DCR.

Academic Standing

How to Calculate Grade Point Average (GPA)

| GRADE | QUALITY POINTS |
|-------------|----------------|
| A+ | 4.3 |
| 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- | 0.7 |
| F (Failure) | 0.0 |

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

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

1.1.1.1 Example:

| COURSE | COURSE CREDIT | GRADED COURSE CREDIT | QUALITY POINTS |
|--------------------------------------|---------------|----------------------|----------------|
| ENG 214 Victorian Poets | 1.00 | 0.00 CR | 0.000 |
| HIST 228 African-American History II | 1.00 | 1.00 B+ | 3.300 |
| HIST 231 Modern Latin America | 1.00 | 1.00 B | 3.000 |
| HIST 327 Central America and the US | 1.00 | 1.00 A- | 3.700 |
| TERM TOTALS: | 4.00 | 3.00 | 10.00 |

1TERM GPA: 3.330 (Total Quality Points (10.00) divided by Graded Course Credit (3.0) = 3.330 GPA)

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

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

Academic Standing and Progress to the Degree

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

- Academic Warning is the likely outcome when a student's semester average falls below 2.000, but above 1.000.
- Academic Probation is the likely outcome of a first review when a student's cumulative grade point average is lower than 2.0. Students placed on academic probation are expected to be in good standing (2.0 GPA) within two semesters.
- Continued Academic Probation is the likely outcome of a review when a student previously on academic probation has been successful in removing part of the deficiency, but not the entire deficiency. Students on continued academic probation are expected to be in good standing (2.0 GPA) by the end of their next semester. Suspended-Academic is the likely outcome of a review when a student earns less than a 2.0 term average while on academic probation or continued academic probation. A student may also be suspended for academic reasons when they fail to gain good standing (2.0 GPA) after being on continued academic probation, or if they earn less than 1.0 for the semester, regardless of the student's cumulative average.
- Dismissal is the likely outcome of a second academic suspension, either for academic deficiency or social conduct or a combination of the two. Any student dismissed from the Colleges loses their standing as a matriculated student and may not receive an HWS degree.

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

Transcript Notation Policy for Crimes of Violence

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

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

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

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

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

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

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

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

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

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

Graduation and Commencement

Conferral Dates

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

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

Commencement Exercises

Commencement exercises are held annually at the end of spring semester. Students are recommended for a degree upon completion of requirements pertaining to their class. A student who has a 2.0 GPA and who is within two courses of completing all outstanding degree requirements is allowed to participate in Commencement exercises,

once voted "upon completion" by the faculty. By longstanding institutional policy, practice, and consensus, there are no exceptions to this rule.

Policies and Procedures for Students with Disabilities

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

The students and prospective students of Hobart and William Smith Colleges are protected from discrimination on the basis of disability in line with Section 504 of the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act (ADA) and other disability law. By such legislation, individuals with disabilities are guaranteed certain protections and rights of access to programs and services. Eligibility is based on the existence of an identified physical or mental impairment or disability that substantially limits 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 the 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 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. The goals of Disability Services at HWS are as follows:

- Assist students in the registration and documentation processes; arrange for appropriate, reasonable accommodations and support services to students with documented disabilities.
- Encourage and assist students to develop greater independence.
- Increase faculty and professional staff 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. To receive disability related accommodations, students must voluntarily self-identify their disability by completing the registration process via the online Accommodate Portal and provide appropriate documentation of their disability.

After establishing eligibility for disability related services, students are required to follow established procedures for obtaining reasonable accommodations and services. Documentation guidelines are available from the CTL and on the HWS website <https://www.hws.edu/centers/ctl/disability-services.aspx>.

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.

Application for Services

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

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

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

Disability Documentation

Written documentation must be provided by a qualified professional with training and experience relevant to the diagnosed disability. To receive accommodations and specialized services, the documentation must establish that the person has an impairment that substantially limits one or more major life activities such as walking, seeing, hearing, learning, working, and performing manual tasks. Examples of supporting documentation include:

- Individualized Education Program (IEP)
- 504 Plan
- Summary of Performance (SOP)
- Educational/Neuropsychological Evaluation
- Medical documentation
- Doctor's note

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) and Section 504 of the Rehabilitation Act of 1973. Both are civil rights laws which prohibit discrimination based on disability. The provision of services and accommodations are ways in which 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-identify their disability and then complete the interactive process. 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 member of the Disability Services team to determine the services and accommodations that are necessary. Once the initial Accommodation Meeting is completed, students can request their accommodations digitally via the Accommodate portal each semester. Individualized letters are then prepared for each of the student's professors, outlining the accommodations that are appropriate for that course. These letters are sent on the student's behalf by the Disability Services team.

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

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

- Permission to record lectures
- Consideration accommodations

Temporary Accommodations

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

- recovery from surgery
- concussion

Procedure for Receiving Non-Academic Accommodations

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

Requests which are supported by the documentation and which are deemed appropriate and reasonable will be granted in as timely a manner as possible. Application deadlines and materials, that fall under the purview of this committee, can be found on the disability services website: <https://www.hws.edu/centers/ctl/disability-services.aspx>. Students may submit a request at any time; however, deadlines for this process are firm. Requests submitted by November 15th will be considered for the following spring semester. Requests submitted by February 15th will be considered for the following fall semester.

Students may submit an appeal to the Non-Academic Accommodation Committee within 14 business days of receiving the official decision letter. Additional and/or new documentation must be submitted as part of the appeal for the committee to review. Decisions by the Non-Academic Accommodation Appeals Committee will be emailed within five business days of receiving the appeal.

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 request is approved for an accommodation or service, the appropriate person will be notified. Information identifying the specific disability is not shared, only that appropriate documentation has been received, and that the accommodation is necessary to fulfill the Colleges' obligation to provide equal access under ADA and Section 504 of the Rehabilitation Act.

The Right to Review a File

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

Accommodation Disputes and ADA Grievance Procedure**INFORMAL DISPUTE RESOLUTION PROCESS**

Students may appeal a decision regarding an accommodation or service.

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: Tabatha Spinner, Interim Associate Vice President for Human Resources, spinner@hws.edu.

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

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.

HONORS AND AWARDS**Dean's List**

The Committee on Standards has established the following standards for Dean's List Distinction: Students must complete four full credit courses or their equivalent for the academic semester; at least three of the courses must be taken for grades, with no grades below C-; courses taken for CR/NC must receive a grade of CR; no incomplete 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 advisor 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.

Honor Societies

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

Other scholastic collegiate honor societies include: Dobro Slovo (the national Slavic honor society); Epsilon Alpha Kappa (the American Studies honor society); Eta Sigma Phi (the honorary society for classical studies); Japanese National Honor Society, College Chapter; Lambda Pi Eta (the national communications honor society); Omicron Delta Epsilon (the international honor society for economics); Pi Delta Phi (the national French honor society); Pi Sigma Alpha (the national political science honor society); and Psi Chi (the international honor society in psychology).

Founded in 1953 and Greek for "Honored Women," Hai Timiai is the senior honor society at William Smith. Its members are chosen by the outgoing senior members each year for their outstanding achievements in scholarship, leadership, character, and service.

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 seven senior leaders to further the ideals of the College: character, loyalty, and leadership. Members of The Society represent the student body, advise the Dean on matters of the College, and are the official keepers of the Hobart Oar. 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.

Also founded in 1903, Chimera is the junior honor society and acknowledges those men at the College who, as sophomores, exemplify those same cardinal virtues recognized in the Druid Society. In addition to their academic accomplishments, they are involved in the Hobart and greater Geneva community and serve as role models for their classmates. 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 Colleges. Nominated by faculty and staff for their demonstrated character, loyalty, leadership, and academic standing, Orange Key members have had significant involvement in the Hobart and greater Geneva community and have served as role models for their classmates.

Endowed Funds and Scholarships

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

STUDENT LIFE

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

A Residential Community

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

Campus Housing

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

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

Greek Housing

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

Meal Plans

All residential students except those residing in 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 Greek housing or co-op small houses may waive the meal plan. All meal plan changes must be completed via a student's housing portal based on the established deadlines posted at the beginning of each semester.

Alcohol and Other Drug Programs

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

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

Student Governance

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

funding to student initiatives, registered student clubs, and club sports, and leading discussions with students about campus life.

Campus Arts

Art

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

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

Dance and Movement Studies

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

The Department of Dance and Movement Studies offers a range of ballet, modern, Diasporic and jazz dance courses each semester. Additionally, theory courses in dance composition/choreography, dance history, kinesiology, improvisation, embodied writing, and arts education are offered on a regular basis. Students may elect to pursue a disciplinary major in Performance and Choreography, or interdisciplinary majors with particular concentrations such as Dance Education, Movement Studies, or Theory and Performance Studies. Also offered are disciplinary and interdisciplinary minors in Dance and Movement Studies. Department courses are open to all HWS students regardless of major or minor status.

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

Dance Ensemble, the department's performance company, is showcased annually in Kinespheres, the spring Faculty Dance Concert, in contemporary works by faculty and guest artists, through participation in a Dance Ensemble course. Auditions for the concert take place in October prior to Spring Semester registration. Other performance events throughout the year include informal studio showcases and an adjudicated Junior/Senior Choreographers Concert.

Recent guest artists and visiting dance companies offering master classes and/or concerts on campus have included Kyle Abraham, Camille A Brown, Darrah Carr, Kinetic Light, Passion Fruit Dance, and Cerqua Rivera. Annually the department selects students to participate in the American College Dance Association Conference, where students have the opportunity to take classes and perform student and faculty choreography for national adjudicators.

In addition to the department's offerings above, there are many dance opportunities at HWS through student created clubs such as Hip-NotiQs (step team), Kinetic Dance Collective (multiple dance styles), and the Executives (hip-hop). Interested students of all levels of experience are encouraged to discover dance in its myriad forms and become involved in the HWS dance community.

Music

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

As of 2023–24, the per-semester fee for 14 half-hour weekly lessons is \$420. Students may take hour-long weekly lessons if they prefer, or half-hour lessons on two separate instruments. In such cases, the per-semester fee is \$840 ($\420×2).

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

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

Share spaces. Raise voices. Craft stories. Make theatre. HWS Theatre offers opportunities to make and study theatre in the classroom, on stage, and in the community and creates a wide array of theatre-going experiences for local audiences. The Theatre Department offers a major and two minors (one disciplinary and one interdisciplinary) and produces three main stage faculty-directed shows per year in McDonald Theatre in the Gearan Center for the Performing Arts or elsewhere in the community. Productions such as *Much Ado About Nothing*, *Too Much Light Makes the Baby Go Blind (30 Plays in 60 Minutes)*, *Waiting for Godot*, *The Servant of Two Masters*, *5 Lesbians Eating a Quiche*, *The Etymology of Bird*, and a range of original work written or devised by students, attest to the department's emphasis on producing a broad range of plays from diverse eras, perspectives, and theatrical styles. In conjunction with the active production season, the department regularly hosts guest artists and scholars and coordinates trips to see professional theatre in the region.

The Theatre Department organizes a short-term study abroad program in Bali, which explores theatre, music, and dance. HWS Theatre regularly partners with community organizations including Geneva Theatre Guild, Historic Geneva, and The Smith Opera House. For seven summers the department has hosted the Quick Silver Theater Company's Playwrights of Color Summit. Finally, The Phoenix Players is a student-run theatre organization, which presents a variety of work designed, directed, and sometimes written by students.

Visiting Speakers and Performers

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

Club Sports

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

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

Spiritual Life

Located in Demarest 22, the Office for Spiritual Engagement (OSE) is to be a peaceful center of the Colleges, as a

place of exploration, support and welcome.

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

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

St. John's Chapel and Hobart College have historic and continuing ties with the Episcopal Church. Hobart and William Smith 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 Dean of Spiritual Engagement also advises the Christian Fellowship Club, an ecumenical club for students which hosts weekly gatherings of Bible Study, various trips to local faith communities, and other activities.

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

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

Updated information about on-campus programming and local congregations may be found on the [Spiritual Engagement website](#).

Community Engagement

Hobart and William Smith 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 active and engaged citizens. The Center for Community Engagement and Service-Learning (CCESL) is at the heart of this enterprise and offers a robust number of community inclusive and collaborative programs. The Center stands for learning through service that produces students who are civically engaged and graduates who are active, global citizens. A dedicated cohort of CCESL Civic Leaders work with staff to provide one-time and re-occurring civic engagement opportunities that help students build the skills necessary for active citizenship. Students learn about opportunities during First-Year orientation when they serve with partners throughout Geneva and the Finger Lakes, via the Compass Times e-newsletter, and from Civic Leader peer outreach.

HWS is a proud member of Partners for Campus Community Engagement (www.pcce.org) a multi-state coalition which "since 1993 has helped lead the charge to advance equitable, place-based community engagement, provided grant support for campuses, and developed innovating professional development for members in NY and PA." HWS is also an active partner with the Rochester Regional Network which offers summer and post graduate civic employment opportunities. CCESL anchors the Geneva 2030 'cradle to career' initiative, which is connected with the national Strive Together network and was highlighted in the successful application for Geneva to be recognized as an All-American City by the National Civic League.

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 Top five for Community Service in the Washington Monthly. In 2010 and again in 2020, the Center applied for and earned the Carnegie Community Engagement classification, one of only 28 baccalaureate colleges to gain the designation. HWS has also consistently ranked in the top five among small schools on the Peace Corps' list for "Top Volunteer-Producing Colleges and Universities" and HWS is one of only 100 colleges to partially match AmeriCorps education awards when applied toward tuition.

Through HWS Compass, students are encouraged to explore the many facets of service to society. A four-tiered program, Compass provides experiences in community service, civic engagement, and civic leadership that chart the course to a life of engaged citizenship. CCESL connects students to service and engagement opportunities on campus, in Geneva and in the Finger Lakes region.

These experiences are often threaded into course learning objectives, referred to as service-learning classes, and are meant to help students develop citizenship skills such as leadership, self-awareness, and recognizing societal needs, while making a material change that will help address community identified challenges with support from CCESL. Several departments offer service-learning classes, including Sociology, Art and Architecture, Public Policy Studies, Education, Religious Studies, Psychological Science, Economics, Environmental Studies, Dance and Movement Studies, and History. These classes offer students an experiential component within the overall academic course. Through engaging classroom discussions combined with outside of class reflection, students relate their service experience to the course content, thereby enriching their classroom learning. Many of these service-learning opportunities and community-based research projects segue into a paid Summer of Service Internship placements, where students work in immersive experiences with local community partners to extend traditional academic year commitments as well as maximize the non-profit's mission and outreach efforts.

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

Many groups on campus direct their efforts toward community engagement. A campus chapter of Habitat for Humanity assists area affiliates with fundraising and home building and the Interact Club is affiliated with the Geneva Rotary Club. Students coordinate a variety of service projects including the annual Holiday Gift Project that provides gifts to local families in need and engages with the Community Lunch Program (local soup kitchen). HWS Votes! is the campus voter registration and education program and remains active in voter engagement opportunities regardless of the election year cycle. CCESL happily supports any athletic teams, fraternities, and student groups that wish to engage in the local community.

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 2030, a collective impact initiative which engages the entire community in an effort that supports students from the 'cradle to career' in our community. A cornerstone of that program, named "College + Career Bound with HWS" entails bringing all 2nd, 6th and 9th graders to campus in a college immersion and career awareness day. HWS students serve alongside Geneva community members on Geneva 2030 Action Teams and also assist with data collection and analysis of key community indicators.

The ripple effect of civic involvement and service-learning can be far reaching and have both a personal and community impact. Service-learning collaborations and exceptional examples of civic partnership are highlighted at the annual Community Engaged Scholarship Forum. Whatever major or career a student chooses to pursue, the programs of the Center for Community Engagement and Service Learning, through its Compass program, can help to point them toward a life of engaged citizenship. The entire community is invited to follow us on social media, visit our website, or visit CCESL in Trinity 203.

Athletics, Physical Education and Recreation

Hobart and William Smith Athletics seek to afford experience in intercollegiate sports to as many students as possible. Annually, about 45% of the HWS student body participates in intercollegiate athletics. Some participate on more than one team. While student-athletes are encouraged to strive to fulfill their athletic potential, emphasis is placed on achieving a healthy balance between their scholastic and athletic endeavors. The broad-based program receives

excellent support in the areas of equipment, facilities, staff, strength and conditioning, and sports medicine. Under the supervision of the Department of Athletics, HWS fields intercollegiate teams in alpine skiing, baseball, basketball, bowling, cross country, field hockey, football, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, swimming and diving, tennis, and volleyball. HWS is a member of Division III of the National Collegiate Athletic Association and competes in this division in all sports except Hobart Lacrosse which, since 1995, has competed at the Division I level.

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. A full-sized indoor turf-field indoor dome facility was added in 2019. The Recreation Department offers inclusive programs and services for participants to increase their daily activity, improve their quality of life, and enhance their knowledge on the value of health and fitness. Primarily these offerings consist of open recreation activities, group fitness classes, intramural sports, special events, and external membership services.

Outdoor Recreation Adventure Program (ORAP)

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

ADMISSIONS, EXPENSES AND FINANCIAL AID

Admissions

Admissions information in this section is expanded upon and regularly updated on the Admissions web pages: <https://www.hws.edu/admissions/>.

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 Process

Application is done online at: <https://www.hws.edu/admissions/apply/default.aspx>.

Campus Visit

To plan a visit, please see the Admissions online resources: <https://www.hws.edu/admissions/visit/>.

Early Decision Plan

Students who have selected Hobart and William Smith Colleges 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 in mid-December; or January 15, with notification in early February.

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

Early Admission

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

Deferred Admission

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

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

HEOP (Higher Education Opportunity Program)

New York residents who meet the state-mandated guidelines may apply to Hobart and William Smith under the Higher Education Opportunity Program for economically and educationally disadvantaged students: <https://www.hws.edu/admissions/academic-opportunity-programs.aspx>. HEOP Students should submit a FAFSA by their application deadline.

Advanced Placement Program and International Baccalaureate

Enrolled students who have achieved scores of four or five on an Advanced Placement test may receive course credit toward graduation. Scores of five, six, seven or higher on International Baccalaureate exams generally receive credit. The amount of credit is determined after an official copy of the results has been received by the Registrar's Office. More information can be found below under the section titled *Transfer and Course Credit for Non-HWS Learning Experiences*.

International Students

The Colleges welcome applications from international students. More information can be found here: <https://www.hws.edu/admissions/apply/international-students.aspx>.

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. More information can be found here: <https://www.hws.edu/admissions/apply/transferring-to-hws.aspx>.

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

Lifelong Learners

This program provides an opportunity for adult learners to attend college, either full- or part-time, 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.

Alumni 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 pre-registered 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.

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

Non-Matriculated Students

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

The following may apply for Non-Matriculated Undergraduate enrollment:

- Students who are currently enrolled in high school and wish to take a college level course.

- Students who are enrolled in the HWS Alumni Attendee Program and who are five or more years beyond graduation.
- Students enrolled as Foreign Language Teacher/Scholars.
- 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.

Non-matriculated students are strongly recommended to discuss plans with the appropriate Dean of the College (or with the Associate Provost for students in the Foreign Language Teacher/Scholar Program) before taking any classes.

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

Tuition and Expenses

Tuition information in this section is expanded upon and regularly updated on the Student Accounts web pages: <https://www.hws.edu/offices/student-accounts/default.aspx>.

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 or studentaccounts@hws.edu with any questions about billing.

The following table contains standard tuition and fees established in April 2024 for the 2024-2025 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 Tuition and Fees

Tuition: \$63,404
 Room and Board: \$16,928*
 Technology Fee: \$528
 Health & Wellness Fee: \$386
 Student Activity Fee: \$524

Total: \$81,770

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

Fees

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 AND WELLNESS FEE – \$386 annually. The Health and Wellness Fee is required of all full-time students and provides support for a broad range of services including mental health counseling, drug and alcohol counseling programs, and wellness activities at Bristol Field House. Please note that this fee is not associated with the domestic

Student Health insurance option, which is an opt-in program at an additional cost.

TECHNOLOGY FEE - \$528 *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 - \$524 *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 Colleges on behalf of student government. This fee covers the expenditures of student organizations and is subject to change by student referendum.

FIRST-YEAR ORIENTATION FEE - \$275 flat fee billed in the first fall term.

LOCK REPLACEMENT FEE - \$30-75

REPLACEMENT OF ONE CARD - \$25

CAR REGISTRATION FEES - \$175/year or \$125/semester

ENROLLMENT DOWN PAYMENT FOR ENTERING STUDENTS - \$500. Payable on the candidates reply date by May 1. The enrollment down payment is posted to the student's upcoming first term and is applied as a payment to their first semester bill. Should a student decide not to matriculate into the Colleges, the enrollment down payment is forfeited.

General Payment Schedule

The charges for the fall semester are billed on July 1 and are due by August 1, unless on an active Nelnet payment plan contract. The charges for the spring semester are billed on December 1 and are due by January 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 (<https://www.hws.edu/offices/student-accounts/default.aspx>), which also includes the detailed wiring instructions and international payment options.

Monthly Payment Plans

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

Past Due Accounts

Tuition and other charges not paid when due may be subject to a late payment charge. A minimum monthly penalty of \$100 may be assessed upon any late account. Should the student account become past due, 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 students, 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, or 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 optional insurance plan to protect your tuition and fees if a withdrawal is necessary due to personal illness or accident. Details are mailed to home addresses during the summer months. We highly recommend this valuable, affordable insurance. Coverage and application information is also available at <http://www.collegerefund.com>. Please visit their website for application deadlines.

Financial Aid

HoHobart and William Smith Colleges are committed to working with our students and families to ensure they can reach their educational goals. Students and their families assume primary responsibility for their educational costs. However, more than 94 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

Financial aid applicants must complete the FAFSA or, if an international student, the College Board CSS Profile. The FAFSA can be completed online at www.fafsa.gov. Our school code for the FAFSA is 002731. The Profile is available online at profileonline.collegeboard.com, and the school code for Hobart and William Smith Colleges is 2294.

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

Returning student financial aid awards are generally renewed each year, provided the student demonstrates continued eligibility both financially and academically. Awards may be adjusted if additional outside assistance is received or if the family's financial situation changes. Students must also maintain satisfactory academic progress.

Hobart and William Smith 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. Please note this is separate from academic progress as monitored by the Deans' Offices.

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) for undergraduate students and a CUM/GPA of 3.0 for graduate students.

QUANTITATIVE MEASUREMENT

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

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

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

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

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

EVALUATION PERIODS AND FREQUENCY OF MEASUREMENT

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

CUMULATIVE GRADE POINT AVERAGE (CUM/GPA)

The CUM/GPA is the CUM/GPA as determined and recorded by the 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, they will lose eligibility for all HWS and federal aid. Students who fail to meet Satisfactory Academic Progress may appeal for a waiver based on extenuating circumstances and if approved, will be placed on Financial Aid Probation for the following semester.

Financial Aid Appeal Process/Financial Aid Probation

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

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

A student who successfully appeals will be placed on financial aid probation and will be awarded federal and institutional aid for a subsequent semester. After this financial aid probationary period, the student's satisfactory academic progress will be reviewed.

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

Additionally, understand that a student who has been on Financial Aid Probation, regained SAP, who then later fails to meet SAP may appeal again based on additional extenuating circumstances.

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

Financial Aid Academic Plans

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

Reinstatement of Aid Eligibility

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

New York State Progress Standard:

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 (three 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. Additional information on repeated courses can be found in the Academic Policies section of this publication.

SATISFACTORY ACADEMIC PROGRESS (SAP)

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

Students receiving their first NYS award 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 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 advisor that will bring student back into SAP compliance. The Dean will make a recommendation to the Office of Financial Aid to approve or deny the request. The Office of Financial Aid will notify the student in writing within 10 business days of receipt of the recommendation whether or not a waiver is granted.

Note: A waiver for financial aid Satisfactory Academic Progress is different than an appeal to be readmitted to HWS. See the Academic Policies section of this publication for additional information on the process for readmission.

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

COURSE CODES

| CODE | DEPARTMENT OR PROGRAM |
|------|----------------------------------|
| AFS | Africana Studies |
| AMST | American Studies |
| ANTH | Anthropology and Sociology |
| ARAB | Arabic |
| ARCH | Architectural Studies |
| ARCS | Architecture Studio |
| ARTH | Art History |
| ARTS | Studio Art |
| ASN | Asian Studies |
| ATMO | Atmospheric Science |
| BCHE | Biochemistry |
| BIDS | Bidisciplinary Courses |
| BIOL | Biology |
| CHEM | Chemistry |
| CHIN | Chinese |
| CLAS | Classics/Greek and Roman Studies |
| CMST | Critical Museum Studies |
| CPSC | Computer Science |
| DAN | Dance |
| DAT | Dance (1/2 Credit Courses) |
| DATA | Data Analytics |
| ECON | Economics |

| | |
|------|---|
| EDUC | Education |
| ENG | English |
| ENSC | Environmental Science |
| ENV | Environmental Studies |
| EUST | European Studies |
| FRN | French and Francophone Studies |
| FRNE | French and Francophone Studies (English) |
| FSCT | Fisher Center |
| FSEM | First-Year Seminar |
| GEO | Geoscience |
| GER | German Area Studies |
| GERE | German Area Studies (English) |
| GLS | Global Studies |
| GRE | Greek |
| GSIJ | Gender, Sexuality, and Intersectional Justice |
| HIST | History |
| INRL | International Relations |
| ITA | Italian |
| ITAE | Italian (English) |
| JPN | Japanese |
| LAT | Latin |
| LTAM | Latin American Studies |
| MATH | Mathematics |
| MDSC | Media and Society |

| | |
|------|--|
| MGMT | Management and Entrepreneurship |
| MHEL | Master in Higher Education Leadership |
| MUS | Music |
| PBHL | Public Health |
| PCST | Peace Studies |
| PER | Athletics and Physical Education |
| PHIL | Philosophy |
| PHYS | Physics |
| POL | Politics |
| PSY | Psychological Science |
| RCOL | Readers College |
| REL | Religious Studies |
| RUS | Russian Area Studies |
| RUSE | Russian Area Studies (English) |
| SOC | Sociology |
| SPN | Spanish and Hispanic Studies |
| SPNE | Spanish and Hispanic Studies (English) |
| THTR | Theatre |
| VIET | Vietnamese |
| WRRH | Writing and Rhetoric |

COURSES OF INSTRUCTION

First-Year Seminars

First-Year Seminars provide a foundation for our students' intellectual lives both inside and outside the classroom by helping them to develop critical thinking 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.

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

Examples of First-Year Seminar courses includes the following:

FSEM 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 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 Twenty Questions Are we alone in the universe? Is democracy the best form of government? Where does gender come from? Does social media make us anti-social? Are human rights universal? Can Artificial Intelligence make real artworks? In this seminar we will contemplate twenty fascinating questions drawn from disciplines across the liberal arts, considering the various alternatives on offer and debating their respective merits. Our main purpose in this class is to offer you an introduction to the broad range of subjects that we study in the HWS curriculum.

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

FSEM 036 Relationships, Happiness, and Service Everyone is talking about "belonging" but what does it really mean to be a part of a community? Students will gain an understanding of the social power structures that support or inhibit community building, and how that impacts individual and collective well-being. In addition to assigned

readings and class discussions, students will commit to 20 hours of service-learning (2 hours per week over the course of the semester), through which students will help cultivate community through creating connections with peers on campus and with members of the Geneva community. "Exploring Community" will lead to skill development which will help students navigate their time at HWS and build towards a 'life of consequence.' This course will be linked as a Learning Community.

FSEM 042 Face to Face: Interrogating Race in the United States and South Africa How do we talk about race after the murder of George Floyd? In this seminar, we'll explore the parallels between South Africa and the United States, their policies of segregation and their ongoing resistant imaginations.

FSEM 056 Bird Obsessions: Beauty of Beast We are a world obsessed with birds; bird watching is one of the most popular hobbies in the nation and bird enthusiasts spend thousands of dollars on equipment, bird feeders, and on vacations to catch a glimpse of unseen species. Conservationists advocate spending millions of dollars on saving and protecting birds, such as the ivory-billed woodpecker and the California condor, from extinction. Why are we so obsessed with birds? Is it their amazing ability to fly, their almost implausible migrations, their vibrant colors, their curious personalities? What do birds represent to us and other cultures? In some religions, birds have been invoked as symbols of peace, power, trickery, gluttony, and intelligence. Do the lives of birds really embody these anthropomorphic characteristics? Do birds represent hope for spring, for the environment, or for the future? In this course, we'll examine the lives of birds, the people who are obsessed with them, and their interactions from a variety of perspectives. We'll explore birds as models for conservation and science, as religious symbols, and as subjects of art and literature. You'll also have an opportunity to connect with the environment of the Finger Lake region by learning about and observing our local birds. 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 083 Monsters in America From the Witches of Salem, to the Alien Invaders of Area 51, to the Vampires of Sunnydale, and the Walking Dead of Atlanta, Americans throughout their history have embodied their deepest cultural and social fears as horrifying, other-worldly creatures. Gender theorist Judith Halberstam argues that monsters are "meaning machines," metaphors through which a community defines itself. In other words, what we fear can tell us much about who we are. This class examines American history by exploring the dominant monster myths of the past four centuries, using the idea of the horrific as unique window into America's past.

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 092 Math and Metaphor: Interactions between Mathematics and Storytelling Science fiction authors often draw from mathematical ideas in their stories, and popular science writers use metaphor to communicate complicated mathematical topics to a general audience. In this class we will examine these two modes of story-telling through paired readings (fictional and non-fictional) with shared mathematical content.

FSEM 093 Ethical Debates in Medicine How do we respond ethically to the problems posed by medical practices and policies? What ethical principles would we use? Should medical decisions take into account the patient's cultural and religious backgrounds? How do different cultures treat health and illness? This course is an interdisciplinary approach to the moral, philosophical, social, religious, and legal dimensions of the theories, policies, and practices in issues regarding the beginning, the maintenance, and the end of human life. We will examine a number of ethical theories ranging from Virtue, Utilitarian, deontological, religious and feminist ethics to approach the topics in question. We will particularly discuss the ethical dilemma of the way in which medical technology offers choices to determine a new life, enhances the maintenance of bodily perfection, and informs the decision to end life. Specific issues covered in this course will include concepts relevant to ethical theories, religion and bio-ethics, reproductive technology, abortion, euthanasia, organ transplant, and plastic surgery. Typical Readings: Tooley, *Wolf-Devine, Devine and Jaggar, Abortion: Three Perspectives*; Cherry, *Kidney for Sale by Owner: Human Organs, Transplantation, and the Market*; Liza Mundy, *Everything Conceivable*; Fadiman, *The Spirit Catches You and You Fall Down*.

FSEM 101 New Chemistry Meets Old Art Art and science sometimes seem incompatible. In this course, we will challenge that perception. We will begin by using art projects to help understand chemical principles. Using those

principles, we then will explore art history to illustrate how science helps us understand art. For example, science can help us uncover lost secrets of past artists, offer us strategies to recognize art forgeries, and advise us on the conservation of art in museums. No previous skills in science or art are needed to enjoy this course. Typical readings: Ball, *Bright Earth*; White, *Prehistoric Art*; Woolfson, *Colour: How We See It and How We Use It*; Wieseman: *A Closer Look: Deceptions and Discoveries*; Bomford: *A Closer Look: Conservation of Paintings*.

FSEM 104 ¡Ay mija!: Childhood and Identity in Hispanic Literature and Culture How do we begin to understand the complicated transition time between childhood to adulthood in diverse contexts? How do we honor our childhood selves while coming to terms with the adults we become? What roles do our cultural, linguistic, and social backgrounds play in the memories we choose to share and the ways in which we share them? ¡Ay mija! explores the theme of childhood in Latin America and Spain through fictional and non-fictional storytelling. Course materials include contemporary testimonial literature, poetry, novels, and film. Students will practice critical thinking through writing and active discussions. Additionally, students will have an opportunity to work with youth in the Geneva community as educational volunteers.

FSEM 108 From Comix to Graphix: The Art of Story Are comics and graphic novels literature, art, both, or neither? What does Wonder Woman have to do with political history? Why render the Holocaust in a comic format? This seminar considers formats and themes of comics and graphic narratives, a thriving hybrid form, created by artists from various global cultures. The seminar is designed (and sometimes collaboratively taught) by a literature professor and an art historian and uses 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 produce critical analyses and, potentially, creative projects, both individually and in collaboration. This seminar 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 119 Information and Misinformation: Thinking Critically about Science in a Digital Age When should we trust scientific claims? When should we not? From Covid-19 to diet to relationships to our environment, we are bombarded with claims about how to behave and live our lives. But just because "studies have shown" does not mean that something is true, and pseudoscientific, exaggerated, and inaccurate claims can be difficult to spot. How do we learn to have 'healthy skepticism' about scientific claims and those who make them? This course addresses questions that are essential to evaluating and using scientific information effectively in our daily lives: What is scientific evidence? What constitutes strong vs. weak evidence? How do people gather evidence to inform their judgments and decisions, and how should they do so? How can we make sense of conflicting evidence, including evidence on polarized topics? How do we recognize and counteract bias in scientific reasoning, including our own? What role do the media and public play in the (mis)communication of science? We will tackle these and other questions by considering a range of popular, controversial, and critical topics relevant to 21st century experience using writing-in-structive, critical, and reflective approaches to build skills for college and for life as informed consumers of science. (Anglin)

FSEM 120 Running Down a Dream 'Running' is a leisure activity for an estimated 47 million Americans (according to Sports and Fitness Industry Association, 2017), a competitive sport practiced worldwide in multiple forms, and one of the most ancient sports known to history. This FSEM will explore what running and holding an identity of 'runner' or 'not a runner' means today. How is running positioned today in American society? Other cultures? What does it mean to be a runner, a member of a running community? How does running 'look' for different across gender, race, and age lines? Using Jones and McEwens' conceptual model of Multiple Dimensions of Identity and an interdisciplinary lens, we will explore running as a phenomenon, cultural practice, and physical activity: we will touch on physiological aspects of running; examine the historical context, from running as a mode of transportation and communication to the modern day use of running as recreation and fitness; examine running from cultural and gender-based perspectives; engage in kinesthetic and meta-cognitive learning by examining our own running practice or non-practice; and have opportunities to engage with Geneva running communities as runners, non-runners, and volunteers. Students will also explore their own identities as students, including that of a runner. Please note: this course has an experiential component, but it is accessible to students of all physical abilities.

FSEM 121 What's Eating, You? Cooking, Cuisine & Me In 1826 Brillat-Savarin wrote, "Tell me what you eat and I will tell you what you are." But what can we tell from studies of not eating? This course will explore the hungering of fasting ascetics, anorexic girls, medieval saints, crash dieters, occasional cannibals, professional athletes, TV contestants, strategic political fasters, and famine and environmental disaster victims among others. Our subject will be cravings, desires, uneasy sensations, and weakened conditions as occasioned by the lack of food or some other unmet need. We will examine the myriad ways that hunger is constructed cross-culturally to critically analyze what it means in relation to other features of daily life. Using multidisciplinary accounts such as fiction, history, ethnography,

biography, and film, we will examine how in particular contexts what we gloss as hunger can inform larger issues, such as the relationship between the individual and society, society and culture, and the local and the global.

FSEM 126 Media in Our Life How does TikTok's algorithm figure you out? Is my phone spying on me? What is "digital blackface"? Why are #OscarsSoWhite? Why do we use print media less and less? This course is designed to examine the ubiquitous role of media in our life. Focusing on the global and local contexts, this course will address two key questions: How do media help shape our identity and our view of the world on everyday basis And how do we as a society simultaneously forge the social uses of media? Guided by these two key questions, the course will explore various forms of media along with specific issues/questions around each form.

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 finding.

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 inter-group 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 relation to others. The adventure will include ongoing reading, college-level writing, research, dialogues outside class, and honest evaluation of outcomes.

FSEM 142 Pop Culture: Writing and Analysis Pop culture is easy to know but difficult to analyze. Because we are immersed in pop culture and consume it when seeking entertainment – in the form of films, TV shows, standup comedy, music, art, social media, ads, etc. – we all too easily engage with pop cultural artifacts without significant critical thought. In this course, we will develop and sharpen critical thinking, analysis, research, and writing skills by focusing on pop culture, critical theory, and pop cultural artifacts. In doing so, we will explore what pop culture is and what shapes it. We'll ask such questions as: What does pop culture teach us about ourselves and others? How might we question the role of pop culture in our lives? And how might we produce pop culture differently or demand something different from it?

FSEM 151 On Strike! From 2021's Striketober to 2023's Hot Labor Summer we are experiencing a revitalization of the labor movement in the United States. Actors, nurses, baristas, autoworkers, writers, teachers, tech workers, and more are organizing for their dignity and connecting workplace struggles to environmental and social justice. We are also seeing how strikes move beyond the workplace – from youth climate strikes to international feminist strikes. This course asks: How have strikes been used to create social and political change at key moments in history? And how do strikes work today? We will explore these questions by analyzing how strikes are depicted in film, fiction, poetry and song; studying the slogans and tactics of strikers throughout U.S. history and today; reading and discussing theories about why strikes work or don't; and learning the stories of strikers-workers of color, queer, disabled, immigrant, and women workers who have been overlooked or ignored. Our analysis of strikes will not only sharpen our critical thinking skills, but also build our abilities to make change through collective action.

FSEM 156 Our Linguistic Identities Language is perhaps the most human of our activities, yet it is difficult for most of us to objectively describe what exactly language is or how it works. This course will consider the relationship between language and thought and the role of language in society, and it will question some of our commonly held beliefs about what language is. Students will develop the basic skills required to describe language analytically and will use these tools to consider how variations in basic linguistic features define a speech community's identity. We will then investigate how language creates social communities and defines social boundaries, how it changes and adapts to a variety of social demands, including the use of conversational strategies and politeness, the development of slang, and the rejection or acceptance of standardization. Finally, we will consider how pragmatic turns and rhetorical structures in language create power relationships.

FSEM 158 Recognizing Victims and Survivors Crime seems to be everywhere. It is in the news constantly and is a common source of entertainment, with the popularity of true crime books, movies, and podcasts booming due to

crime's enduring mystique. Indeed, thinking about crime for many has become fun. But what about the victims? Through the adoption of a victim-centered approach to criminology, this unique seminar will transcend common sensationalisms of crime that routinely negate victims' experiences and obscure their pain. We will examine empirical research findings on victimization patterns and trends, with a specific focus on how one's age, race, gender, class, sexuality, and other statuses intersect with their likelihood of being victimized. We will also weigh efforts geared toward improving crime victims' lives, such as victims' rights movements, legislation, public health responses, and restorative justice programs. By foregrounding victims rather than those who do the victimizing, we will come to recognize that crime introduces profound harm into the lives of victims and survivors. Accordingly, engaging with these topics will be difficult at times, which is precisely the point in a society that all too often equates crime with fun.

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

FSEM 162 Narratives of Disability: From Geneva (NY!) to Japan 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, faith, class, sexes, and genders at schools, workplaces, supermarkets, public squares, and other venues. What do we expect when we meet other people? How do we respond when we encounter difference? What constitutes difference? Why do we fear difference? Why do people stereotype? Could the fear of the other necessitate one to control the narrative, the people, or their resources? Or, could encounter with the other become a life-changing experience that affirms oneself and the other simultaneously? What needs to be done for us to have a meaningful encounter with the other? This seminar will particularly explore on two kinds of encountering difference: Christian Spaniards' encounters with Native Americans in early Americas, contemporary encounters between White Americans and American people of color including African-Americans and Arab-Americans, and interfaith encounters between Christians, Jews, and Muslims.

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

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 188 Belief, Skepticism, and Paranormality How do we construct belief and how do we test the beliefs of ourselves and others? There is a body of knowledge about what it means to be skeptical and what kinds of tools we can use to evaluate beliefs. We as humans are also prone to particular errors in constructing belief that we can analyze objectively. We consider the principles and techniques of skepticism and apply them to a range of phenomena and beliefs to evaluate their likelihood. Subjects studied include a range of proposed paranormal and supernatural phenomena, as well as conspiracy theories, cults, witch hunts, beliefs about afterlife and the spirit world, and how to draw the line between science and pseudoscience.

FSEM 189 The Theory of Everything What is time? Why are there nation-states? What happened in the (roughly) first 195,000 years of human history? Are non-human animals sentient? Will artificial intelligence replace humans? These big questions challenge scholars, forcing them to go outside their disciplines to seek answers at the confluence of several fields. In this course, we'll engage with such big questions along with theories that attempt to synthesize various realms of knowledge to answer them. We'll discuss the deep history of the universe and its main events – the emergence of light (about 300,000 years after the Big Bang), the advent of stars and galaxies, and the birth of molecules and life. We'll also delve into the deep history of humanity: the domestication of humans by dogs (you read that correctly!), the advent of farming, the industrial revolution, and the Great Acceleration (from the 1950s onwards). Furthermore, we'll explore the future of religion, work, and artificial and natural intelligence. Students will learn that the most ambitious theories we have are truly theories of everything, aspiring to explain how the world works.

FSEM 192 Literary Science Fiction and Fantasy This course traces the development of Science Fiction (and to a lesser extent, fantasy) from the genres' 19th Century origins through contemporary challenges by queer, POC, and slipstream writers. This course will explore the cultural context for the emergence of each genre, consider what genre means, and debate definitions of science fiction and fantasy. As we move through the golden age of SF, we will pause for an extended look at one mass market text that could arguably belong to either genre, *Dune*. In the latter half of the semester, we will explore how newer works offer radical vantages on old questions about science, progress and the nature of reality. We will consider such questions as what it means that we as a culture seek alternatives to our present reality, how genre relates to the canon, the problem of escapism, and how imagined realities act on the world we live in. Although science fiction and fantasy can be said to be occasions for the work of the semester, students should be prepared that our primary objective is about reading and writing. Students in this class will receive intensive training in textual analysis, critical essays and evidence-based oral argumentation.

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

Bidisciplinary Courses

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

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

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

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

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

BIDS 251 Sovereignty, Power, and the People This course will explore theories of sovereignty from the history of political thought in the ancient, medieval, and modern world. In this bi-disciplinary course, taught by a political theorist and a historian of political thought, we will think about the tension between normative and historical approaches to political ideas. We will practice close, critical readings of mostly primary texts that range from ancient China, Japan,

Greece, and Rome to medieval Christian and Islamic kingdoms, and on to questions of authoritarianism, liberal democracy, communism, international law and Indigenous sovereignty today. While a great deal of contemporary theory relegates notions of state sovereignty to an imagined pre-globalized, pre-democratized past, we will leap into the challenge of interrogating the notable persistence of the problems of territory, power, form, and justice in the world in which we live. (Crow and Dean, offered occasionally)

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

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

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

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Aesthetics

Program Faculty

Heather May, Theatre
 Donna Davenport, Dance
 Laurence Erussard, Department of English and Creative Writing
 Michael Tinkler, Art and Architecture

The Aesthetics program seeks to help students gain insight into the nature and importance of artistic creativity and expression, the role of criticism in the arts, the unique contributions of different art forms, the place of the arts in society, and the nature and value of aesthetic experience. Thoughtful examination of these issues should enable a strong response to social forces which challenge the need for the arts and which aim to reduce government funding for these crucial human activities. The program offers an interdisciplinary minor consisting of five courses. To be credited to the minor, a course must be completed with a grade of C- or better.

Offerings:

AESTHETICS MINOR

interdisciplinary, 5 courses

Requirements:

There is one required course: PHIL 230 Aesthetics. In addition, from the following list of six artistic disciplines (art, creative writing, film, dance, music, and theater), the student must choose two artistic disciplines and take two courses in each one. The two courses in each artistic discipline must involve both studio and theory work, according to one of the following combinations: a) one studio course and one theory course; b) two combined studio-theory courses; c) one combined studio-theory course and either one studio course or one theory course. The following list specifies the courses within each of the six artistic disciplines that are studio courses, theory courses, and combined studio-theory courses. New courses, studio courses, or occasionally offered studio courses may qualify for the minor with approval of the advisor.

ART COURSES

STUDIO COURSES

ARTS 105 Color and Composition
 ARTS 114 Introduction to Sculpture
 ARTS 115 Three Dimensional Design
 ARTS 125 Introduction to Drawing
 ARTS 165 Introduction to Imaging
 ARTS 166 Time in Art
 ARTS 203 Representational Painting
 ARTS 204 Abstract Painting
 ARTS 209 Watercolor
 ARTS 214 Metal Sculpture
 ARTS 215 Sculpture Modeling
 ARTS 225 Life Drawing
 ARTS 227 Advanced Drawing
 ARTS 245 Photo Screen Printing
 ARTS 246 Intaglio Printing
 ARTS 248 Woodcut Printing
 ARTS 265 Intermediate Imaging
 ARTS 305 Painting Workshop
 ARTS 315 Sculpture Workshop
 ARTS 345 Printmaking Workshop
 ARTS 365 Imaging Workshop

THEORY COURSES

ARCH 312 Theories of Modern Architecture and Urbanism
ARTH 100 Issues in Art
ARTH 101 Ancient to Medieval Art
ARTH 102 Renaissance to Modern
ARTH 110 Visual Culture
ARTH 201 African American Art
ARTH 210 Woman as Image Maker
ARTH 211 Women in 19th Century Art and Culture
ARTH 255 French Roots of Modernism
ARTH 282 20th Century American Art
ARTH 306 Telling Tales: Narrative in Asian Art
ARTH 332 Roman Art, Architecture, and Power
ARTH 333 Art Since 1960
ARTH 335 Femme Fatale and Film

CREATIVE WRITING COURSES**STUDIO COURSES**

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

THEORY COURSES

ENG 165 Introduction to African American Literature I
ENG 203 The Lyric
ENG 210 Flexing Sex
ENG 212 Literature of Sexual Minorities
ENG 213 Environmental Literature
ENG 261 Popular Fiction
ENG 266 Modernist American Poetry
ENG 267 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 and Education
 DAN 325 Movement Analysis: Laban Studies

MUSIC COURSES

STUDIO COURSES

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

THEORY COURSES

MUS 110 Introduction to Music Theory
 MUS 120 Tonal Theory and Aural Skills I
 MUS 202 History of Western Art Music: Medieval and Renaissance (600–1600)
 MUS 203 History of Western Art Music: Baroque and Classical (1600–1800)
 MUS 204 History of Western Art Music: Romantic and Modern (1800–1950)
 MUS 220 Tonal Theory and Aural Skills II
 MUS 320 Tonal and Chromatic Theory
 MUS 420 Advanced Chromatic Theory and Counterpoint

THEATRE COURSES

STUDIO COURSES – THEATRICAL PRODUCTION AND PERFORMANCE

THTR 130 Acting 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. (offered annually) [Area 2: Values and Normative Theory]

Africana Studies

Program Faculty

Kevin Dunn, International Relations, Co-director
 James McCorkle, Africana Studies and General Curriculum, Co-director
 Christopher Annear, Anthropology
 Alex Black, English and Creative Writing
 Brian Clark, Anthropology
 Kanaté Dahouda, French and Francophone Studies
 Janette Gayle, History
 Keoka Grayson, Economics
 Kelly Johnson, Dance
 DeWayne Lucas, Political Science
 H May, Theatre
 S. Ani Mukherji, American Studies
 Virgil Slade, History
 Kellin Stanfield, Economics
 Angelique Szymanek, Art History

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

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

Mission Statement

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

Offerings

AFRICANA STUDIES MAJOR (B.A.)

interdisciplinary, 10 courses

Learning Objectives:

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

Requirements:

One introductory Africana Studies course (AFS 110 Introduction to Africa, AFS 150 Foundations of Africana Studies, AFS 180 Black Atlantic or approved substitute, such as FSEM 042), eight courses, and a 400-level capstone, seminar course, or internship. No more than two courses may be at the 100-level. Within the eight courses of the concentration, there must be at least one course exploring each of the following perspectives: historical (H), contemporary (CP), artistic/literary (AL), anthropological (A), and comparative or cross-cultural (C). An independent study may substitute for the capstone if such a course is not offered.

AFRICANA STUDIES MINOR

interdisciplinary, 5 courses

An introductory course and four courses at the 200-level or higher. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or cross-cultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen in consultation with an advisor in the program. Students are encouraged to take as many comparative or cross-cultural courses as their program permits.

CORE AND CROSSLISTED COURSES

Introductory Courses

AFS 115 Demythologizing Race: A Re-Education of Difference

AFS 150 Foundations of Africana Studies

AFS 180 Black Atlantic

Africana and Cross Listed Courses

AFS 208 Growing Up Black (AL)

AFS 211 Black Earth: Nature and African American Writing (AL)

AFS 230 Revolutionary Poetics of the Black Diaspora (AL)

AFS 235 Healer and Humanist: Frantz Fanon the Revolutionary

AFS 305 Revolutionary African American Autobiography (AL)

AMST 208 Race and Ethnic Relations (A, C)

ANTH 110 Introduction to Cultural Anthropology (A)

ANTH 217 Precolonial Africa (A)

ANTH 296 Africa: Beyond Crisis, Poverty and Aid (A, C)

ANTH 354 Food, Meaning and Voice (A, C)

ARAB 101 Beginning Arabic I (CP, C)

ARAB 102 Beginning Arabic II (CP, C)

ARAB 201 Intermediate Arabic I (CP, C)

ARAB 202 Intermediate Arabic II (CP, C)

ARTH 201 African American Art (AL)

DAN 110 Introduction to Global Dance Forms (AL)

DAN 907 Introduction to Jamaican Dance (AL)

DAN/DAN 950 Jamaican II (AL)

DAN/DAT 955 Global Dance Techniques (AL)

ECON 210 Economic Inequality (C, CP)

ECON 243 Political Economy of Race (H, CP)

ECON 248 Poverty and Welfare (C, CP)

ECON 293 Racial Utopias (C, CP)

ECON 476 Political Economy of the Middle East and North Africa (C)

EDUC 081 Teaching for Equity (CP)

EDUC 337 Education and Racial Diversity in the U.S. (CP)

ENG 165 Introduction to African American Literature I (AL)

ENG 270 Globalization and Literature (AL)

ENG 362 Body, Memory, and Representation (AL)

FRN 253 Paris-outre-mer (CP, AL, C)

FRN 351 Francophone African Fictions (AL)

FRN 355 Caribbean Francophone Identities (AL)

FRNE 155 Memory, Culture and Identity in French Caribbean Literatures (AL)

FRNE 219 Beyond Colonialism: North African Cinema and Literature

GLS 101 Introduction to Global Studies (CP)

HIST 112 Soccer: Around the world with the Beautiful Game (H, CP)

HIST 227 African American History I (H)

HIST 228 African American History II: The Modern Era (H)

HIST 283 South Africa in Transition (H, CP)

HIST 284 Africa: From Colonialism to Neocolonialism (H)

HIST 306 Civil War and Reconstruction: 1845-1877 (H)

HIST 331 Law in Africa (H)

HIST 332 African Perspectives on Slavery, 1500 to the Present (H)

HIST 345 Race-ing America: An Exploration of Race in America (H)
 HIST 348 Black Women in the Struggle for Rights in America (H)
 HIST 353 The Invention of Africa (H)
 HIST 364 Seminar: African History (H)
 HIST 371 The Civil War in American Popular Culture (H)
 INRL 208 Gender & Politics in Middle East and North Africa (C, CP)
 INRL 258 State, Society, and Market in the Middle East and North Africa (C, CP)
 INRL 259 African Politics (C, CP)
 INRL 260 Human Rights and International Law
 INRL 285 Borders, Belonging, and Rights in the Middle East and North Africa (C, CP)
 MUS 207 Big Band to Bossa, Bop to Blues: A History of Jazz (AL)
 MUS 215 Power, Privilege, and the Other in US Popular Music (AL)
 PHIL 210 Philosophy of Race and Racism (C, CP)
 POL 333 Civil Rights (CP)
 POL 370 Black Radical Political Thought (CP)
 REL 238 Liberating Theology (C)
 REL 241 Rastaman and Christ (C)
 REL 293 Racial Utopias (C, CP)
 SOC 221 Race and Ethnic Minorities (A, C)
 SOC 223 Inequalities (C)
 SOC 251 Sociology of the City (C, CP)
 SOC 353 Global Cities (C, CP)
 SOC 357 Race and Education (C, CP)
 THTR 290 Theater for Social Change (AL)
 THTR 310 African American Theatre (AL)
 GSJ 213 Transnational Feminism and Performance (C)
 GSJ 219 Black Feminism (C, CP)
 GSJ 308 Chicana and Latina Art: Altars, Ofrendas, and Racial Acts (AL, C, CP)
 WRRH 251 Black Talk/White Talk (C)

COURSE DESCRIPTIONS

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

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

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

AFS 208 Growing Up Black This course focuses on the development of racial consciousness and identity in adolescence in African and African Diaspora literatures, with a special emphasis on global health, intersections with gender and class, and the nexus of education and social justice. Should be of interest to those interested in education, LGBTQ+ studies, and public health. (McCorkle, alternate years relative to AFS 305)

AFS 211 Black Earth: Nature and African-American Writing Writing about nature – whether from the tradition of the sublime or as an expression of American potentiality or from the perspective of eco-criticism – has excluded

considerations of the contributions of African-Americans. What concepts of nature and one's interaction with nature that survived the Middle Passage, the relationship of slavery, migration, and rural and urban life, as well as contemporary appraisals of the environment, will be among the topics considered. In particular, through literary works – whether essays, novels, or poems – environmental concerns and approaches to nature are addressed. The course proposes there is a decided and profound tradition within the African-American community of addressing nature that both parallels and is quite distinct from European traditions. Secondly, the course proposes to examine the conjunction of discrimination and environmental degradation, that the bifurcation of humans from nature is intrinsically linked to social injustice and inequality. (McCorkle, alternate years relative to AFS 230)

AFS 230 The Revolutionary Poetics of the Black Diaspora Among the aims of this course, and corresponding to the mission of Africana Studies, is to provide an understanding and appreciation of cultural transactions and movements centered on a poetics of Black aliveness and being. Secondly, the course will introduce the relationship of poetics to political and cultural movements. Exploring the Harlem Renaissance, Négritude, and the Blacks Arts Movement not only as aesthetic movements, but anti-colonial and emancipatory movements. Explores new structures of affective language, of re-encountering the Black archive, and world-making. Readings include works by Langston Hughes, Claude McKay, Leopold Sédar Senghor, Aimé Césaire, Kamau Braithwaite, Derek Walcott, Audre Lorde, Edouard Glissant, Claudia Rankine, NourbeSe Philip, and Will Alexander. (McCorkle, offered alternate years relative to AFS 211)

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

AFS 305 Revolutionary African-American Autobiography The memoir or autobiography is often cast as a personal narrative; this course proposes that the memoir, and in particular the African-American memoir, serves as not only the record of one's life, but also as having political agency and intention. Beginning with Harriet Jacobs' *Incidents in the Life of a Slave Girl*, Malcolm X's *Autobiography* and Audre Lorde's *Zami: A New Spelling of my Name*, to Barack Obama's *Dreams from My Father: A Story of Race and Inheritance*, the course will consider the autobiography as an argument for political and social change; as a witness to one's life, it also enacts a re-visionary process of social justice. To what degree does the structure of the slave narrative continue to inform contemporary narratives? In what ways might there be a definitive element for African-American autobiographical writing? How do the community and writers interact and are interdependent? What is at stake for the African-American autobiographer? (McCorkle, offered alternate years to AFS 208)

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

AFS 495 Honors

AFS 499 Africana Studies Internship

American Studies

Core Faculty

Elizabeth Belanger, American Studies
 Kirin Makker, American Studies
 S. Ani Mukherji, American Studies
 Anna Creadick, English and Creative Writing
 Alex Black, English and Creative Writing
 Kendralin Freeman, Sociology
 Kristen Welsh, Russian Area Studies
 Michelle Martin-Baron, Gender, Sexuality, and Intersectional Justice
 Whitney Mauer, Environmental Studies

Affiliated Faculty

Jeffery Anderson, Anthropology
 Rebecca Burditt, Media and Society
 Laura Free, History
 Christopher Hatch, Theater
 DeWayne Lucas, Political Science
 James Sutton, Sociology
 Angelique Szymanek, Art and Architecture
 Katherine Walker, Music
 Christine Woodworth, Theater

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

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

Mission Statement

The American Studies program combines critical social sciences and humanities approaches to interpret U.S. culture, politics, and society from an interdisciplinary point of view. It is dedicated to developing a deep knowledge of the U.S. within cultural, social, and political contexts, as well as generating theoretical and analytical insights that help us better understand problems of difference and power in the US in a global context.

Offerings

AMERICAN STUDIES MAJOR (BA)

interdisciplinary, 11 courses

Learning Objectives:

- Critically synthesize, analyze, and interpret a wide range of evidence of U.S. beliefs and practices – attending to patterns, absences, and interpretative strategies.
- Describe how power and difference (race, class, gender, sexuality, ability, citizenship) have interacted at specific moments in time to shape subjectivities, groups, and a wide variety of political, economic, and cultural institutions.
- Communicate effectively about the histories and cultures of the United States in a range of communicative forms, demonstrating the ability to formulate a well-organized argument supported by evidence and an demonstrating an awareness of audience.

- Conduct independent research in US history and life using appropriate methods and protocols.

Requirements:

AMST 101 and 201; two courses from the American Studies Foundations group; four AMST electives and two electives from the cross-listed courses or two additional AMST courses; and AMST 465. At least two the AMST electives must be at the 300-level or above. A cross-listed 300-level elective may be substituted upon approval by advisor. All courses must be passed with a grade of C- or higher. No more than one credit/no credit courses can be counted towards the major. No more than three courses can be taken in one department outside of American Studies.

AMERICAN STUDIES MINOR

interdisciplinary, 5 courses

Requirements:

AMST 101; one Foundations course; two AMST electives, one of which must be at the 300 level or above; and one cross listed elective or AMST course. A cross-listed 300-level elective may be substituted upon approval by advisor. All courses must be passed with a grade of C- or higher. No more than one credit/no credit courses can be counted towards the minor. No more than two courses can be taken in one department outside of American Studies.

FOUNDATIONS COURSES

Majors must take two foundations courses. Students may propose to count a course not listed with a solid rationale and the advisor's permission. Minors must take at least one foundations course.

AFS 150 Foundations Africana Studies
 AFS 180 The Black Atlantic
 ANTH 110 Intro to Cultural Anthropology
 ARCH 110 Introduction to Architectural Studies
 ECON 120 Contemporary Issues
 ECON 122 Economics of Caring
 ECON 160 Principles of Economics
 ENG 115 Literature and Social Movements
 ENG 152 American Revolutions
 ENG 165 Introduction to African American Literature
 ENV 101 Sustainable Communities
 ENV 110 Topics in Environmental Studies: Sense of Place
 GSIJ 100 Intro to Gender, Sexuality, and Intersectional Justice
 HIST 111 Topics in Introduction to American History
 LGBT 101 Introduction to Lesbian, Gay, Bisexual Studies
 MDSC 100 Introduction to Media and Society
 MUSC 100 Introduction to Music Literature
 PHIL 152 Continuing Issues: Philosophy & Feminism
 PHIL 162 Ethics Civic Engagement
 POL 110 Introduction to American Politics
 REL 109 Imagining American Religion(s)
 SJSP 100 Foundations of Social Justice
 SOC 100 Introduction to Sociology

COURSE DESCRIPTIONS

AMST 101 Topics in American Studies These introductory courses in American Studies engage questions central to the field by focusing on how questions of power and difference shape tensions and contradictions in American culture. Students will examine American paradoxes such as the "American Dream," freedom and equality, immigration and reconstruction as well as infrastructures like consumer culture, the urban built environment, and national borders through an interdisciplinary lens. The courses also introduce students to American Studies methods through a close interdisciplinary analysis of a variety of cultural artifacts such as popular fiction, leisure, music, architecture, performance, propaganda and social practices. Readings are drawn from a range of sources including politics, history, popular culture, literature, media studies, and contemporary theory. Specific topics will vary based on the instructor. Offered each semester.

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

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

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

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

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

literary scholarship, and history.

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

AMST 232 The Latina Experience Through the use of life stories (testimonies) and documentaries, students in this course will examine the experience Latinas in the context of the United States and the Geneva community. We will be exploring issues such as migration and immigration; biculturalism and bilingualism; labor and education, cultural production and social activism through the collection and analysis of testimonial texts, as well as the analysis and production of documentaries. (Molina, offered annually)

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

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

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

AMST 301 Cultural Theory and Popular Culture This course introduces cultural studies as a major area of contemporary theory which has reshaped the way we think and write about literature. Critical cultural studies, historicism, and reader-response theory have expanded understandings of literary meaning to include production and reception of those texts as well as their ideological content and consequences. Students read theoretical essays by such thinkers as Marx, Gramsci, Althusser, Foucault, White, Butler, and Baudrillard, as well as examples of scholars applying these ideas to the study of literature and other cultural forms. Students will then become the critics, applying these theories to the contemporary literary, material and popular culture "texts" that surround them – stories, poems, film, photographs, toys, fashion, sports, and music. Dually designated as ENG 301.

AMST 304 Disability and Sexuality What is the relationship between sexuality and disability? How did we come to know and feel what we think we know and feel about these intersecting realms of knowledge and lived experience? Cultural ideals of beauty, youth, fitness, strength, sex appeal, social skill, mental acuity, and-most elusive-"health" all rely on norms of able bodiedness and heterosexuality, as well as middle-class whiteness. We will thus approach disability and sexuality not as fixed or singular categories, but as fluid, historically shifting, culturally-specific formations that intersect with race, class, gender, and nation. How do some bodies, minds, and psyches as well as sexual acts, desires, relationships, and identities come to be seen as deviant and others as normal? What are the national and transnational conditions or relations of power that form the context for these processes? Which cultural institutions have historically disciplined disabled, queer, and gender-non-conforming subjects? What legacies of resistance might we find in various forms of art and cultural production; in feminist and queer coalitions, activism and social movements for disability, racial and economic justice; and in scholarship including LGBT and Disability Studies? Where can we look for models of queer kinship, care collectives, and "alternative" familial and community structures based on practices of interdependence? We will approach these questions through a range of critical essays, books, films, artwork, and community engagement, working together to queer and crip – or further trouble – contemporary epistemologies of sexuality and disability. (Formerly WMST 303)

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

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

AMST 331 Harlem Goes Global: Black Politics and Culture in the 1920s Between World War One and World War Two, there was an explosion of artistic and literary production by African Americans. Commonly referred to as the "Harlem Renaissance," the cultural outburst notably produced Black migrants who escaped the racial oppression of the "Jim Crow" South and found new freedoms in northern cities such as New York. But the migrations of this period were actually much more complex and widespread, involving the movement of Black artists, intellectuals, and workers across the Americas, Africa, Europe, and Asia. This course explores the politics and culture of the global African Diaspora in this exciting period using both traditional research approaches and emerging digital humanities methods such as Geographic Information Systems (GIS).

AMST 333 Other American Studies There are many ways to think about "America." This course examines forms of studying the United States beyond the academic field of American Studies. We will interrogate different methods of sustained intellectual inquiry about the United States that implicitly critique, widen, or offer alternatives to the academic field of American Studies. These include zines, cookbooks, food journalism, podcasts, graphic storytelling, travel guides, maps, and documentary photography. We will pay attention both to different approaches to research and to different ways to engage audiences. Students will be asked to complete a final research project that takes up one of these approaches to illuminate some aspect of US life. (Mukherji)

AMST 349 Gender, Space and Narrative Reparation: The Womb Chair Speaks Project This course engages students in an interdisciplinary art and activism project called the Womb Chair Speaks (www.wombchairspeaks.net) through an intimate seminar, centered on discussion and hands-on learning. The research for the project draws from the fields of art history, architectural history, medicine, women's studies, and studio art. Begun in 2018 at HWS by Professor Kirin Makker and two students Ainsley Rhodes '19 and Abbey Frederick '20, the project employs feminist theory and methods of inquiry to examine sexism and racism in the fields of architecture and medicine. The course is composed of two main experiences to underscore two methods of research and productive inquiry. First, students will read and discuss a series of written pieces related to the project including white masculinity in architectural

education and practice, women's craft history in the domestic arts, women's healthcare, social art practice, and spatial agency. Second, in the spirit of other craftivist projects, students will be working actively on the Womb Chair Speaks project, embroidery and sewing, sharing out knowledge and practicing the theories of community building and resistance examined in class. The project is purposefully perpetual; the chair is not meant to be finished, offering students direct participation in an ongoing, process-oriented activist art project. No sewing experience is required. Offered annually.

AMST 351 Archives of American Literature Ralph Waldo Emerson once wrote that "language is the archives of history." This course will explore early American history through literature. In addition to reading historical fiction, autobiography, epic poetry, and other genres that revisit and revise the past, we will investigate how researchers come to know it. In other words, we will study the theory and practice of archives. What do these literary examinations of the country's past say about its present? How is the historical record created and preserved for, and how will it be accessed in, the future? Who and what gets left out, and why does it matter? Our authors, who may include Nathaniel Hawthorne, Frederick Douglass, Lydia Marie Child, and Pauline Hopkins, will use writing to reckon with the past. And so will we.

AMST 372 Advanced Drawing for Study and Storytelling This course offers advanced training in hand-based visual communication for students who have taken AMST 202 or already have basic drawing and watercolor skills. Lessons will build off exploratory and introductory skills learned in AMST 202 to help students develop advanced ability in graphic representation, explore three dimensional drawing typologies, mixed media rendering and work with more complex subjects as content for their creations. If conditions allow, some class sessions will be outside the classroom on site. Emphasis will be on honing and developing skills in support of producing drawings that can visually communicate complex information and present clear and supported arguments about places, spaces, and society. Not for beginners. Prerequisite AMST 202 or permission of the instructor (offered occasionally)

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

AMST 495 Honors

AMST 499 American Studies Internship

Anthropology

Department Faculty

Christopher Annear, Associate Professor, Chair
Jeffrey Anderson, Professor
Brian Clark, Visiting Instructor
Brenda Maiale, Associate Professor
Ilene Nicholas, Emeritus Associate Professor

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

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

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

Mission Statement

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

Offerings

The Anthropology Department provides a major and a minor in Anthropology and offers courses toward the combined Anthropology/Sociology major; all courses to be credited toward any major or minor in the department must be passed with a grade of C- or better.

Anthropology Policy on Courses Transferred Into the Major/Minor:

- Students participating in an HWS term abroad program may count one "culture area" course towards an anthropology major, even if the course is not taught by an anthropologist. This is limited to one such course per student. The student will consult with their anthropology advisor about whether this course will count within or outside the student's area of specialization.
- Anthropology majors/minors must take the core courses (ANTH 273, 306, 465 and the 300- level seminars) at HWS. No exceptions.
- Students who take anthropology courses at US accredited institutions that HWS accepts for graduation credit will receive credit toward their anthropology major or minor for that course(s) provided that an appropriate

faculty member has checked the course description/syllabus against our own course offerings (with the intention of not allowing students to take essentially the same course, albeit under slightly different titles, both here and elsewhere).

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

ANTHROPOLOGY MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Recognize and understand human cultural diversity.
- Comprehend evolutionary, biological, cultural, and social characteristics common to all humanity as a single species.
- Conduct ethnographic fieldwork and integrate it into anthropological analysis.
- Recognize how human cultural knowledge relates to human social behavior, including perceptions of race, class, and ethnicity.
- Connect global and local sociocultural processes, including how these scales are interconnected.
- Examine and understand the conditions and effects of inequalities in power, wealth, and privilege.

Requirements

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-level or higher course in sociology may count as an elective outside the primary specialization. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major.

ANTHROPOLOGY MINOR

disciplinary, 6 courses

Requirements:

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

ANTHROPOLOGY-SOCIOLOGY MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Examine and understand the reciprocal relationship between individuals, small groups, social processes, and social structures.

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

Requirements:

ANTH 110; SOC 100; any four of the five courses from department core offerings (ANTH 273, ANTH 306, SOC 211, SOC 212, SOC 300); a 465 in either anthropology or sociology; two electives in anthropology and two electives in sociology that together form a cluster, to be chosen in consultation with the advisor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

ANTHROPOLOGY AREAS OF SPECIALIZATION

SOCIOCULTURAL AND LINGUISTIC ANTHROPOLOGY

ANTH 110 Introduction to Cultural Anthropology
 ANTH 115 Language and Culture
 ANTH 205 Race, Class, Ethnicity
 ANTH 217 Precolonial Africa
 ANTH 220 Sex Roles
 ANTH 221 Human Rights of Indigenous Peoples
 ANTH 222 Native American Religions
 ANTH 260 Medical Anthropology
 ANTH 280 Environment and Culture
 ANTH 282 North American Indians
 ANTH 296 Africa: Beyond Crisis, Poverty, and Aid
 ANTH 298 Modern Japan
 ANTH 330 Anthropology of Creativity
 ANTH 340 Anthropology of the Global Commons
 ANTH 341 Making Babies
 ANTH 354 Food, Meaning, Voice
 ANTH 370 Life Histories

ARCHAEOLOGY AND PHYSICAL ANTHROPOLOGY

ANTH 102 Archaeology & World Prehistory
 ANTH 217 Precolonial Africa
 ANTH 228 Physical Anthropology
 ANTH 260 Medical Anthropology
 ANTH 310 Experimental Archaeology and Paleotechnology
 ANTH 326 Pre-Columbian Mesoamerica

COURSE DESCRIPTIONS

ANTH 102 Archaeology and World Prehistory This course seeks to replace myths of "killer apes" and "ancient astronauts" with archaeological reality. A broad survey of archaeological knowledge of both New and Old World prehistory provides a framework for analysis of major transitions in cultural evolution and of selected archaeological puzzles, such as the enigmatic markings of the Peruvian desert near Nazca. This course is designed for non majors who want a general understanding of what "happened" in prehistory. The course is also suitable for prospective majors who need an overview of the archaeological record against which to set more specialized courses in archaeology. (Clark,

offered annually)

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

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

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. (Maiale, 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 Native American religion, history, culture, and language. Native American religious traditions are further comprehended as dynamic modes of survival, empowerment, and renewal in the face of Euro-American domination, past and present. Upon these understandings, indigenous, anthropological, and Euro-American domination perspectives on religion are brought into balanced dialogue and exchange. (Anderson, offered alternate years)

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. (Clark, offered alternate years)

ANTH 260 Medical Anthropology This course explores the interconnected cultural, social, political, historical, and

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

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

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 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. (Henry-Holland, offered alternate years)

ANTH 306 Theorizing Culture 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. (Staff, offered every Fall)

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

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

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

ANTH 341 Making Babies This course explores the emerging field of the anthropology of reproduction. Because reproduction is so strongly associated with biology in our society, viewing it through a cultural lens poses significant challenges to some of our most basic beliefs. In this course we will examine cross-cultural representations of fertility and conception, delve deeply into comparative ethnography of reproductive practices and meanings, and analyze changes in cultural constructions of pregnancy wrought by new reproductive technologies. Topics include ultrasound imaging, sperm and egg donation, surrogacy, frozen embryos, designer babies, and cyborgs. This seminar will approach these issues from a critical theory perspective, pursuing themes such as nature/culture, personhood, kinship, hegemony, and human rights. (Maiale, offered alternate years)

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

ANTH 370 Life Histories Human beings are natural storytellers. Whether reciting oral traditions or recounting personal experience, people everywhere use narratives as a way to express and to understand themselves. The life history focuses on the expressive side of culture – i.e., how people experience the meaningful events and crises of their lives and how they feel about what they do (or at least what they say about what they do). This course explores the ways that anthropologists elicit, study, and create narratives, whether through ethnographic observation, conducting interviews, gathering folklore, or interpreting material culture. (Maiale, offered occasionally)

ANTH 465 Engaged Anthropology Capstone A seminar for senior majors to learn advanced forms of intensive writing, critical reading, oral presentation, and media application for conveying and analyzing anthropological knowledge. Students will conduct original research culminating in a substantial portfolio of work. The topic will vary with the research specialization of the faculty member teaching the seminar each year. 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 Anthropology Internship A minimum of 150 hours of work or practice under the supervision of an anthropology faculty advisor. Students are expected to keep a reflective journal and to produce a paper that relates their experience to more general issues in anthropology. The length and scope of the paper shall be determined in consultation with the internship faculty advisor. Internship advisor permission is required to take this course, and prior departmental approval is required for any students who wish to repeat ANTH 499. This course requires the permission of the instructor.

Aquatic Science

Program Faculty

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

Aquatic Science is the interdisciplinary study of water at or near the earth's surface. The interdisciplinary and science-based program is rigorous but essential for those students interested in the science behind water and water resources. The program selected the pertinent introductory and upper-level courses across the natural science division at the Colleges to provide an interdisciplinary, science-based view of water and to prepare students to enter the workforce at state and federal government laboratories, universities, industries, magazines, book publishers, television, radio, legal firms, and environmental societies, or continue in academia at the graduate level.

Why water and the Aquatic Science minor? The concentration of aquatic science faculty on campus and the resources to allow study of Seneca and neighboring Finger Lakes, including out 65-ft research vessel the William Scandling, provides a great resource for students planning careers in the field. This is a distinction at HWS not found at most other colleges and universities. Well trained students in the aquatic sciences will be of increasing demand in the future as the planet struggles with clean water, food scarcity, and the changing climate, just to name a few examples of water in international issues. The Aquatic Science minor provides an opportunity to major (or double major), in any of the sciences or other majors across the Colleges.

Offering

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

AQUATIC SCIENCE MINOR

interdisciplinary, 7 courses

Requirements:

GEO 186 Introduction to Hydrogeology and BIOL 167 Introduction to Biology: Topics; and five courses selected from the following three lists: Global Context and Aquatic Processes, Spatial and Statistical Analysis, and the Aquatic Sciences Capstone Research Experience. A formal (non-credit bearing) summer or semester-long research or internship experience or approved internship can substitute for the capstone experience. Credit/No Credit cannot be used for program courses. No more than two courses from another institution may count toward the minor. All courses must be completed with a grade of C- or better. At least 3 courses must be unique to the minor.

Global Context and Aquatic Processes (Two Courses)

BIOL 225 Ecology (offered every semester)
 BIOL 325 Invasion Biology (offered annually)
 BIOL 240 Global Change Biology (offered alternate years)
 BIOL 338 Aquatic Biology (offered annually)
 BIOL 339 Global Change Biology (offered alternate years)
 CHEM 260 Environmental Chemistry
 GEO 210 Environmental Hydrology (offered each spring)
 GEO 220 Geomorphology (Fall, offered alternate years)
 GEO 250 Oceanography (Spring, semi-annually)
 GEO 280 Environmental Geochemistry (offered each spring)
 GEO 330 Limnology (offered each fall)
 AUST 232 Marine Ecology of Australia (study abroad course)

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

ENV 203 Fundamentals of GIS (offered each fall)

ENV 281 Remote Sensing (offered each spring)

ENV 310 Advanced Geographic Information Systems

BIOL 230 Biostatistics (offered every semester)

GEO/ENV 207 Statistics (offered annually)

Capstone Research Experience (One Course and Formal Presentation)

AQSC 450 Independent Study

AQSC 495/496 Honors

Art and Architecture

Department Faculty

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

The Department of Art and Architecture provides students with the opportunity to delve deeply into visual culture and the built environment. Broadly speaking, students study the role of art and architecture in shaping, embodying, and interpreting human experience. Some students may focus on creative discovery and expression or the design process, with the opportunity to explore perceptual and conceptual problem solving. Others may study formal analysis and research methods within an interdisciplinary approach to understanding historical context. All 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 studio art, students study painting, drawing, printmaking, sculpture, and imaging (photography, video, and new media). The major begins with rigorous introductory courses and quickly moves on to more focused intermediate and advanced offerings. Studio art courses at all levels are designed to help each student to explore a broad range of concepts, methods, and materials while developing individual ideas and a personal voice. Consistent throughout the studio art experience is attention to craft, development of a refined understanding of formal relationships, exercise of a rigorous practice of art making, and exposure to a broad range of historical and contemporary examples. As part of a liberal arts education, studio art is one of the few places where students can creatively engage in the development of a visual language, and this study prepares them for further study in graduate programs as well as a wide range of careers. Students often enrich their interests in studio arts with both similar and dissimilar majors and minors, including Economics, Architectural Studies, Writing and Rhetoric, Media and Society, and many more.

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

In architectural studies, students pursue a rigorous introduction to design thinking, embracing a liberal arts philosophy based on the belief that roundly educated individuals make the best architects. Interdisciplinary coursework informs students about the complex relationship between environmental sustainability and human habitation. Students become visual communicators, creative problem solvers, non-linear thinkers, and collaborative learners. The architectural studies major prepares graduates to enter a number of different fields in design, including architecture, landscape architecture, industrial design, urban design, interior design, and historic preservation. Our students minor and double major in a range of areas across the Colleges to complement their design education in programs such as Environmental Studies, Urban Studies, Art History, Philosophy, Studio Art, and a host of other programs.

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

Mission Statement

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

Offerings

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

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

ART HISTORY MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

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

Requirements:

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

ART HISTORY MINOR

disciplinary, 6 courses

Requirements:

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

STUDIO ART MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

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

Requirements:

Three 100-level courses representing three different groups from the following choices: ARTS 105; ARTS 114 or 115; ARTS 125; and ARTS 165 or 166; four 200-level studio art courses; two 300-level studio art courses; ARTS 480 Studio Art Senior Seminar; and two art history courses. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

STUDIO ART MINOR

disciplinary, 6 courses

Requirements:

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

ARCHITECTURAL STUDIES MAJOR (B.A.)

interdisciplinary, 13 courses

Learning Objectives:

- To support the development of critical thinkers who engage in the design process as an investigative, iterative, and layered activity that works toward identifying conceptual and formal approaches to guide creative problem solving.
- To engage with a broad and inclusive range of histories and theories of design and other forms of cultural production to inform and support the design process.
- To build a foundation of skills necessary for contemporary design practice in areas including research, analog and digital representation and fabrication, and written and oral communication.
- To emphasize the importance of knowledge-building through public engagement and community outreach.
- To engage in the design of creative and informed responses to critical contemporary issues—especially the complex and interrelated challenges of climate change and social justice.
- To interrogate the potential for design to create spaces that support social diversity, equity, and inclusion.

Requirements:

One Introduction to Architectural Studies course; two 100-level studio art courses, ARTS 125 and either ARTS 115 or 114; three architectural history and theory courses; two 300-level architecture design studios; two courses which substantially focus on cities, landscapes, or environmental studies; three electives at the 200-level or higher (other than Math/Physics, which may be taken at the 100-level) selected in consultation with an advisor in the program; and one 400-level capstone experience to be satisfied by one of the ARCS/ARCH courses used within the 13 for the major. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

COURSE CONCENTRATIONS**ART HISTORY**

ARTH 101 Introduction to Art: Ancient and Medieval
 ARTH 102 Introduction to Western Art: Renaissance through Modern
 ARTH 103 Introduction to Asian Art
 ARTH 110 Visual Culture
 ARTH 201 Black Arts in America
 ARTH 202 Art Internship: Catalog
 ARTH 203 Art Internship: Exhibition
 ARTH 204 Art Internship: Acquisition
 ARTH 205 Gender and Display
 ARTH 206 Revivals of the Classical Tradition in Architecture
 ARTH 208 Greek Art and Architecture
 ARTH 209 Chinese Pictures: 1000 Years
 ARTH 210 Women Artists in Europe and Asia, 1300–1750
 ARTH 212 Arts of Modern China
 ARTH 218 Gothic Art and Architecture
 ARTH 221 Early Italian Renaissance Painting
 ARTH 230 The Age of Michelangelo
 ARTH 237 Princely Art: Renaissance Court Art and Culture of Mantua, Milan, Ferrara and Rome
 ARTH 240 European Painting in the 19th Century
 ARTH 241 A Global History of Performance and Installation
 ARTH 248 Love and Death in Ancient Egypt
 ARTH 249 Islamic Art and Architecture
 ARTH 250 Modern Art
 ARTH 252 Japanese Art and Culture
 ARTH 253 Buddhist Art and Architecture
 ARTH 254 Islamic Art at the Crossroads: the Western Mediterranean 12th to 16th Century
 ARTH 270 Early Medieval Art
 ARTH 282 20th Century American Art
 ARTH 300 Michelangelo, Caravaggio and Bernini
 ARTH 303/403 Gender and Painting in China
 ARTH 305/405 Women and Men: Constructing Gender in the Renaissance
 ARTH 306/406 Telling Tales: Narrative in Asian Art
 ARTH 308/408 Art and Censorship
 ARTH 315/415 Art and the Senses: 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 336/436 Arts of the Landscape and the Garden in China and Japan
 ARTH 380/480 Art of the Pilgrimage Roads
 ARTH 450 Independent Study
 ARTH 495/496 Honors
 CMST 214 Introduction to Critical Museum Studies

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 203 Representational Painting
 ARTS 204 Abstract Painting
 ARTS 207 Image Exploration in Photography and Printmaking
 ARTS 209 Watercolor
 ARTS 214 Metal Sculpture
 ARTS 215 Sculpture Modeling
 ARTS 225 Life Drawing
 ARTS 227 Advanced Drawing
 ARTS 245 Photo Silkscreen Printing
 ARTS 246 Intaglio Printing
 ARTS 248 Woodcut Printing
 ARTS 261 Physical and Material
 ARTS 262 Experimental Animation
 ARTS 272 Visualizing Oral History
 ARTS 274 Photographic Book Design
 ARTS 305 Painting Workshop
 ARTS 315 Sculpture Workshop
 ARTS 345 Printmaking Workshop
 ARTS 365 Imaging Workshop
 ARTS 450 Independent Study
 ARTS 480 Studio Art Senior Seminar: Theory and Practice
 ARTS 495/496 Honors

ARCHITECTURAL STUDIES

Required courses:

ARCH 110 Introduction to Architectural Studies
 ARCS 300 Introduction to Architectural Design (taken twice)
 ARTS 115 Three-Dimensional Design or
 ARTS 114 Introduction to Sculpture
 ARTS 125 Introduction to Drawing
 ARCS 405 Portfolio Design (Satisfies capstone requirement)
 Architecture history/theory elective choices
 ARCH 202 Radical Ecology: Designing With
 ARCH 313 History of Modern Landscape Architecture
 ARCH 450 Independent Study
 ARCH 495/496 Honors
 AMST 312 Architecture, Space and Social Justice
 ARTH 206 Revivals of the Classical Tradition in Architecture
 ARTH 208 Greek Art and Architecture
 ARTH 218 Gothic Art and Architecture
 ARTH 237 Princely Art: Renaissance Court Art and Culture of Mantua, Milan, Ferrara and Rome
 ARTH 249 Islamic Art and Architecture
 ARTH 250 Modern Art 1900–1960
 ARTH 252 Japanese Art and Culture
 ARTH 253 Buddhist Art and Architecture
 ARTH 270 Early Medieval Art
 ARTH 332/432 Roman Art, Architecture, and Power
 ARTH 333/433 Art Since 1960
 ARTH 336/436 Arts of the Landscape and the Garden in China and Japan
 ARTH 380/480 Art of the Pilgrimage Roads
 CMST 200 Indigenous Arts of the Americas in the Museum

ARCHITECTURE STUDIO ELECTIVE CHOICES:

ARCS 204 Intro to Digital Design
 ARCS 405 Portfolio Design
 ARCS 450 Independent Study

ARCS 495/496 Honors

CITIES, LANDSCAPES OR ENVIRONMENTAL STUDIES ELECTIVE CHOICES:

AMST 202 Drawing for Study and Storytelling
 ANTH 206 Early Cities
 ANTH 326 Meso-American Urbanism
 ARCH 313 History of Modern Landscape Architecture
 ECON 212 Environmental Economics
 ECON 213 Urban Economics
 ECON 344 Economic Planning Development
 ENV 110 Topics in Environmental Studies
 ENV 201 Community and Urban Resilience
 ENV 205 Introduction to Environmental Law
 GEO 140 Introduction to Environmental Geology
 GEO 182 Introduction to Meteorology
 GEO 184 Introduction to Geology
 HIST 215 American Urban History
 HIST 246 American Environmental History
 HIST 264 Modern European City
 PHIL 154 Environmental Ethics
 REL 226 Religion and Nature
 SOC 210 Gentrification
 SOC 251 Sociology of the City
 SOC 353 Global Cities
 SOC 290 Sociology of Community

ART HISTORY COURSE DESCRIPTIONS

ARTH 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, Szymanek, offered annually)

ARTH 103 Introduction to Asian Art This course presents a topical study of the arts and architecture of East Asia, South Asia, and Southeast Asia. We will examine developments in a variety of media, including painting, sculpture, architecture, ceramics, prints, and installations, through a series of case studies. Broad topics will include connections between art, politics, philosophy, and religion; text-image relationships; artistic practice, patronage, and collecting; and international art movements in the 19th and 20th centuries. In addition, students will learn to analyze two- and three-dimensional works of art and architecture. (Blanchard, offered annually)

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

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

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. (Jordan, offered every Spring)

ARTH 204 Art Internship: Acquisition This practicum involves choosing a section of the Colleges' permanent collection of art and developing an analysis of its strengths and weaknesses providing a knowledge base to justify any acquisitions decisions. Interns will develop an overview of the period of art chosen and compare it to our collection over the course of a term. The term will be used to identify and purchase a work which enhances the collection in the chosen section. This is a half credit course. (Jordan, offered occasionally)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTH 305 Women and Men: Constructing Gender in the Renaissance This course examines gender construction in the Early Modern period. Through a careful examination of images of women and men and their clothing or lack thereof – this course takes into account cultural context, function, intention, and meaning of these images – the course will establish the various ways in which gender identity was performed during the Italian Renaissance. Painted marriage furniture, male and female portraiture, female nudes and figures of saints will all be critically examined to better understand how gender was constructed in the early modern period. (Leopardi, offered occasionally)

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

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

ARTH 333 Art Since 1960 This course engages with the histories and theories of art produced from 1960 until the 2000s. Structured in a loosely chronological order, this course we will study a variety of stylistic movements and the political, artistic, social, and intellectual stakes that are claimed with each successive and simultaneous evolution that pushed/s forward the history of art. The innovative and often critical deployment of particular mediums and forms will be examined within the broader context of social histories that give these practices impact while also looking to the institutions that help shape these histories. Moreover, a critical examination of the parameters of art

and its publics will be housed within the frameworks provided by a number of artists and theorists. This course will ask not only what is created and/or reformulated within the discourses of art production but, perhaps more tellingly, what those processes erase or marginalize in their pursuits. (Szymanek, offered occasionally)

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

ARTH 405 Women and Men: Constructing Gender in the Renaissance This course examines gender construction in the Early Modern period. Through a careful examination of images of women and men and their clothing or lack thereof – this course takes into account cultural context, function, intention, and meaning of these images – the course will establish the various ways in which gender identity was performed during the Italian Renaissance. Painted marriage furniture, male and female portraiture, female nudes and figures of saints will all be critically examined to better understand how gender was constructed in the early modern period. (Leopardi, offered occasionally)

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

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

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

ARTH 495 Honors Art History

ARTH 499 Internship Art History

STUDIO ART COURSE DESCRIPTIONS

ARTS 105 Color and Composition A perceptual approach to the study of color interaction and compositional dynamics, students work through a carefully structured series of problems designed to reveal empirically the nature of color interaction and relatedness and the fundamentals of good visual composition. Projects range from narrowly

focused color problems to ambitious, expressive compositional inventions. (Ruth, offered each semester)

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. This course is offered primarily, but not exclusively, for students with an interest in the architectural studies program and they are given first priority with enrollment. (Aub, Blankenship, D'Angelo, Piersol, 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 In this studio-based course in photography, students will explore the camera as a medium for artistic expression while building a foundation of photographic skills. Topics covered include camera controls, natural and studio lighting, photographic composition, wet darkroom and digital darkroom techniques. As inspiration and to broaden our understanding of the medium, we will look at a wide range of photographic practices from the camera obscura to the photographs of living, working artists. Through discussion and critique of creative projects, we will discuss how a photographic image works to communicate visual and conceptual ideas. (Chin, offered each semester)

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 (Ruth, offered alternate years)

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

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

ARTS 231 You Are Here: Mapping a Sense of Place All art is a product of its time and place. But what happens when you make art not just in a place and time, but about it too? How do you describe/map/represent a place, and decide what to include, or what it means to the people who live there and what to leave out? How do you express what is important about a place to you? In this course, we will use a variety of approaches to painting, drawing, and image making in order to creatively study, interpret, and express different aspects of our place, Geneva, NY. By exploring traditions of representation and abstraction, working with a wide range of materials, considering conceptual approaches, studying the work of artists who deal with place, and focusing on this place where we are living students will develop new ways of seeing all places and new ways of expressing yourself as an artist. (Ruth, offered alternate years)

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

ARTS 248 Woodcut Printing An introduction to the fundamental processes of woodcut printmaking. Traditional and

experimental techniques are investigated. Formal dynamics and visual expression are the most important emphases of this course. Prerequisite: ARTS 125. (Yi, offered alternate years)

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

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

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

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

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, ARTS 231, or permission of the instructor. (Ruth, offered annually)

ARTS 315 Sculpture Workshop An open studio for a small, independent group, this course includes individual problems and criticism as well as group discussions. All media and processes may be investigated, including modeling, carving, welding, and plaster or bronze casting. Prerequisite: ARTS 214 or 215 or permission of instructor (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: Theory and Practice This course seeks to provide students with a grounding in studio art theory as it pertains to the origins of modernism, the advent of postmodernism, and the development of a wide array of contemporary studio art practices. It will also provide specific skills training in aspects of professional practice important to studio artists, including such topics as documentation of artwork, exhibition strategies and techniques, development of a portfolio, the writing of artist statements, and the delivery of artist talks. (Chin, Ruth, offered annually)

ARTS 495 Honors Studio Art

ARTS 499 Internship Studio Art

ARCHITECTURAL STUDIES COURSE DESCRIPTIONS

ARCHITECTURAL HISTORY AND THEORY

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

ARCH 110 Introduction to Architectural Studies An introduction to architecture and design culture, this course introduces students to the aims, methods, and issues of the design and planning disciplines with architecture at the core of our studies. This course also encourages students to think, look, and read critically about designed objects, places, and spaces through drawing, although no prior experience with sketching is expected. With these tools, the student will have a basic understanding of design, and will be prepared to undertake more specialized study. (Blankenship, Piersol, offered each semester)

ARCH 312 Contemporary Theories of Modern Architecture and Urbanism This course investigates the role that ideas can play in the making and interpretation of the built environment. Lectures, readings, discussions, and hands-on projects combine to cover a broad range of topics from basic definitions of terms and concepts to an overview of the significant theoretical positions that have been used to lend authority to form making. Emphasis is placed on buildings and ideas that are crucial to the important theoretical debates of the 20th and 21st centuries. The course specifically aims to present the material in a manner that aids students in clarifying their own values and intentions. (Blankenship, Piersol, offered occasionally)

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

ARCH 495 Honors

ARCH 499 Internship

ARCHITECTURE DESIGN STUDIO COURSES

ARCS 204 Introduction to Digital Design ARCS 204 is a digital design studio that challenges students to think critically and creatively about the design process as it relates to digital design software and fabrication. Exploring analytical, generative and representational opportunities within digital design applications and methodologies, students will gain foundational proficiency in a variety of digital languages through direct and hybrid design approaches. Design projects will range in scale and content each semester, and will evolve through a process of exploration, critique, revision and refinement. Prerequisites for the course include ARTS 114 or 115 and ARTS 125. (D'Angelo, Piersol, 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. (Blankenship, D'Angelo, Piersol, offered each semester)

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

ARCS 495 Honors

ARCS 499 Internship

Asian Studies

Core Faculty

Lara C.W. Blanchard, Luce Professor of East Asian Art (Chair, Asian Studies)
 Christopher Annear, Associate Professor of Anthropology
 Etin Anwar, Professor of Religious Studies
 Sheila Bennett, Professor Emeritus of Sociology
 Michael Dobkowski, Professor of Religious Studies
 Jiangtao "Harry" Gu, Assistant Professor of Media and Society
 Jack D. Harris, Professor Emeritus of Sociology
 James-Henry Holland, Associate Professor of Asian Studies
 Chi-chiang Huang, Professor Emeritus of Asian Studies
 Shalahudin Kafrawi, Associate Professor of Religious Studies
 Feisal Khan, Professor of Economics
 Kyoko Ishida Klaus, Tanaka Lecturer in Japanese
 John Krummel, Associate Professor of Religious Studies
 Sooyoung Lee, Assistant Professor of Economics
 Darrin Magee, Professor of Environmental Studies
 Stacey Philbrick Yadav, Professor of International Relations
 Yi-Tung Wu, Visiting Instructor of Asian Studies
 Vikash Yadav, Professor of International Relations
 Lisa Yoshikawa, Professor of History
 Jinghao Zhou, Associate Professor of Asian Studies
 Iskandar Zulkarnain, Assistant Professor of Media and Society

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

Mission Statement

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

Offerings

Asian Studies offers an interdisciplinary major and minor.

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

DEPARTMENTAL LANGUAGE COURSES

ARAB 101 Beginning Arabic I
 ARAB 102 Beginning Arabic II
 ARAB 201 Intermediate Arabic I
 ARAB 202 Intermediate Arabic II
 ARAB 450 Advanced Conversational Arabic (independent study)
 CHIN 101 Beginning Chinese I
 CHIN 102 Beginning Chinese II
 CHIN 201 Intermediate Chinese I
 CHIN 202 Intermediate Chinese II
 CHIN 301 Advanced Chinese I
 CHIN 302 Advanced Chinese II
 CHIN 450 Independent Study
 JPN 101 Beginning Japanese I
 JPN 102 Beginning Japanese II
 JPN 201 Intermediate Japanese I
 JPN 202 Intermediate Japanese II
 JPN 301 Advanced Japanese I
 JPN 302 Advanced Japanese II
 JPN 450 Independent Study
 VIET 101 Beginning Vietnamese I
 VIET 102 Beginning Vietnamese II
 VIET 201 Intermediate Vietnamese I
 VIET 202 Intermediate Vietnamese II

ASIAN STUDIES MAJOR (B.A.)

interdisciplinary, 12 courses

Learning Objectives:

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

Requirements:

Four courses in one Asian language: Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, or Vietnamese. (Students exempted from this requirement by passing a proficiency test permitting them to enter the third year or above of an Asian language must still complete 10 courses.) The departmental introductory course: ASN 101/HIST 107 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.

ASIAN STUDIES MINOR

interdisciplinary, 7 courses

Requirements:

At least two courses in one Asian language. Students may be exempted from this requirement by passing a proficiency test permitting them to enter the second year or above of an Asian language. Students who take advantage of this exemption still must complete at least five 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.

ASIAN STUDIES COURSES

ASN 101 Trekking through Asia
 ASN 102 Ottoman Worlds
 ASN 103 Introduction to Asian Art
 ASN 110 Himalayan Challenges
 ASN 115 Imagining Asian Religion/s
 ASN 120 Making of the Samurai
 ASN 125 Japan: Supernatural Beings
 ASN 211 Buddhism
 ASN 212 Confucianism, Marxism, and Chinese Women
 ASN 215 Environment and Development in East Asia
 ASN 236 Contemporary China
 ASN 242 Riding with Genghis Khan
 ASN 268 China Goes Global
 ASN 296 China and the U.S.
 ASN 305 Showa through the Silver Screen
 ASN 340 Water and Energy in China
 ASN 342 Seminar: Chinese Cinema
 ASN 393 The Pacific Century
 ASN 401 Asia Colloquium
 ASN 450 Independent Study
 ASN 456 1/2 Credit independent Study
 ASN 495/496 Honors
 ASN 499 Internship

CROSS-LISTED COURSES

SOCIAL SCIENCES

ANTH 110 Introduction to Cultural Anthropology
 ANTH 298 Modern Japan
 ECON 233 Comparative Economic Systems
 ECON 302 International Trade Issues
 ECON 344 Economic Development
 ECON 465 Political Economy of Corruption
 ENV 215 Environment and Development in Asia
 ENV 340 Water and Energy in China
 INRL 140 Introduction to Comparative World Politics
 INRL 180 Introduction to International Relations
 INRL 208 Gender and Politics in the Middle East
 INRL 246 East Asia
 INRL 248 Development
 INRL 254 Globalization
 INRL 258 State, Society, and Market in the Middle East
 INRL 260 Human Rights and International Law
 INRL 281 South Asia
 INRL 283 Political Violence and Non-Violence
 INRL 285 Borders, Belonging, and Rights in the Middle East
 INRL 301 India
 INRL 304 Afghanistan
 INRL 350 China
 INRL 360 Post-Conflict Justice and Reconstruction
 INRL 371 Research Design and Ethics (if research topic is Asia)
 INRL 387 Neoliberalism
 INRL 401 Capstone Research (if research topic is Asia)
 SOC 299 Vietnam: Conflict, Contradiction, and Change
 SOC 353 Global Cities

HUMANITIES

AMST 221 Immigrant Art
 ARTH 103 Introduction to Asian Art
 ARTH 209 Chinese Pictures: 1000 Years
 ARTH 210 Women Artists in Europe & Asia, 1300–1750
 ARTH 212 Arts of Modern China
 ARTH 249 Islamic Art and Architecture
 ARTH 252 Japanese Art and Culture
 ARTH 253 Buddhist Art and Architecture
 ARTH 254 Islamic Art at the Crossroads
 ARTH 303/403 Gender & Painting in China
 ARTH 306/406 Telling Tales: Narrative in Asian Art
 ARTH 336/436 Landscapes and Gardens
 ENG 270 Globalization and Literature
 ENG 272 India and the Global
 ENG 276 Imaging the Middle East
 ENG 361 Readings in Multi-Ethnic Women's Literature
 HIST 107 Trekking through Asia
 HIST 120 Making of the Samurai
 HIST 202 Japan Since 1868
 HIST 242 Riding with Genghis Khan
 HIST 305 Showa through the Silver Screen
 HIST 320 Asia Pacific Wars
 HIST 324 The Worlds of Civilized Barbarians
 REL 115 Imagining Asian Religion/s
 REL 211 Buddhism
 REL 215 Japanese Religions
 REL 219 Islam and Society
 REL 226 Religion and Nature
 REL 236 Gender, Sexuality, and Islam
 REL 239 Nihilism East and West
 REL 242 Islamic Mysticism
 REL 243 Suffering and Salvation
 REL 255 Peace and Violence in Quran
 REL 260 Religion & Philosophy from a Global Perspective
 REL 265 The West and the Qur'an
 REL 274 Zionism, Israel and the Middle East Conflict
 REL 280 Negotiating Islam
 REL 286 Islam and Environment
 REL 288 Religious Extremism
 REL 289 Material Culture and Islam
 REL 304 Buddhist Philosophy
 REL 325 Japanese Philosophy & Religious Thought
 REL 335 Jihad
 REL 347 Gender and Identity in Muslim World

ASIAN STUDIES COURSE DESCRIPTIONS

ASN 101 Trekking through Asia Welcome to the "Asian Century." Asia has re-emerged as the center of the world, after a brief hiatus that started in the 18th century. With histories and religious traditions stretching back three millennia, today as we see cultures across Asia have transformed in ways to meet the demands of our rapidly changing world. China, Japan, and India are three of the world's top economies. Asia contains six of the world's ten largest countries, and is home to over half of the world's population and two of the world's major religions, Hinduism and Buddhism. For decades Asian countries have been leaders in global manufacturing, and Asian universities are now renowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed

by historical interactions in Asia itself and in relationship to the rest of the world. Join us on the journey! (Yoshikawa, offered annually)

ASN 102 Ottoman Worlds The modern Middle East as it is configured today is the byproduct of the particular circumstances and set of governing practices that characterized the Ottoman Empire. Far from a medieval monolith, this was an adaptive, modernizing empire that stitched together peoples of different languages, religions, ethnicities, and political commitments. Yet well before it was formally dissolved in the defeat of the First World War, the coherence of Ottoman rule was disintegrating along its periphery. This course maps both the construction and disintegration of the empire, showing how both jointly made the network of states that replaced it. As an interdisciplinary course drawing from the humanities and social sciences, the course asks students to map and critically understand a variety of cultures of resistance through which Ottoman subjects worked to fashion their lives and their empire. (Philbrick Yadav, offered occasionally)

ASN 103 Introduction to Asian Art This course presents a topical study of the arts and architecture of East Asia, South Asia, and Southeast Asia. We will examine developments in a variety of media, including painting, sculpture, architecture, ceramics, prints, and installations, through a series of case studies. Broad topics will include connections between art, politics, philosophy, and religion; text-image relationships; artistic practice, patronage, and collecting; and international art movements in the 19th and 20th centuries. In addition, students will learn to analyze two- and three-dimensional works of art and architecture. (Blanchard, offered annually)

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

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

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 125 Japan: Supernatural Beings Godzilla. Pokémon. Films like "Spirited Away" or "The Ring." The ninja magic of Naruto. The shape-shifting demons of Inu Yasha. These are all examples of the Japanese supernatural, repackaged for world consumption. But what does the American consumer miss out on when enjoying these Japanese tales? Why is occult lore such an important part of the expressive culture of Japan? What is the historical or religious basis of the "soft power" of "Cool Japan"? What do we learn about Japan – and about ourselves – when we shiver to a well-told Japanese ghost story? Readings will include Japanese comic books (in translation) and short creative fiction, backed up with academic analyses of the history of spooks in Japan. Students will research particular beings and give presentations on their findings. This is a writing-intensive course, and the final project will involve a creative re-imagining of the Japanese lore learned through the semester, expressed in live or filmed performances, written stories or visual art projects. This course is open only to first-year students and sophomores. There are no prerequisites. (Holland, offered alternate years)

ASN 211 Buddhism This course covers the rise and historical development of Buddhism in South Asia and its spread into Southeast, Central, and East Asia. Through regular writing exercises, extensive use of visual and audio materials,

and some fieldwork, students will acquire a basic vocabulary for discussing the ritual practices, ethical systems, and scriptures of Buddhism (e.g., selections from the Pali Canon); situate the major branches of Buddhism in their historical and geographical contexts (e.g., Theravada in Sri Lanka, Vajrayana in Tibet, Zen in Japan); and explore important concepts in each of the traditions and locations in view of significant sociohistorical processes, events, and institutions (e.g., the interaction of Buddhists with Daoists and Confucians in China and the associations of Shinto practitioners and Buddhists in Japan). No prior knowledge of Buddhism is required. (Krummel, offered alternate years)

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

ASN 215 Environment Development in East 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, offered occasionally)

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, China's threat, the origin of COVID-19, possible war over the Taiwan Strait, 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, arguably 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 296 China and the U.S. Since the Nixon administration opened a new chapter with the People's Republic of China in 1972, China-U.S. relations have shifted from hostile relations to normalization and engagement. However, the relationship between the two countries has nosedived to the lowest point in four decades. The biggest challenge to the U.S. today is the communist China. Cooperation and competition between the two largest world's economies will determine the direction of Asia and the future of global development. The relationship between China and the U.S. has become one of the central global issues in the twenty-first century. By employing a perspective of cultural studies, this course will examine the development of China-U.S. relations since the establishment of the People's Republic of China, explore the roles of culture in shaping China-U.S. relations, discuss the relationship between characteristics of culture and the mindset of foreign policymakers, and analyze the future of China-U.S. relations and its implications to western hegemony and the international order. No prerequisites. (Zhou, offered alternate years)

ASN 305 Showa through the Silver Screen Showa (1926–1989), the reign of Hirohito, is most often associated with Japan's plunge into multiple wars, its occupation by a foreign nation, and its economic recovery to become the

second largest economy in the world. Less explored is Showa as the heyday of Japanese cinema. While motion pictures were first introduced to Japan in the late 19th century, domestic production only took off in the 1920s to the 1930s. Following the Asia-Pacific Wars, Japanese film gained worldwide popularity in the 1950s and 1960s with directors such as Kurosawa Akira, Ozu Yasujiro, and Mizoguchi Kenji gaining international recognition. By the end of Showa, Japanese cinema was in decline as other forms of entertainment overshadowed movie-going and a massive recession affected the film industry. This course explores the history of the Showa period using films as artifacts of Japanese perspectives into their state and society and the Japanese role in the Asia-Pacific region and the world. (Yoshikawa, offered occasionally)

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, offered occasionally)

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 495 Honors

ARABIC COURSE DESCRIPTIONS

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

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

ARAB 201 Intermediate Arabic I In this course students will be exposed to more complex grammar structures and they will expand their communication skills in increasingly complex and varied situations. Multimedia technologies will be employed to improve listening comprehension and oral expression. Attendance at a weekly language table is required. (Staff, offered annually)

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

ARAB 450 Advanced Conversational Arabic This course is offered as an independent study available to students with unique Arabic-language needs. This course is appropriate for students who have completed ARAB 202 at HWS, have reached an equivalent level through coursework elsewhere, have studied abroad in an Arabic-speaking country and/or those who are heritage speakers of an Arabic dialect. When a sufficient number of students are enrolled,

there is the possibility of coordination and small group learning activities, but the core design of the course is individualized to each student's language-learning goals and abilities. Placement is determined by the Arabic language coordinator (Staff, offered as needed)

CHINESE 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, Level 1 Part 1, Simplified 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 characters. Students also acquire skills in Chinese word-processing and are able to use Chinese character input system to type characters and sentences. Laboratory is mandatory. (Zhou, Fall, offered annually)

CHIN 102 Beginning Chinese II A continuation of CHIN 101, this course introduces an additional 300 characters, new sentence patterns, and new grammatical rules. Students learn to make effective use of their language skills, acquire 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 Part 1, Simplified Character Edition. Online learning programs along with a CD and DVD accompanying the text are used. Prerequisite: CHIN 101 or the equivalent. Laboratory is mandatory. (Zhou, Spring, offered annually)

CHIN 201 Intermediate Chinese I This course continues CHIN 102 and instruction is conducted half in Chinese. Students learn an additional 400 characters on top of the 550 characters they learned at the beginning level. They speak and write frequently in class and after class, acquiring a higher level of language proficiency in all four skills. They are expected to do Chinese word-processing and electronic communication with ease. The principal text is Integrated Chinese, Level 1 Part 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. (Zhou, Wu, 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 Part 2, Traditional/Simplified Character Edition. Instruction consists of three class contact hours and two lab sessions per week. Prerequisite: CHIN 201 or the equivalent. (Zhou, Wu, 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 Part 1, 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 Part 1, Traditional/Simplified Character Edition. Prerequisite: CHIN 301 or the equivalent. (Staff, Spring, offered annually)

JAPANESE COURSE DESCRIPTIONS

JPN 101 Beginning Japanese I This course provides an introduction to modern spoken Japanese. (Klaus, offered annually)

JPN 102 Beginning Japanese II This course is a continuation of JPN 101. Prerequisite: JPN 101 or placement by instructor. (Klaus, offered annually)

JPN 201 Intermediate Japanese I Prerequisite: JPN 102 or placement by instructor. (Klaus, offered annually)

JPN 202 Intermediate Japanese II Prerequisite: JPN 201 or placement by instructor. (Klaus, offered annually)

JPN 301 Advanced Japanese I Prerequisite: JPN 202 or placement by instructor. (Klaus, offered annually)

Athletics, Physical Education and Recreation

Hobart Athletics Coaching Staff

Elizabeth Bernardy, Head Swimming & Diving Coach
 Brad Cook, Head Baseball Coach
 Stephen England, Head Volleyball Coach
 Kevin DeWall '00, Head Football Coach
 Shawn Griffin, Head Soccer Coach
 Scott Iklé '84, Head Sailing Coach
 Chris Kerber, Head Rowing Coach
 Mike Long, Head Golf Coach
 Greg Raymond, Head Lacrosse Coach
 Tim Riskie, Head Tennis Coach
 Dale Solotruck, Head Alpine Ski Coach
 Whitney Stewart, Head Squash Coach
 Mark Taylor, Head Hockey Coach
 Stefan Thompson '13, Head Basketball Coach
 Tyler Wilkie, Head Cross Country Coach

William Smith Athletics Coaching Staff

Elizabeth Bernardy, Head Swimming & Diving Coach
 Paul Bugenhagen, Head Rowing Coach
 Matt Cunningham, Head Ice Hockey Coach
 Seraphine Hamilton, Head Golf Coach
 Kaylee Harnen, Head Golf Coach
 Scott Iklé '84, Head Sailing Coach
 Anne Phillips, Head Lacrosse Coach
 Sophie Riskie '07, Head Field Hockey Coach
 Tim Riskie, Head Tennis Coach
 Lindsay Sharman, Head Basketball Coach
 Dale Solotruck, Head Alpine Ski Coach
 Heather Sterner, Head Bowling Coach
 Whitney Stewart, Head Squash Coach
 Aliceann Wilber, Head Soccer Coach
 Tyler Wilkie, Head Cross Country Coach
 Derryk Williams, Head Volleyball Coach

Hobart and William Smith Athletics Coaching Staff

Liz Dennison, Associate Director of Athletics and Senior Woman Administrator
 Stephanie Habecker, Director of Sports Medicine
 Jacob Lees, Director of Recreation, Intramurals and Fitness
 Brian Miller, Associate Vice President and Director of Athletics and Recreation
 Deven Siesel, Assistant Director of Recreation, Intramurals and Fitness

Hobart and William Smith Athletics

Hobart College Athletics believes intercollegiate athletics plays a major role in the educational process, and strives to provide a challenging, meaningful, and exciting experience for student-athletes. The Department accomplishes this mission by serving as teachers, counselors, leaders, and representatives of the College and by offering quality instruction, services, and athletics facilities, while promoting a high level of sportsmanship and competition.

The mission of William Smith College Athletics is to provide a highly competitive intercollegiate athletic experience within a rigorous liberal arts education. William Smith College Athletics is committed to maximizing the potential of Heron student-athletes in a learning environment that values and enhances teamwork, competitiveness, respect, discipline, leadership and personal responsibility. William Smith coaches are high caliber teaching professionals who utilize an ethical approach to training, competing, mentoring and recruiting. In addition, William Smith College and its coordinate partner, Hobart College, strongly support the principles of gender equity.

Hobart currently has 15 varsity teams: alpine ski, baseball, basketball, cross country, football, golf, hockey, lacrosse, rowing, sailing, soccer, squash, swim & dive, tennis, and volleyball. William Smith has 15 varsity teams: alpine ski, basketball, bowling, cross country, field hockey, golf, ice hockey, lacrosse, rowing, sailing, soccer, squash, swimming

and diving, tennis, and volleyball. William Smith will add softball in 2026–2027. Combined, Hobart and William Smith have won 24 team national championships and more than 100 conference championships. Statesmen and Herons have earned hundreds of All-America awards and thousands of all-conference awards. They have also earned countless academic honors, including 57 Academic All-America awards, the most select award for academic and athletic excellence. Hobart and William Smith are a member of Division III of the National Collegiate Athletic Association and compete in this division in all sports except Hobart lacrosse. Since 1995, the Hobart lacrosse team has competed at the Division I level.

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, CrossFit and strength training, special events, and external membership services.

Physical Education Classes

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

Club Sports

Club sports 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.

COURSE DESCRIPTIONS (NO CREDIT):

PER 901 Billiards Level One

PER 902 Billiards Level Two

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

PER 973 Rowing

Biochemistry

Program Faculty

Christine R. de Denus, Associate Professor, Co-Chair
Shannon Straub, Associate Professor, CO-Chair
Sigrid A. Carle, Professor
Matthew Church, Assistant Professor
Kristy L. Kenyon, Professor
Justin Miller, Professor
Patricia Mowery, Professor
Erin T. Pelkey, Professor
Kristin Slade, Associate Professor

The Biology and Chemistry departments offer a rigorous joint major to those students interested in the intersection of biology and chemistry. The Biochemistry major consists of core courses from the Biology and Chemistry departments, cognates in Math and Physics, and a capstone seminar experience.

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

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

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

Mission Statement

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

Offerings

BIOCHEMISTRY MAJOR (B.S.)

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

Learning Objectives:

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

- Communicate, both orally and in written form, the results, conclusions, and relevance of scientific experiments to a specific audience.

Requirements:

The required biology courses are BIOL 167, 220, 230, two cell/molecular biology courses (BIOL 302, BIOL 322, BIOL 327, BIOL 332, BIOL 340, BIOL 341, or BIOL 380), and one additional course (any of the cell/molecular biology courses or BIOL 225, BIOL 324, BIOL 328, BIOL 333). Five of the required Biology courses must be taken at HWS. The required chemistry courses include CHEM 110, 120, (or 190 in place of 110 and 120), 130, 240, 241, 210 or 320, 348 and 449. Calculus (MATH 131) and calculus-based physics (PHYS 150) are also required. All Biochemistry majors complete a capstone senior seminar (BCHE 460), except those who complete Honors in a field appropriate for the Biochemistry major. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the major.

BIOLOGY COURSES

BIOL 167 Introductory Topics in Biology
BIOL 220 Genetics
BIOL 225 Ecology
BIOL 230 Biostatistics
BIOL 322 Microbiology
BIOL 324 Anatomy
BIOL 327 Cancer Biology
BIOL 328 Biology of Plants
BIOL 332 Cell Biology
BIOL 333 Physiology
BIOL 302 Immunology
BIOL 340 Neurobiology
BIOL 341 Developmental Biology
BIOL 380 Genomics

CHEMISTRY COURSES

CHEM 110 Introductory General Chemistry
CHEM 120 Intermediate General Chemistry
CHEM 130 General Chemistry I and II Lab
CHEM 210 Quantitative Analysis
CHEM 240 Organic Chemistry I
CHEM 241 Organic Chemistry II
CHEM 320 Physical Chemistry I
CHEM 348 Biochemistry I
CHEM 449 Biochemistry II

ADDITIONAL COURSES

MATH 131 Calculus II
PHYS 150 Introduction to Physics I

BIOCHEMISTRY COURSE

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

Biology

Department Faculty

Shannon Straub, Associate Professor, Chair
Meghan Brown, Professor
Sigrid Carle, Professor
Bradley Cosentino, Associate Professor
Susan Cushman, Associate Professor of Practice
Mark Deutschlander, Professor
Brielle Fischman, Assistant Professor of Practice
Kristy Kenyon, Professor
Patricia Mowery, Professor

The Biology Department offers students a foundation in modern biology, providing breadth in biological study through an array of course topics and the opportunity for advanced coursework and independent investigation within the context of a liberal arts curriculum. The curriculum includes a required introductory course (BIOL 167 Introductory Topics), allowing students to explore biological principles through a contemporary topic. Students take required courses in genetics (BIOL220), ecology (BIOL225), and evolution (BIOL300), learning a common framework to understand how biological traits are inherited, develop, and change over time in response to environmental conditions. Students gain skills in quantitative decision making in BIOL 230 Biostatistics, and they complete a capstone course focused on discussion of the primary literature (BIOL 460 Senior Seminar). Students in the program also take elective courses by selecting from a variety of subdisciplines of biology, as well as supporting courses in quantitative reasoning and the natural sciences.

Mission Statement

The mission of the Biology Department is to provide students with the conceptual foundation and skills necessary to understand the complexity and interconnectedness of the biological world. Biological science requires a multifaceted approach to answering questions, from elucidating biological mechanisms to explicating the ontogenetic, ecological, and the evolutionary processes that shaped them. Beyond teaching students to interpret biological knowledge, we emphasize the skills necessary to acquire new knowledge through hands-on laboratory and field-based coursework and research collaborations with department faculty.

Offerings

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

BIOLOGY MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- Describe core concepts of biology and explain how these concepts are interconnected, including evolution; information flow, exchange, and storage; the relationship between structure and function; and pathways of energy and matter.
- Recognize that a complete understanding of a biological trait requires integrating four complementary approaches, including understanding the trait's structure and function, development, adaptive significance, and phylogenetic history.
- Engage in scientific inquiry by asking biological questions, designing experimental and observational studies, collecting and analyzing data, and drawing conclusions.
- Effectively communicate about science and biology in oral and written formats.
- Describe how biology can inform current societal issues, such as environmental issues and conservation, human

health, disease transmission, or social diversity.

Requirements:

Nine biology courses are taken and must include BIOL 167, BIOL 220, BIOL 225, BIOL 230, BIOL 300, and BIOL 460. The remaining three courses are electives, which must be completed at the 300-level. BIOL 450 Independent Study or BIOL 495 Honors may substitute for a maximum of one 300-level biology course. Completion of BIOL 496 Honors may substitute for BIOL 460. Other required courses include CHEM 110 and two electives in the natural sciences (that can include additional biology electives).

At least six courses must be unique to the major. All courses for the major must be completed with a grade of C- or better. Of the nine biology courses for the B.A., seven must be completed at HWS or as part of HWS-sponsored abroad programs (applies only to non-transfer students). At least five biology courses must have a laboratory. Credit/no credit courses cannot be counted toward the major. Bidisciplinary courses do not typically count towards the major.

BIOLOGY MAJOR (B.S.)

disciplinary, 16 courses

Learning Objectives:

- Describe core concepts of biology and explain how these concepts are interconnected, including evolution; information flow, exchange, and storage; the relationship between structure and function; and pathways of energy and matter.
- Recognize that a complete understanding of a biological trait requires integrating four complementary approaches, including understanding the trait's structure and function, development, adaptive significance, and phylogenetic history.
- Engage in scientific inquiry by asking biological questions, designing experimental and observational studies, collecting and analyzing data, and drawing conclusions.
- Effectively communicate about science and biology in oral and written formats.
- Describe how biology can inform current societal issues, such as environmental issues and conservation, human health, disease transmission, or social diversity.

Requirements:

All of the requirements for the B.A. major apply, plus one additional 300-level course from biology, one additional quantitative reasoning course, and two more natural science electives. BIOL 450 Independent Study or BIOL 495 Honors may substitute for a maximum of one 300-level biology course. Completion of BIOL 496 Honors may substitute for BIOL 460.

At least six courses must be unique to the major. All courses for the major must be completed with a grade of C- or better. Of the 10 biology courses for the B.S., seven must be completed at HWS or as part of HWS-sponsored abroad programs (applies only to non-transfer students). At least five biology courses must have a laboratory. Credit/no credit courses cannot be counted towards the major. Bidisciplinary courses do not typically count towards the major.

Elective Courses in Quantitative Reasoning and the Natural Sciences. Quantitative reasoning electives include mathematics (MATH 130 or greater), computer science, or data science (greater than DATA 101). Natural science electives include biology, chemistry, computer science, data science (greater than DATA 101), geoscience, mathematics (greater than MATH 130), physics, or psychology. Additional options for the natural science elective include ENV 200, ENV 203, ENV 216, ENV 281, and ENV 310.

Progressing through the Major. During the first year, students are advised to complete BIOL 167 and either BIOL 220 or BIOL 225. BIOL 230 Biostatistics should be completed after BIOL 167 and at least one additional biology course, ideally by the end of the sophomore year. BIOL 300 should be taken during the junior year. Students should complete CHEM 110 during the first or second year, and an elective in quantitative reasoning by the end of the junior year. BIOL 460 Senior Seminar is intended as a capstone course, integrating information presented in the first three years, and is completed during the spring semester of the senior year.

BIOLOGY MINOR

disciplinary, 6 courses

Requirements:

BIOL 167 and five additional biology courses. Students minoring in biology should work with a biology adviser to select courses that best complement their major and their career goals. One course may be taken for a CR grade, and all other courses must be passed with a grade of C- or higher.

GENERAL POLICIES

Policies on C/NC and course repeats. For the major, all BIOL courses must be taken for a grade (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. Any biology course repeated for a better grade must be repeated in full (both laboratory and lecture components need to be repeated).

Advanced Placement. Students who earn an Advanced Placement (AP) score of 5 for AP Environmental Science will earn credit toward the environmental science major as an equivalency with ENV 200 Environmental Science. Students who earn an AP score of 4 or 5 for AP Biology will earn credit toward the environmental science major as an equivalency with BIOL 167.

College Courses Taught in High School. College courses taught in high school for which a student earns high school and college credit may contribute to the biology major if the course has been taken for an entire year and the student earned an A. Incoming students may request equivalencies in biology from these courses by submitting a petition to the Department Chair.

BIOL 230 substitution. Students may substitute other statistics courses on campus (ECON 202, GEO 207, PSY 210, or both PSY 201 and PSY 202) in place of BIOL 230 for the major or minor. Statistics courses from off campus must be petitioned for approval using the petition form.

Taking biology courses in HWS abroad programs. Courses in biology in abroad programs may contribute to the biology major with equivalencies as core required courses or contributing as electives. Courses not previously approved by the department must be petitioned for approval using the petition form. Students should work with their adviser to determine how potential abroad courses will count towards the major or minor.

Taking biology courses at other institutions. Courses taken at other institutions, which are not affiliated with HWS-sponsored abroad programs, are considered on a case-by-case basis. Students must petition the department for these courses to count toward their Biology degree. Petition forms can be downloaded [here](#).

COURSE DESCRIPTIONS

BIOL 150 Topics in Biology: This introductory course provides a conceptual framework for non-majors to learn biology through contemporary topics such as human diseases, climate change, food systems, conservation, or human reproductive technologies. Each section of this course introduces key biological principles including the process of evolution through natural selection; the central role of DNA, RNA, and proteins in living organisms; and the inheritance of genetic information. Through course readings, discussions and assignments, students will develop skills of scientific thinking and literacy. Typical readings: Campbell Biology: Concepts & Connections or equivalent biology texts, scientific articles and media content. Prerequisites: none. Enrollment not allowed for students who have completed BIOL167 with a C- or better. (offered occasionally)

BIOL 160 Nutrition This is an introductory course on nutrition. We will explore key nutritional molecules (carbohydrates, lipids, proteins, vitamins, trace minerals), how nutrients are metabolized to provide energy, the relationship between nutrition and disease, and how nutritional studies are conducted and assessed. May not receive credit for both CHEM 148 and BIOL 160. Prerequisites: none. (Mowery, offered annually)

BIOL 167 Introductory Topics These courses, while focused on a range of topics, are designed to help students (1) distinguish between scientific inquiry and other modes of inquiry; (2) articulate in general terms the central concepts of biology, including the process of evolution through natural selection; the central role of DNA, RNA, and proteins in living organisms; and the inheritance of genetic information; (3) ask relevant biological questions, develop scientific hypotheses, and design experiments to test hypotheses; and (4) explain the relevance of biological knowledge to society. Lab is required, but which lab section you register for is independent of the lecture section. Prerequisites: none. (offered every semester)

Topics offered:

- *A Biotech World: Origins and Implications of Recombinant DNA Technology:* With increasing knowledge of DNA structure and function, scientists have acquired powerful tools for tinkering with the genetic makeup of living organisms. To date, our ability to manipulate DNA has had a significant impact in areas such as agriculture, human health, and the environment. This course introduces the basic scientific principles behind recombinant DNA technology and its potential applications. Students also address the environmental, ethical, and social issues that surround the use of this technology in our changing world. (Kenyon)
- *Biology of Environmental Change:* An organism's ability to persist on this earth is challenged by many threats. Changing environmental conditions produce dynamic and unpredictable responses in wildlife. This course examines important biological concepts such as evolution, genetics, physiology, and ecology from an environmental perspective. Using these foundations, we will explore how threats to biodiversity such as climate change, pollution, and habitat loss intersect with and impact disease, epigenetics, metabolism, and food web structure in a series of case studies. While the course introduces many examples, students will learn about the eastern coyote as an excellent example of an animal that has adapted to environmental change alongside humans. (Cushman)
- *Dangerous Diseases:* Black death, the Spanish Flu, AIDS – Is the greatest threat to humanity likely to come from a new deadly disease that causes worldwide havoc? This course explores the cell biology, molecular biology and physiology behind some of humanities' most tenacious infectious diseases, such as SARS, Ebola, Hantavirus, and HIV. Understanding the ecology and evolution of infectious diseases allows assessment of the possibility that a deadly infection could cause another deadly global outbreak. Finally, students explore how scientists combat infectious diseases and whether or not the human genome project and the ability to sequence the genomes of disease-causing organisms offer new mechanisms to fight deadly diseases. (Carle)
- *HIV and Related Topics:* According to the World Health Organization, there are over 33 million people currently living with HIV. We will examine HIV from various angles including how it enters cells, how it integrates into the human genome, how it changes, and methods to detect it and prevent its infection. Through these topics we will explore concepts such as molecular and cellular components of cells, genetics and evolution, and immunology and viruses. (Mowery)
- *Living Color:* Color is a fascinating trait in living organisms. Color serves important roles in animal communication, such as mate choice, social interaction, and predation. Color may even vary during an organism's lifetime. Moreover, how we perceive color is due to mechanisms in the eye, which can vary between species. As curious scientists, we can ask many questions about the biology of color. How do animals create color in their skin, fur, feathers, or scales? What causes variation in color between or within species? Have colors evolved because they increase an organism's fitness, or reproductive success, or due to other mechanisms of evolution? What can impact color over an organism's lifetime? How can comparisons of groups of related species help us determine how and why colors and color vision have evolved? (Deutschlander)
- *Plants and People:* Plants, broadly defined, are incredible organisms that humans rely on for food, shelter, textiles, medicine, and the oxygen we breathe. This course explores the basic biology of plants and emphasizes the ways in which humans and plants are similar and different with a focus on how we sense and respond to the world around us, all while covering all the core principles of biology. (Straub)
- *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 220 Genetics This course focuses on the foundational principles that define the broad and integrative field of modern genetics. The major topics considered are the structure of genetic material, its replication, its transmission, and its expression. Special emphasis is placed on the central features of genes, transcription and translation, and the mechanisms that regulate expression and transmission. Epigenetics, genome modification and editing, and applications of genetics in medicine are explored through the primary literature. The course consists of lectures and

laboratory experience with either animal or plant systems. Through the laboratory experiences, students will build upon and expand their skills in experimental design as well as molecular and/or cellular techniques routinely used in the field. With laboratory. Required for all biology majors. Prerequisite: BIOL 167. (Carle, Fischman, Kenyon, Straub, offered each semester)

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

BIOL 230 Biostatistics Statistics is a framework for answering questions with data and is a critical component of scientific inquiry and decision-making. The class will emphasize the practical use of statistics to make decisions about scientific hypotheses. Subjects discussed include sampling, experimental design, probability, parameter estimation, confidence intervals, and statistical hypothesis testing for categorical and quantitative data. The course includes an introduction to statistical computing using standard spreadsheet or statistical software packages. The concepts presented in this class are applied in nature and require, as background, only an elementary knowledge of algebra and the desire to learn. Required for all biology majors. Prerequisites: BIOL 167 and either BIOL 220 or BIOL 225. (Brown, Cosentino, offered each semester)

BIOL 300 Evolutionary Analysis Evolution is often referred to as the great unifying principle of all the biological sciences. In this course, both micro-evolutionary process and macro-evolutionary patterns are discussed. Micro-evolution involves studying current evolutionary processes (such as natural selection, sexual selection, and genetic drift) using techniques from population, quantitative, and molecular genetics. Additional topics include levels of selection, adaptation, and ecological factors important for evolutionary change. Evolutionary processes also are central to the understanding of past events and, therefore, topics such as biological diversity, speciation, phylogeny, and extinction are also discussed. With laboratory. Required for all biology majors. Prerequisites: BIOL 220, BIOL 225, BIOL 230, and junior status (Cosentino, Straub, offered each semester)

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 220, BIOL 230, CHEM 110, and junior or senior status (Mowery, offered annually)

BIOL 315 Advanced Topics in Biology An in-depth study of topics of current research interest. Recent examples of courses include Building Organs, Marine Biology, Parasitology, and Wildlife Ecology and Management. Prerequisites: Dependent on the topic of the course. (Staff, offered occasionally)

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 225 and BIOL 230 (Cosentino, offered occasionally)

BIOL 322 Microbiology This course provides a broad introduction to microorganisms. Students are given an opportunity to both examine microbes from the traditional vantage of microscopes and colonies, and enter the current conversation on and techniques using microorganisms. Microbiology is a multi-disciplinary field and this course will allow students to explore genetics, molecular biology, bioinformatics, evolution, ecology, biochemistry, and immunology. With laboratory. Prerequisites: BIOL 167 and either CHEM 110 or CHEM 190. (Mowery, 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 the cellular structure of tissue types. Students then are introduced to the gross and microscopic anatomy of the following systems: skeletal, muscular, nervous,

respiratory, cardiovascular, digestive, urinary and reproductive. Students will also develop an understanding of how these systems develop during early embryology, as well as learning the clinical relevance of disease and disorders that affect anatomy. One of the goals of this course is to provide an understanding of human anatomy which then provides the foundation for clinical diagnosis and decisions. The laboratory component of the course reinforces lecture concepts with practical hands-on learning including study of anatomical models, dissection of preserved animal specimens, and solving clinical case studies. Prerequisite: BIOL 167. (Fischman, offered annually)

BIOL 325 Invasion Ecology Biological invasions are primary drivers of global environmental change. Species invasions also provide unique opportunities for studying ecological and evolutionary interactions among organisms and their environments. This course focuses on the process and underlying mechanisms of colonization and establishment, the effects of species redistribution on recipient communities and ecosystems, and the management techniques employed to prevent and address invasions. Students engage in research projects and discussions of the scientific literature. With laboratory. Prerequisites: BIOL225 and BIOL230. (Brown, offered occasionally)

BIOL 327 Cancer Biology Cancer is not a single disease. Rather, it is a collection of related diseases that share similarities in origin, genetics, and development. This course will explore the complexities of cancer development. The course begins with understanding DNA damage and mutations, followed by the genetic differences between cancer and normal cells. Next, we move out of cell to discuss the role of the microenvironment in cancer suppression and development. In this section we discuss normal cells, such as stroma and immune cells, and how they influence tumor development. The final section of the course discusses unresolved theories of cancer development and treatment. Prerequisites: BIOL 220, BIOL 230, CHEM 110, and junior or senior status. (Carle, offered occasionally)

BIOL 328 The Biology of Plants The diversity of plants is enormous, ranging from microscopic phytoplankton to trees more than 300 feet tall. Using an evolutionary approach, students study this great diversity and follow the development of plants from the earliest photosynthetic single-celled organisms to complex flowering plants. Plant structure and function are discussed in relation to the environment in which plants live. Studies of plant anatomy, physiology, and ecology focus on flowering plants. Throughout the course, human uses of plants and plant products are highlighted. The laboratory provides hands-on experience with the plant groups discussed in lecture and an opportunity to experimentally test many of the concepts presented. With laboratory. Prerequisite: BIOL 167. (Straub, occasionally)

BIOL 330 Topics in Field Biology Learn about contemporary research questions, field techniques, and data analyses for a group of organisms (e.g. birds, fish, amphibian, plants) or habitat (e.g. wetland, riparian, urban). Combine hands-on, outdoor, experiential learning with critical reading of peer-reviewed research to better understand the ecology, behavior, natural history, or conservation of organisms in their natural environments. Prerequisites: BIOL 167, BIOL 230, and BIOL 225 (Staff, offered occasionally).

BIOL 332 Cell Biology An introduction to the fundamental principles that guide the functions of cells and organelles. The major topics covered are transcription and translation, cell communication and signal transduction, cellular metabolism (respiration and photosynthesis), and cell motility. These topics are studied in the context of cancer and other human diseases. With laboratory. Prerequisite: BIOL 220. (Carle, offered annually)

BIOL 333 General Physiology An examination to the major physiological processes of animals, from the level of cells and tissues to the whole organism. A comparative approach emphasizes basic physiological processes and demonstrates how animals with different selective pressures "solve problems" related to integrating the separate yet coordinate organ systems of their bodies. Students examine relationships between structure and function, mechanisms of regulation, control and integration, metabolism, and adaptation to the environment. Laboratory exercises reinforce lecture topics and emphasize an investigative approach to the measurement of physiological processes. With laboratory. Prerequisite: CHEM 110 and BIOL 220 or BIOL 225 or BIOL 324. (Deutschlander, offered annually)

BIOL 334 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 to study vertebrates, behavior, reproduction, life history and physiology of vertebrates. The laboratory combines experiments with field trips. With laboratory. Prerequisites: BIOL 225 and BIOL 230 (Staff, offered occasionally)

BIOL 338 Aquatic Biology Aquatic biologists study lake, river, and ocean ecosystems. This course uses regional aquatic habitats as a natural laboratory to deepen students' understanding of biological processes. Through these field experiences and literature from geographically diverse locations, students will learn about (1) structures of

aquatic organisms that enable organisms to function in aquatic environment, (2) the distribution of organisms within and among aquatic ecosystems as they relate to abiotic conditions and biotic interactions, and (3) selective forces – both abiotic and biotic – that alter the traits and behaviors of aquatic organisms. During the semester, students learn techniques to study water quality, community composition, and ecological interactions among aquatic organisms. Laboratories involve designing experiments, drawing conclusions from analyzed data, and communicating scientific results. With laboratory. Prerequisites: BIOL 225 and BIOL 230. (Brown, Cushman, offered annually)

BIOL 339 Global Change Biology Global Change Biology is the study of interactions between organisms and environmental change. This course will introduce students to biological responses of plants and animals (including humans) to climate change, habitat destruction, overharvesting, pollution and invasive species. Topics such as disturbance regimes, species range shifts, phenotypic plasticity, emerging diseases, and adaptation to these environmental stressors will be covered. Global Change Biology is a rapidly-emerging multi-disciplinary field, which integrates physical science with areas of biology such as physiology, ecology and evolution. With laboratory. Prerequisites: BIOL 225 and BIOL 230. (Cushman, offered occasionally)

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 220, BIOL 230, and CHEM 110. (Staff, 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 220, BIOL 230, and CHEM 110. (Kenyon, offered occasionally)

BIOL 356 Ornithology Birds instill wonder in many people due to their colorful and melodious communication, their incredible flight and migrations, and their ubiquitous presence everywhere humans live. Birds are also obvious sentinels of environmental change; more than one species has been a "canary in a coal mine" for environmental disturbances such as pesticide use, pollution, and climate change. In this course, we will study local avifauna to learn about the diversity, natural history, and conservation of birds. Students will develop identification skills and learn and practice field techniques. The study of birds also provides the opportunity to take a holistic approach to biology, combining subdisciplines such as evolutionary biology, systematics, population biology, genetics, animal behavior and physiology. Lecture and discussion topics may include the evolution and systematics of extant birds, feathers and flight mechanics, anatomy and environmental physiology, migration and dispersal, foraging ecology and niche partitioning, communication, parental and social behavior, and conservation. We will read and assess primary literature in ornithology to investigate how scientists advance our understanding of birds, and will examine the role of citizen science in advancing our ornithological research. Student experience, knowledge, and interest will determine specific case studies we explore. With laboratory. Prerequisites: BIOL 230 and BIOL 220 or BIOL 225 (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 220 and BIOL 230 (Straub, offered occasionally)

BIOL 450 Independent Study Prerequisites: BIOL 220 or BIOL 225 or BIOL 230 or by permission.

BIOL 460 Biology Seminar The biology seminar is intended as a capstone experience that integrates knowledge learned in previous biology courses. Seminar topics are selected by the faculty and announced in advance of registration. Seminars are a detailed exploration of a current topic in biology. Required for all biology majors. Prerequisites: Senior Biology major and BIOL 300. (Offered spring semester).

Topics offered:

- **Animal Migrations:** Migration is a common phenomenon in the annual cycles of many groups of animals. Why do animals migrate? What "drives" these migrations across disparate groups of animals? How do animals accomplish often incredibly long and challenging migrations? How have these migrations evolved and how are they currently being impacted by the footprint of humans? How do scientists study migration and how are new technologies advancing our knowledge of animal movements and migration?
- **Biology of the City:** More than half the world's human population resides in cities, including >80% in North America. Urban areas are the fastest growing ecosystem on Earth. How does the process of urbanization affect environmental conditions? Does biodiversity increase or decrease during the process of urbanization? Are there particular kinds of traits that allow wildlife to thrive in cities, and does urbanization cause the evolution of these traits? Moreover, how do changes in the environment and biodiversity in cities affect quality of life for humans? We'll explore these and related questions in the senior seminar this semester. (Cosentino)
- **Genome Collisions:** What happens when genomes collide? This seminar will focus on the biological phenomenon of polyploidy, also known as whole genome duplication. We will explore the causes and consequences of the presence of one or more extra sets of chromosomes from the cellular to ecosystem levels. We will ask both proximate and ultimate questions as we seek to understand polyploidy from complementary perspectives. For example, how does polyploidization contribute to wound healing in animals? What is the role of polyploidy in cancer? How are gene expression and development affected by the presence of extra copies of genes, and is the answer different if hybridization preceded genome doubling? Why are most major crop plants polyploid? Why are polyploid species more invasive than diploid species? Does polyploidy contribute to increased survival in challenging environmental conditions and during mass extinctions? Is polyploidy only a successful strategy in the short term or is it a major driver of broadscale organismal diversity? (Straub)
- **Nature in the Future:** This seminar examines the biological realities of humans facing down a planet profoundly changed by the power we're exerting on the Earth. We will apply modern biological insight and case studies to explore anthropogenic disturbances, which are continual forces – destructive and constructive – shaping the everchanging assemblage of ecosystems, species, traits, and molecular processes that characterize life on Earth. For example, the city has assumed a critical role in shaping the Earth with over half of the world's human population now living in urban environments along with a suite of plants and animals that adapt to the city as viable, unique habitat. Is the human city functioning as a terrestrial coral reef? For another, synthetic gene drives – the propagation of a set of genes by engineering their transmission to offspring – is dissolving the imagined border between humans and nature and between the laboratory and the wild. Will this technology improve ecosystem function in degraded habitats? Both proximate and ultimate perspectives will be considered as we tackle the topic "Nature in the Future" with the goal of better understanding biological phenomena in our dynamic world. This will require integrating knowledge and skills you acquired as a biology major, in both required courses and subdisciplines. (Brown)
- **Viruses:** In this course students will have the chance to read about the current findings on a number of viruses that have important impacts ranging from humans to the environment. Students will explore a particular virus that interests them by delving into the scientific questions about that virus. Students will also write a grant proposal, which will allow them to think about the next important questions and integrate all their research on their virus. (Mowery)

BIOL 495 Honors

Chemistry

Department Faculty

Walter J. Bowyer, Professor
Matthew Church, Assistant Professor
Christine R. de Denus, Associate Professor, Chair
Justin S. Miller, Professor
Erin T. Pelkey, Professor
David J. Slade, Laboratory Instructor
Kristin M. Slade, Professor

The chemistry major consists of a core set of foundational courses exposing students to four main subdisciplines: organic, analytical, inorganic, and physical. The curriculum then provides students the flexibility to further engage the subdisciplines that they find most stimulating through upper-level electives and independent studies. To enhance real-world application beyond the classroom and hands-on teaching labs, students have the opportunity to conduct research with faculty, publish peer-reviewed articles, and attend regional or national conferences to present their work and engage with the bigger scientific community. This major is approved by the Committee on Professional Training of the American Chemical Society (ACS). Chemistry students earn a degree that has prepared them for immediate employment as a chemist or for admission to a graduate/professional school. Careers recently pursued by graduates include biotechnology, cosmetics, forensics, teaching, drug development, environmental and geoscience, agriculture, materials, quality control, and instrumentation.

The Chemistry Department currently offers majors at the B.A. and B.S. degree levels, and a minor. The B.A. includes required courses in general, organic, inorganic, analytical, and physical chemistry, senior seminar, and one additional chemistry elective, along with cognates in math and physics. The B.S. includes the same core as the B.A., as well as two additional chemistry electives, and an additional natural science course. The more rigorous ACS B.S. contains a set of courses determined by the ACS. To be credited toward the minor or major, all departmental and cognate courses must be completed with a grade of C- or better. Credit/no credit options cannot be used for departmental or cognate courses. The chemistry department places a strong emphasis on faculty-student research and encourages all students to discuss the possibility of doing research with a professor. Opportunities to do so arise from paid summer internships or independent study and Honors projects.

For students who are planning graduate work in chemistry, chemical engineering, biochemistry, or for those pursuing a career as a practicing industrial chemist, the B.S. or ACS-certified B.S. major in chemistry is highly recommended. Students interested in this program should plan their programs with the department chair as early as possible. Students who are planning to enter medical, veterinary, or dental schools are advised to take the following courses in chemistry: 110 and 120 (or 190); 130; 240, 241, and 348.

Mission Statement

The chemistry major provides students with a strong foundation in modern chemistry techniques so that they can go on to make scientifically informed contributions in a diverse assortment of fields and live lives of consequence. Students engage in small classes to optimize close student-faculty interaction and support quality teaching from dedicated faculty with wide ranging expertise. Our majors gain foundational knowledge, quantitative skills, analytical reasoning, and laboratory skills that are transferrable to a wide variety of careers. Students are trained to understand the physical and living world at the molecular level and leave HWS equipped with the skills necessary to apply this knowledge.

Offerings

CHEMISTRY MAJOR (B.A.)

disciplinary, 13 courses (12 courses if CHEM 190 is taken instead of 110 and 120)

Learning Objectives:

- Communicate effectively, both orally and in written form, the results, conclusions, and relevance of scientific experiments to a specific audience.

- Understand disciplinary material and have familiarity with the subdisciplines: inorganic, organic, analytical, and physical chemistry.
- Apply fundamental content knowledge and core chemical principles to solve unfamiliar problems and applications.
- Design and perform experiments safely, collect data, and analyze those data to answer chemical questions.
- Collaborate with a diverse team of students and faculty to answer scientific questions.

Requirements:

CHEM 110 and 120 (or 190), 130, 210, 240, 241, 318, 320, 470; one additional 300- or 400-level chemistry course, which may include CHEM 450, 490, or 495; MATH 130 Calculus I and MATH 131 Calculus II; and PHYS 150 Introductory Physics I. At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better.

CHEMISTRY MAJOR (B.S.)

disciplinary, 15 courses (14 courses if CHEM 190 is taken instead of 110 and 120)

Learning Objectives:

- Communicate effectively, both orally and in written form, the results, conclusions, and relevance of scientific experiments to a specific audience.
- Understand disciplinary material and have familiarity with the subdisciplines: inorganic, organic, analytical, and physical chemistry.
- Apply fundamental content knowledge and core chemical principles to solve unfamiliar problems and applications.
- Design and perform experiments safely, collect data, and analyze those data to answer chemical questions.
- Collaborate with a diverse team of students and faculty to answer scientific questions.

Requirements:

CHEM 110 and 120 (or 190), 130, 210, 240, 241, 318, 320, 470; two additional chemistry courses, one must be 400-level which is not CHEM 450, 490 nor 495; Only one semester of research (Chem 450, 495/496) may be counted toward the major. MATH 130 Calculus I and MATH 131 Calculus II; and PHYS 150 Introductory Physics I; one additional natural science course. At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better.

CHEMISTRY MAJOR (ACS B.S.)

disciplinary, 19 courses (18 courses if CHEM 190 is taken instead of 110 and 120)

Learning Objectives:

- Communicate effectively, both orally and in written form, the results, conclusions, and relevance of scientific experiments to a specific audience.
- Understand disciplinary material and have familiarity with the subdisciplines: inorganic, organic, analytical, and physical chemistry.
- Apply fundamental content knowledge and core chemical principles to solve unfamiliar problems and applications.
- Design and perform experiments safely, collect data, and analyze those data to answer chemical questions.
- Collaborate with a diverse team of students and faculty to answer scientific questions.

Requirements:

CHEM 110 and 120 (or 190), 130, 210, 240, 241, 318, 320, 348, 437, 470; three additional chemistry courses, two of which must be from 422, 445, or 436, chemical research (may be CHEM 450, 490, 495 or summer research); MATH 130 Calculus I and MATH 131 Calculus II; PHYS 150 Introductory Physics I and PHYS 160 Introductory Physics II. At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better.

CHEMISTRY MINOR

disciplinary, 7 courses (6 courses if CHEM 190 is taken instead of 110 and 120)

Requirements:

CHEM 110 and 120 (or 190) and 130, 240; either CHEM 210 or CHEM 241; either CHEM 318 or CHEM 320, one additional chemistry course from the 300- or 400-level, which may include CHEM 450, 490, or 495. At least 3 courses must be unique to the minor. All courses for the minor must be completed with a grade of C- or better.

COURSE DESCRIPTIONS

CHEM 101 That's Cool! Chemistry is Everywhere This course provides a platform for students to help them understand and appreciate the underlying science that surrounds them every day. Topics will include nomenclature, understanding and using chemical equations, chemical bonding, atomic and molecular interactions. The course will also answer questions such as "Why do snowflakes always have six points?" More extensive topics may include environmental chemistry, atomic and nuclear chemistry, simple thermodynamics, the structure and function of macromolecules (such as nucleic acids and proteins), forensic chemistry, food chemistry, and the chemistry of fossil fuels and biofuels. These topics will be chosen in part based on the expertise of the instructor and on relevant and timely issues. The course will also allow students to develop qualitative and quantitative problem-solving skills. Two or three lectures a week, one of which will include a hands-on component in which students will conduct experiments in order to explore the scientific process. This course is not open to students who have taken or intend to take CHEM 110, or who must do so for their intended or declared major. (Offered Annually)

CHEM 110 Introductory General Chemistry This course presents a survey of chemical concepts in the context of understanding technology that impacts our lives. Fundamental chemistry is illustrated by applications to air pollution (including global warming and ozone depletion), water pollution, energy production, nutrition, and drug design. Three lectures 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 per week. Prerequisite: CHEM 110. (Spring, offered annually)

CHEM 130 Comprehensive General Chemistry I and II Laboratory In this course, students will learn how to operate safely in a lab while developing their "hand skills": the ability to weigh precisely, deliver volumes of liquids precisely, prepare solutions of reagents, and analyze the content of solutions. Through hypothesis-driven work, students will answer questions such as: how to create a calibration curve and correctly interpret how to utilize the curve; when to prepare and how to perform a titration; how to correctly synthesize materials; other forms of analysis may be included as well. Through the combination of lab (3 hours) and a separate discussion section (1 hour), students will receive assistance with the theoretical underpinning of the experiments and learn how to effectively communicate in technical writing. Topics covered in the course will include both qualitative and quantitative aspects of chemical reactivity. Questions addressed will include things such as: whether a reaction will occur, at what rate the reaction occurs, and whether the reaction generates or requires heat. This course is meant to be taken after successful completion of CHEM 110 or CHEM 190. Students are highly recommended to take CHEM 120 simultaneous to this course. (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. Prerequisite: Foundational knowledge of high school chemistry and a satisfactory score on the HWS chemistry placement exam. (Fall, offered annually)

CHEM 198 Miracle Drugs in the Time of Pandemics When global public health is "normal", a search for a new

miracle drug requires medicinal chemists to make hundreds or thousands of new molecules that might treat some disease while avoiding nasty side effects... but the timeline for success is on the order of a decade or more. What can drug companies do to speed up the process amid a brand-new viral pandemic? We do have several drug cocktails for HIV/AIDS, but AIDS remains a notable outlier of a success story – we have very few small molecule treatments for infectious viral diseases. Instead, most efforts against viral diseases rely on preventing infection, with vaccines being the primary tool in the fight. This course will answer questions like: Why was there so much interest in testing old, well established drugs like Hydroxychloroquine, Ivermectin, Remdesivir, and Dexamethasone against COVID-19? How do we know whether a drug is doing anything useful at all? What are the various vaccine platforms and how do they differ? Famously, the Moderna vaccine was designed within 2 days of the viral sequence being published. Why, then, does data collection and analysis for an Emergency Use Authorization (EUA) require an additional 11 months or more? What are monoclonal antibodies, and how do they work? There's a very old idea that's worth exploring: can we treat patients with the blood of patients who have already recovered? The backdrop of a pandemic serves to illustrate the pitfalls, challenges, and interesting questions of drug discovery, and the interactions of molecules and viruses with our immune systems. This course is intended to improve scientific literacy while developing analytical skills. No prerequisites. (Offered occasionally during Maymester or Summer)

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 CHEM 190, and CHEM 130. (Bowyer, Slade, 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, Fall, 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 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, Spring, offered annually)

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

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

recording spectra (IR and NMR) of materials (paper, oil paints, tempera, some pigments), chromatography of dyes, and synthesis of artificial pigments. Prerequisites: CHEM 240 (Howyer, 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 CHEM 190, and CHEM 130. (de Denus, offered annually)

CHEM 320 Physical Chemistry I In this course students study the ways that energy and entropy influence the structure, motion, and reactivity of matter-core chemical principles that underlie all the subdisciplines of chemistry. In Unit 1 students study chemistry through a macroscopic lens with the laws of thermodynamics and kinetics. In Unit 2 students study the structure of matter through a microscopic lens with the postulates of quantum mechanics. Students learn a variety of mathematical tools that are widely used in chemistry. Calculus in particular plays an essential role as the 'language' of the theories in physical chemistry. In the lab students gain hands-on experience with several types of techniques and instrumentation, including bomb calorimetry and various forms of spectroscopy. Dry labs include writing workshops for lab reports, practice with mathematical analysis, and modeling with computer programming. Prior programming experience is not required. (Church, Fall, offered annually)

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. (Offered occasionally)

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 120 or CHEM 190, CHEM 241, or permission of the instructor. (K. Slade, Fall, offered annually)

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 Structure Analysis The use of instrumental methods for the structure determination of organic compounds is the focus of this course. Students will learn both the theory and application of one- and two-dimensional nuclear magnetic resonance (NMR), infrared spectroscopy (IR) and mass spectrometry (MS). This is a hands-on course where students will spend time becoming proficient running the instruments to collect data and then use a series of computer programs (Chem Office, MNova, and Excel) to analyze the data. Students will work collectively to compile their class data into a library of compounds that can be used to teach future classes. This is a workshop-based capstone course that relies heavily on the use of major instrumentation in the department. As a result, the course is limited to a maximum of eight students. Prerequisite: CHEM 241, one 300-level elective CHEM course, or permission of the instructor. (de Denus, offered every third semester)

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 130 and CHEM 348. (K. Slade, Spring, offered annually)

CHEM 470 Chemistry Senior Seminar This course is a capstone experience that integrates knowledge learned in previous chemistry courses and will require students to critically analyze and synthesize their knowledge. Students will explore a topic in chemistry through primary literature and review articles, as well as class discussions. The

context of these discussions will enable each student to produce a Chemistry senior thesis. The thesis will be a well-referenced paper that incorporates the following elements: 1) an analysis and literature review of research to date, and 2) a detailed description of where the student believes the research area/topic should go next. (Spring, offered annually)

CHEM 495 Honors (Offered each semester)

CHEM 499 Chemistry Internship

Child Advocacy

Coordinating Committee

Julie Newman Kingery, Psychological Science, Coordinator
 Diana Baker, Educational Studies
 Mary Kelly, Educational Studies
 James Sutton, Sociology

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

Offerings

CHILD ADVOCACY MINOR

interdisciplinary, 5 courses

Requirements:

The minor consists of five courses, with no more than three courses from any one department. The five courses must include one Development core course, one Family and Other Social Contexts core course, and one Strategies for Child Advocacy core course. The remaining two courses may be selected from other core course options or from the electives. Three of the five courses must be unique to the minor. All courses must be passed with a grade of C- or higher. No more than two courses with a CR grade may be counted towards the minor.

CORE COURSES

DEVELOPMENT

EDUC 202 Human Growth and Development
 EDUC 203 Children with Disabilities
 EDUC 221 Understanding Autism
 EDUC 310 Second Language Acquisition
 EDUC 335 Arts and Education
 PSY 203 Introduction to Child Psychology
 PSY 205 Adolescent Psychology
 PSY 370 Topics in Developmental Psychology
 PSY 303 Advanced Theory and Design in Developmental Psychology

FAMILY AND OTHER SOCIAL CONTEXTS

AFS 208 Growing up Black
 AMST 260 Who Am I: A Critical Family History
 ANTH 341/441 Making Babies
 GSIJ 207 Transnational Intimacies
 GSIJ 211 Place and Health
 GSIJ 303 Sexuality and Disability
 ECON 126 Economics of Immigration
 ECON 207 Economics of Education
 ECON 310 Economics and Gender
 EDUC 201 Schooling and Social Equality
 EDUC 209 Gender and Schooling
 EDUC 330 Disability & Transition: Life after High School
 EDUC 331 Rethinking Families
 ENV 213 Poverty and Place in Rural America
 ENV 237 Environmental Justice in Indian Country
 GAL 211 Contemporary Irish Culture and Society
 SOC 206 Kids and Contention: The Sociology of Childhood
 SOC 225 Working Families
 SOC 263 Juvenile Delinquency
 SPN 332 Literatura Infantil
 WRRH 215 Literate Lives: Rhetorics of Marginalized Education

STRATEGIES FOR CHILD ADVOCACY

ANTH 205 Race, Class, and Ethnicity
 GSIJ 205 Queer and Trans Social Movements
 GSIJ 302 Trans Studies
 ECON 122 Economics of Caring
 ECON 248 Poverty and Welfare
 EDUC 170 Race Dialogues for Community and Change
 EDUC 220 Storytelling
 EDUC 230 Teaching English Language Learners
 EDUC 306 Technology and Children with Disabilities
 EDUC 308 Politics of Care
 EDUC 321 Creating Children's Literature
 EDUC 333 Literacy
 EDUC 336 Special Topics: Learning Disabilities and Education
 MUS 221 Introduction to Music Therapy
 SJSP 101 Introduction to Community Based Research
 SOC 221 Race and Ethnic Relations
 SOC 261 Sociology of Education
 SOC 357 Race and Education
 SPNE 210 Introduction to Bilingual Education
 THTR 290 Theatre for Social Change
 WRRH 250 Talk and Text
 WRRH 335 Writing Colleagues Seminar

Service-learning courses, individually designed course equivalents, or an internship (including the Boston or Geneva Collaborative Internship), may count toward the Strategies for Child Advocacy core with permission of the child advocacy minor advisor.

ELECTIVES

AMST 353 Alienation and Intimacy: Russian-American Writers
 DAN 107 Introduction to Jamaican Dance
 DAN 110 Introduction to Dances of the African Diaspora
 DAN 230 Community Arts: Wellness, Environment, Culture
 EDUC 100 Perspectives on Education
 EDUC 370 Multiculturalism
 ENG 114 Literature of Sickness, Health and Disability
 GLS 201 Global Cultural Literacies
 GSIJ 100 Introduction to Gender, Sexuality, and Intersectional justice
 GSIJ 204 Politics of Health
 GSIJ 213 Transnational Feminism
 GSIJ 220 The Body Politic
 GSIJ 305 Food, Feminism, and Health
 POL 333 Civil Rights
 SOC 223 Inequalities
 SOC 224 Social Deviance
 SPN 304 Latinx-Latin American Literature

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

Computer Science

Department of Mathematics and Computer Science Chair

Yan Hao, Associate Professor

Computer Science Faculty

Stina Bridgeman, Associate Professor

Chris Fietkiewicz, Assistant Professor

Hanqing Hu, Assistant Professor

Mathematics Faculty

Jocelyn Bell, Associate Professor

Jennifer Biermann, Associate Professor

Jonathan Forde, Professor

Yan Hao, Associate Professor

Erika L. C. King, Associate Professor

Joseph Rusinko, Associate Professor

Emeritus Faculty

David Belding

Irving Bentson

Carol Critchlow

Kevin Mitchell

Ann Oaks

John Vaughn

Computers and software have a profound impact on the world and society, and understanding how to effectively use the power of computing is an important part of today's world. Course topics in the computer science curriculum span the core of the discipline, from the theory of computation to algorithms and from hardware to software development, as well as delving into real-world applications in areas such as artificial intelligence, computer graphics, and databases. However, beneath the technical knowledge necessary for working with computers, computer science is, at its core, very much the study of how to think critically and solve problems.

Whether pursuing computer science as a major or a minor, students gain analytical and programming skills that are sought after by employers and graduate schools in a variety of fields. Because of the increasing importance of computing across disciplines, computer science can also be an excellent choice for a minor or second major.

In a rapidly growing and changing field, the Department of Mathematics and Computer Science offers a range of courses that enable students to use the software technology of today and to apply enduring principles in designing the technology of tomorrow. The department offers two majors in computer science (B.A. and B.S.) and a minor in computer science. The majors are structured to give students a broad but firm foundation in both core and application areas of the discipline, while the minor provides students with a solid foundation in programming and the flexibility to pursue the additional courses most closely aligned with their interests.

Mission Statement

The mission of the Computer Science program is to prepare students to lead lives of consequence in the rapidly evolving field of computing by enabling them to use current methodologies and tools, instructing them in the enduring principles of computer science, training them to think critically, and inspiring them to apply the power of computing to help tackle the world's current and future problems.

Offerings

The Department of Mathematics and Computer Science offers two majors in computer science (B.A. and B.S.), and a minor in computer science. In addition to the specific courses listed below, other courses may be approved by the department for credit toward the major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; credit/no credit courses cannot be taken toward the major or minor.

COMPUTER SCIENCE MAJOR (B.A.)

disciplinary, 10 courses

Learning Objectives:

- Demonstrate both a theoretical and technical understanding of the core body of knowledge in computer science as well as several application areas.
- Analyze computational problems and design correct and efficient algorithms to solve them.
- Design and implement efficient, well-constructed, and well-documented software solutions.
- Explain their work both verbally and in writing, and work effectively as a member of a team.
- Continue learning and adapting their skills throughout their careers as technologies change.
- Recognize the broad applicability and ethics of computing, and appreciate the need for collaboration with experts in other domains.

Requirements:

CPSC 124, CPSC 220, CPSC 225, CPSC 229, CPSC 327, CPSC 329; two additional 300- or 400-level computer science courses excluding CPSC 450, CPSC 495, and CPSC 499; two additional computer science or mathematics (MATH 130 or above) courses. This major will also include a capstone experience.

COMPUTER SCIENCE MAJOR (B.S.)

disciplinary, 15 courses

Learning Objectives:

- Demonstrate both a theoretical and technical understanding of the core body of knowledge in computer science as well as several application areas.
- Analyze computational problems and design correct and efficient algorithms to solve them.
- Design and implement efficient, well-constructed, and well-documented software solutions.
- Explain their work both verbally and in writing, and work effectively as a member of a team.
- Continue learning and adapting their skills throughout their careers as technologies change.
- Recognize the broad applicability and ethics of computing, and appreciate the need for collaboration with experts in other domains.

Requirements:

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

COMPUTER SCIENCE MINOR

disciplinary, 5 courses

Requirements:

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

COURSE DESCRIPTIONS

CPSC 120 Principles of Computer Science Designed to appeal to a diverse audience, this course examines some of the fundamental ideas of the science of computing within a particular topic area, which varies from semester to semester. Past topics have included Graphics and Animation, Multimedia, Robots, and Web Site Development. This course is intended for students with no previous programming experience, and is appropriate for those who are interested in computer science as well as those who might not have considered computer science but are interested in a particular topic area. This course counts towards the major and minor in computer science but cannot be taken concurrently with or after completion of CPSC 124. No prerequisites.

CPSC 124 Introduction to Programming An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development within the object-oriented paradigm. Topics include control structures, objects, classes, inheritance, simple data structures, and basic concepts of software development. Currently, Java is the programming language used in the course. This course has a required lab component, and is required for the major and minor in computer science. No prerequisites. (Offered every semester)

CPSC 220 Introduction to Computer Architecture This course reveals how hardware executes software. Students design digital logic circuits to work with binary data, develop programs using both assembly language and machine language, and analyze operations of the central processing unit during program execution. This course has a required lab component and is required for the major in computer science. 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 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. Past topics have included web programming, human-computer interaction, and Linux system and server administration. This course may be repeated for credit by permission of the department. Prerequisite: CPSC 124 or permission of the instructor. (Offered occasionally)

CPSC 310 Computational Neuroscience Computational neuroscience uses techniques from mathematics and computer science to model, simulate, and analyze the nervous system at multiple scales. It has become an essential tool in multiple fields, including neuroscience, medicine, and biomedical engineering. Students will study different neural modeling approaches, including physics-based models, firing rate models, and statistical models. A significant focus will be algorithms for implementing, executing, and analyzing simulations. Models will be constructed and simulated for single neurons, synapses, and networks. Students will evaluate numerical simulations with regard to numerical accuracy and computational efficiency. Prerequisite: CPSC 225. (Offered alternate years)

CPSC 327 Data Structures and Algorithms This course continues the study of data structures and algorithms, focusing on algorithm design and analysis and the relationships between data representation, algorithm design, and program efficiency. Topics include advanced data structures, key algorithm design techniques, analysis of the time and space requirements of algorithms, and characterizing the difficulty of solving a problem. Concrete examples will be drawn from a variety of domains, such as algorithms for graphs and networks, cryptography, data compression, strings, geometric problems, indexing and search, numerical problems, and parallel computation. This course is required for the major in computer science. Prerequisites: CPSC 225; CPSC 229 is recommended. (Offered annually)

CPSC 329 Software Development This course continues the study of programming by focusing on software design, development, and verification – the skills beyond fluency in a particular language which are necessary for developing large, reliable programs. Topics include object-oriented design, the use of APIs, and testing and verification. Techniques common in modern software development will also be studied. Specific techniques may include GUIs and event-driven programming, multi-threading, client-server networking, fault-tolerant computing, stream programming, and security. This course is required for the major in computer science. It includes a required lab component. Prerequisite: CPSC 225. (Offered annually)

CPSC 331 Operating Systems An operating system, such as Windows, Mac OS, or Linux, is a fundamental part of any computing system. The core concept of processes in modern operating systems is explored. Techniques covered include process execution, CPU scheduling, address translation, and virtual memory. Additional topics may include concurrency with threads, file systems, and security basics. An introduction to the C programming language is used to demonstrate system level applications. Prerequisite: CPSC 225. (Offered alternate years)

CPSC 343 Database Theory and Practice Computer databases are used to store, organize, and retrieve large collections of information. This course introduces the theory and practice of relational databases and relational database management systems (RDBMS). Topics include data modeling and database design, the relational algebra and relational calculus, SQL, and elements of RDBMS implementation such as file structure and data storage, indexing, and query evaluation. Additional topics may include Web-based access to databases, transaction management, reliability, security, and object-oriented databases. Prerequisite: CPSC 225; CPSC 229 is recommended. (Offered alternate years)

CPSC 371 Advanced Topics in Computer Science Each time this course is offered, it addresses a topic in computer science that is not covered as a regular course. CPSC 371 addresses topics at a more advanced level than CPSC 271. Possible topics include combinatorics, functional and logic programming, and data visualization and data mining. This course may be repeated for credit by permission of the department. Prerequisite: CPSC 225 or permission of the instructor. (Offered occasionally)

CPSC 424 Computer Graphics This course studies the principles underlying the generation and display of 3D computer graphics. Topics include geometric modeling, 3D viewing and projection, lighting and shading, color, and the use of one or more technologies and packages such as WebGL, OpenOL, and Blender. Advanced topics might include ray tracing, global illumination, texture and bump mapping, the mathematics of curves and surfaces, volumetric rendering, and animation. This course includes a required lab component. Prerequisite: CPSC 329. (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 229 and CPSC 329. (Offered alternate years)

CPSC 441 Computer Networks and Distributed Processes One of the most important recent developments in computing is the explosive growth in the use of computer networks, which allow computers to communicate and work together. This course is an introduction to the theory and practice of computer networks, the software protocols that allow them to operate, and the applications that make use of them. Topics covered include direct link networks, packet switching, inter-networking, end-to-end protocols, network applications, and network security. Prerequisite: CPSC 329. (Offered alternate years)

CPSC 444 Artificial Intelligence This course serves as an introduction to some of the major problems and techniques in the field of artificial intelligence. Artificial intelligence generally deals with problems that are too large, complex, or poorly-specified to have exact algorithmic solutions. Topics to be covered might include knowledge representation, natural language processing, machine learning, neural nets, case-based reasoning, intelligent agents, and artificial life. Prerequisite: CPSC 329. (Offered alternate years)

CPSC 451 Capstone Independent Study This independent study can be taken in the senior year as the capstone experience in the computer science major. A student who would like to pursue this option must find a faculty sponsor, as for any independent study, and must submit a written proposal for the independent study. The proposal must be approved by the department chair. A Capstone Independent Study must satisfy the general criteria for a computer science capstone course: a significant project integrating theory and practice, and utilizing software development principles, practices, and tools; a significant design/planning experience where students must weigh alternatives and choose an appropriate approach; and a significant written, oral, and/or visual presentation of work beyond the program code itself. Note that in some cases an Honors course, CPSC 495, that does not lead to a completed Honors project might be converted into a CPSC 451 course instead of CPSC 450; this will require approval by the department chair.

CPSC 495 Honors

CPSC 499 Computer Science Internship CPSC 499 offers academic credit for an internship in which the student encounters computer science concepts that are new to them or applies familiar computer science concepts in unfamiliar contexts. To get academic course credit, the student should consult before starting the internship with a faculty member of the Department of Mathematics and Computer Science who will act as sponsor. The student and faculty member should agree on what will be required to receive credit, which will ordinarily include: a reflective journal written over the course of the internship discussing what is done for the internship and how it relates to computer

science, a confirmation from the student's internship supervisor that the internship was successfully completed, and some sort of final product such as a paper, project, or presentation.

Critical Museum Studies

Program Faculty

Angelique Szymanek, Art and Architecture

Affiliated Faculty

Jeffrey D. Anderson, Anthropology

Christopher Annear, Anthropology

Elizabeth Belanger, American Studies

Lara C. W. Blanchard, Art and Architecture

Brian Clark, Anthropology

Mark E. Deutschlander, Biology

Laura E. Free, History

David Kendrick, Geoscience

Liliana Leopardi, Art and Architecture

John C. Marks, History

Leah Shafer, Media and Society

Craig Talmage, Entrepreneurial Studies

Michael C. Tinkler, Art and Architecture

In the Critical Museum Studies minor, our students approach museums, cultural institutions, and galleries with a critical eye and a practical knowledge of many aspects of public history and material culture. This minor helps prepare our students for a variety of careers in numerous types of cultural institutions—such as research, collections handling, installation, graphic design, museum education, heritage management, media production, administration, educational tourism, and specialized writing. The minor is composed of three “tracks” focusing on art museums and galleries, public and cultural history, and museums in a non-traditional sense. The minor is composed of an introductory course (currently CMST 200 Indigenous Arts of the Americas in the Museum, CMST 214 Introduction to Critical Museum Studies, or CMST 218 It Belongs in a Museum), three electives from the student's track of choice, and either a practicum or a portfolio, in consultation with the student's minor advisor.

Offerings

CRITICAL MUSEUM STUDIES MINOR

interdisciplinary, 5 courses

Requirement:

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. Only the Capstone CMST 300 may be taken for a CR grade. No more than one course may be a transfer credit.

CMST Minor Courses

ANTH 205 Race, Class, & Ethnicity

ANTH 222 Native American Religions

ANTH 273 Research Methods

ANTH 280 Environment & Culture

ANTH 296 Africa: Beyond Crisis, Poverty & Aid

ANTH 330 The Anthropology of Creativity

ANTH 319 Feminist and Political Anthropology

AMST 221 Immigrant Arts: Intro. To Asian American Cultures

AMST 270 Storytelling with Data

AMST 220 Drawing for Study and Storytelling

AMST 330 Digital Humanities

AMST 333 Other American Studies

AMST 360 Debating Community: Controversies in the Public Humanities

AMST 371 Civil War in Popular Memory

ARTH 201 Black Arts

ARTH 205 Gender & Display

ARTH 208 Greek Art & Architecture

ARTH 210 Women Artists

ARTH 212 Arts of Modern China
 ARTH 221 Renaissance Art
 ARTH 305 Constructing Gender in the Renaissance
 ARTH 204–99 Art Conservation and Museology (on-site in Rome)
 ARTS/GSIJ 301 Feminist Oral History
 BIDS 204 Art History and Chemistry in Museums
 CLAS 209 Alexander the Great
 CLAS 281 Fall of the Roman Empire
 CLAS 230 Gender and Sexuality in Antiquity
 CMST 200 Indigenous Arts of the Americas in Museums
 CMST 214 Introduction to Critical Museum Studies
 CMST 218 It Belongs in a Museum
 EDUC 201 Schooling and Social Equality
 GEO 284 Mineralogy and Petrology
 GEO 380 Paleontology
 GRK 213 Plato's Republic
 GRK 264 Euripides' Tragedy
 HIST 212 Historical Research Methods (History of HWS)
 HIST 240 Immigration and Ethnicity in America
 HIST 371 The Civil War in American Memory
 LAT 223 Medieval Latin (and Paleography)
 LAT 248 Roman Epic Poetry
 MDSC 100 Intro to Media and Society
 MDSC 200 Cultures of Advertising
 MDSC 304 Media and Theory
 MDSC 390 The Video Essay
 MGMT 220 Social Innovation
 SOC 238 Immigrant America
 SOC 251 Sociology of the city
 SOC 253 Global Cities
 GSIJ 218 Queer Representations in Theatre & Film
 GSIJ 250 Introduction to Chicana Feminism and Visual Culture
 GSIJ 220 The Body Politic
 GSIJ 300 Who's Afraid of Gender?
 GSIJ 308 Chicana & Latina Art

CMST MINOR TRACKS

Track 1: Art Museums and Galleries:

AMST 330 Digital Humanities
 ARTH 201 Black Arts
 ARTH 208 Greek Art & Architecture
 ARTH 210 Women Artists
 ARTH 212 Arts of Modern China
 ARTH 305 Constructing Gender in the Renaissance
 ARTH 205 Gender & Display
 ARTH 202 Art Internship: Catalog
 ARTH 203 Art Internship: Exhibition
 ARTH 204 Arts Internships: Acquisition
 ARTH 204–99 Art Conservation and Museology (on-site in Rome)
 BIDS 204 Art History and Chemistry in Museums
 CHEM 308 Chemistry of Art
 CMST 200 Indigenous Arts of the Americas in Museums
 CMST 214 Introduction to Critical Museum Studies
 MDSC 390 The Video Essay
 MGMT 220 Social Innovation for the Entrepreneur
 GSIJ 250 Introduction to Chicana Feminism and Visual Culture
 GSIJ 308 Chicana & Latina Art
 WRRH 333 Digital Rhetorical Writing with New Technologies

Track 2: History and Cultural Museums:

AMST 333 Other American Studies
 AMST 360 Debating Community: Controversies in the Public Humanities
 AMST 330 Digital Humanities
 ANTH 102 Intro to Archeology and World Prehistory
 ANTH 205 Race, Class, & Ethnicity
 ANTH 210 Precolonial Africa
 ANTH 218 It Belongs in a Museum
 ANTH 222 Native American Religions
 ANTH 282 North American Indians
 ANTH 273 Research Methods
 ANTH 280 Environment & Culture
 ANTH 310 Experimental Archeology and Paleotechnology
 ANTH 319 Feminist and Political Anthropology
 ANTH 326 Pre Columbian Mesoamerica
 CMST 200 Indigenous Arts of the Americas in Museums
 EDU 348 Our National Parks
 HIST 348 Public History
 HIST 371 The Civil War in American Memory
 HIST212 Historical Research Methods (History of HWS)
 ARTS/GSIJ 301 Feminist Oral History

Track 3: Beyond Museums:

AFS 311 Social Media Empires and eColonism
 AFS 315 #Blacklivesmatter
 AMST 333 Other American Studies
 AMST 330 Digital Humanities
 DAN 214 20th Century Dance History; Gender, Race and Difference
 DAN 230 Community Arts
 EDU 335 Arts & Education
 MDSC 200 Cultures of Advertising
 MDSC 304 Media and Theory
 MDSC 390 The Video Essay
 MGMT 220 Social Innovation
 THTR 362 Designing for Theatre and Stage
 GSIJ 213 Transnational Feminism
 WRRH Digital Rhetorical Writing with New Technologies

COURSE DESCRIPTIONS

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

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

CMST 218 "It belongs in a museum!" Or does it? Controversy in Collecting Anthropological Objects In the famous cinematic showdown between the "archaeologist," Dr. Indiana Jones, and an unnamed treasure hunter, Indy delivers

the famous line "It belongs in a museum!" While the franchise uses archaeology as a conceit for swashbuckling adventures among exotic ruins, it inadvertently hints at many contemporary questions circulating around the possession and study of archaeological and ethnographic subjects. Is it right that a private collector can hoard artifacts, and how does this encourage looting and forgery? Do foreign archaeologists have any right to claim the products of past civilizations "for the world" against the wishes of their contemporary descendants? Who gets to tell the history of those people, the western "expert" or the very people whose history forms an integral part of their identity? Should museums return artifacts stolen in colonial wars? Is it okay to turn human remains into public spectacles or research subjects without their consent? (What should HWS do with the Egyptian mummy in their possession?) In this course, we will survey a number of these and other questions currently vexing many stakeholders in the world of archaeological and ethnographic museums, research institutes, and collectors. Students will learn the origins of these debates in the legacies of colonialism, racism, and academia, and together we will examine many specific case studies like the Elgin marbles and Benin bronzes. Students will then be asked to take sides in moderated debates, deploying the arguments of each side to defend their positions and negotiate with others. After the class, students will be prepared to engage in similar debates and exercise due diligence and ethical consideration in future contacts with historical objects, whether it be as collector/sellers, museum staff social scientists, or merely as eager museum patrons. (Clark, offered occasionally)

CMST 300 Capstone Experience The CMST 300 capstone experience is determined collaboratively by the student and their CMST advisor and can take one of two forms: an internship practicum placement or a portfolio project. For the practicum option, the student is paired with an institutional partner whose mission and function aligns with the student's own interests and goals. In consultation with their advisor, CMST students will work with a supervisor on site who will be in communication with their advisor regarding expectations and performance. The practicum will culminate in a formative evaluation provided by the on-site supervisor as well as written summative reflection paper to be submitted by the student's advisor. The second CMST 300 option is the creation of a portfolio the contents of which should correspond to the nature of the student's coursework, and therefore, the artifacts therein will reflect work on a project that is relevant to the type of cultural institution within which they would like to work. This can include a digital exhibition, a collection assessment, public programming proposal, or a research paper, among other possibilities.

Dance and Movement Studies

Department Faculty

Donna Davenport, Professor
Michelle Iklé, Associate Professor
Kelly Johnson, Associate Professor
Cynthia Williams, Professor (Chair)

The dance curriculum emphasizes the interconnectedness of dance as physical practice, creative process, and as an expression of cultural, social, and/or political positionality. Dance and Movement Studies department professors encourage students to develop a foundation of applied and theoretical dance knowledge that transcends studio and classroom boundaries and encourages students to engage with critical inquiry across genres and disciplines. At the core is a belief in the importance of learning that empowers personal growth and engaged movement research.

We offer studio-based courses in movement forms including ballet, contemporary/modern dance, jazz, Jamaican, and Afro-Diasporic forms at both the introductory and upper levels. We endorse a non-hierarchical perspective on dance forms and genres and actively seek through our curriculum and pedagogy to dismantle the racist, sexist, ablest and colonialist approach to dance studies that has been historically normalized. Courses in dance composition and improvisation engage students with the craft and practice of dance as an expressive art; courses in dance history trace the changing perspectives on the gendered body, aesthetics, culture, and politics; and courses that combine experiential and theoretical knowledge of the moving body such as kinesiology, somatics, Laban theory, and embodied dance writing are relevant to students across many disciplines. Students in the Dance and Movement Studies Department frequently combine their coursework with practical applications, such as supervised community internships, teaching opportunities, and/or off-campus performance opportunities.

There are four Dance Major tracks with specific concentrations, a Dance minor, and a Movement Studies minor. Each major track emphasizes a particular expertise yet shares a broad-based perspective on dance as a field. The Dance and Movement Studies Department expects its students to recognize the diversity that dance entails as an artistic, interdisciplinary, and human expression. We affirm the importance of dance for every body, while recognizing the intersectional nature of dance as a cultural, historical, and living art form.

Mission Statement

The Dance and Movement Studies Department is committed to providing HWS students with educational experiences that encourage the development of embodied knowledge through study of the artistic, physical, historical, scientific, and philosophical elements of the art of dance. This commitment is demonstrated by our broad range of course offerings that emphasize the interconnectedness of dance as physical practice, creative expression, and as an expression of cultural, social, and/or political positionality. Dance as a field encompasses many possibilities for in-depth study; we encourage our students to engage in movement research across many modalities. We seek to provide multiple opportunities for our students to engage in somatic, theoretical, artistic, and practical research in Dance, from studio and lecture courses to teaching and performing experiences on campus and beyond. We welcome students of all backgrounds and abilities to join us and explore the myriad possibilities that dance encompasses.

Offerings

DANCE MAJOR (B.A.) IN PERFORMANCE & CHOREOGRAPHY

disciplinary, 12 courses

Learning Objectives:

A major focus of this track is movement research as embodiment and performance. Students who pursue this major are expected to:

- Locate themselves in the matrix of identities that dance studies encompass to demonstrate respect for the diverse ways that dance is manifest in the world.
- Engage with dance as a cultural art form.
- Demonstrate the ability to develop and communicate one's creative voice as a composer and movement artist.

- Demonstrate an understanding of dance performance and the craft of choreography as embodied history, theory, practice, and production.

Requirements:

DAN 200 or 250; DAN 225; DAN 300; DAN 325 or DAN 305; either DAN 210, DAN 212, or DAN 214; DAN 460; two DAN 900 technique courses; DAN 980; and three DAN electives (not technique) in consultation with the advisor.

DANCE MAJOR (B.A.) IN DANCE EDUCATION

interdisciplinary, 12 courses

Learning Objectives:

The interdisciplinary major in Dance Education is designed for students who seek sophisticated knowledge in pedagogical and curricular aspects of Dance as informed by dance cultures, histories, and artistic practices. Students who pursue this major are expected to:

- Locate themselves in the matrix of identities that dance studies encompass to demonstrate respect for the diverse ways that dance is manifest in the world.
- Demonstrate competency and potential as a dance teacher or movement educator, grounded in empathy, curiosity, and ethical behavior.
- Embody content knowledge related to dance pedagogy, cultural relevancy, dance education curriculum, and inclusive teaching methods, including interdisciplinary coursework.
- Speak and write analytically and reflectively about the fundamental experience of dance as education.
- Develop proficiency in such areas as dance production, community engagement, and educational/arts administration.

Requirements:

Two courses from among DAN 225, 305, and 325; either DAN 200, 250, or 300; either DAN 210, 212, or 214; DAN 432; DAN 460; two DAN technique (900 series) courses; one DAN elective (not technique); and three electives drawn from Education and/or Psychology in consultation with the advisor.

DANCE MAJOR (B.A.) IN MOVEMENT STUDIES

interdisciplinary, 12 courses

Learning Objectives:

This major, grounded in Dance, emphasizes theoretical integration and embodied practice through core courses in movement sciences, somatic practices, and movement analysis for enhanced movement performance. Students who pursue this major are expected to:

- Locate themselves in the matrix of identities that dance studies encompass to demonstrate respect for the diverse ways that dance is manifest in the world.
- Analyze and describe movement through multiple theoretical perspectives.
- Integrate multiple movement perspectives into physical practice.
- Design and guide relevant movement experiences for a range of individual participants.
- Articulate interdisciplinary relationships between movement practices and other such fields as Biology, Education, Physics, and Psychology.

Requirements:

Required: DAN 225, DAN 305, DAN 325; two DAN technique courses (at least one must be from 900 series); two DAN electives (not technique); Capstone DAN 460 (or DAN 450 or 499); one Human/Behavioral/Developmental elective; and three electives outside the department chosen in consultation with the advisor.

DANCE MAJOR (B.A.) IN THEORY AND PERFORMANCE STUDIES*interdisciplinary, 12 courses***Learning Objectives:**

A key aspect of this major is interdisciplinary integration of theoretical concepts—making connections across fields, incorporating dance as an anchor. Students who pursue this major are expected to:

- Locate themselves in the matrix of identities that dance studies encompass to demonstrate respect for the diverse ways that dance is manifest in the world.
- Demonstrate an embodied understanding of dance as a movement practice in one or more movement forms.
- Demonstrate a theoretical understanding of movement as an expressive artistic discipline that is reflective of cultural, historical, social, and physical influences.
- Demonstrate a functional knowledge of the physical body, as understood through an anatomical lens, a somatic lens, or a movement lens.
- Articulate the ways in which dance specifically connects to (an) other academic field(s), as for example dance and aesthetics, dance and the environment, dance and gender studies, or dance and social justice.

Requirements:

DAN 980; DAN 210, 212, or 214; DAN 225, 305, or 325; two DAN technique courses (900 series); two DAN electives (not technique); DAN 460; and four courses outside the department chosen in consultation with the advisor.

DANCE MINOR*disciplinary, 7 courses***Requirements:**

Either DAN 210, 212, or 214; either DAN 200, 250, or 300; either DAN 225, 305, or 325; two DAN (900 series) dance technique courses; and two DAN electives (not technique).

MOVEMENT STUDIES MINOR*interdisciplinary, 6 courses***Requirements:**

DAN 225, 305, and 325; one full-credit dance technique course; two electives from outside of Dance, chosen in consultation with the advisor.

COURSE DESCRIPTIONS

DAN 100 Introduction to Dance This studio-based, beginning level course is an introduction to traditional and contemporary dance techniques. Through the study of multiple dance forms, students refine their physical skills and develop artistic literacy through the learning of movement vocabulary, historical contexts, embodied practice, creative explorations, concert attendance, reading, and reflective writing assignments. Topics each term are determined by the instructor and may include a combination of Jazz/Ballet/Modern/Yoga/Afro-Caribbean styles. No prior dance experience is required. (Davenport/Iklé, offered annually)

DAN 101 Introduction to Dance: Body and Self This introductory movement course 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 have reading and writing assignments in which they are asked to relate theoretical movement material to their classroom learning and experiences. No prior dance experience is required. (Davenport/Staff, offered alternate years)

DAN 102 Introduction to Modern Dance 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, and reading and reflective writing assignments. No prior dance experience is required. (Iklé/Staff, offered annually)

DAN 107 Introduction to Jamaican Dance This course introduces students to dances and rhythms from the island of Jamaica. In this studio-based dance course, students gain the historical grounding associated with each dance so they may embody the movement with a responsible approach to embodied research. The many manifestations of Jamaica's dance traditions and how dance continues to play a critical role in defining Jamaican national identity and artistic expressions guide each unit. Students develop a theoretical framework for the dances through movement experiences, weekly reading, viewing and writing assignments, class discussion, and witnessing live performance. No prior dance experience is required. (Johnson, offered annually)

DAN 110 Introduction to Dances of the African Diaspora This course introduces students to dances and rhythms from Guinea, West Africa, the Caribbean, and the United States. Each dance practiced is presented as a language for communicating and preserving the values and traditions of each given community with respect to its lineage stemming from the African continent. In this studio-based course, students develop a theoretical framework for the dances through movement experiences, weekly reading, viewing and writing assignments, class discussion and witnessing live dance. No prior experience is required. (Johnson, 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: Perspectives on Ballet The course examines the development of the western theatrical dance form of ballet from the Renaissance through 20th century ballet, with an emphasis on understanding how dance both influenced and was influenced by prevailing currents of thought and artistic expression. Rather than tracing the evolution of ballet solely in chronological order, we will investigate specific pivotal moments in ballet history, and study particular iconic ballets from a variety of angles, seeking to understand the social, political, and economic climate and context of the work. We will be looking at dance through the lens of five central points of reference: Images of women (ballerinas), Images of men (dancers), The structure and institutionalization of the "ballet d'ecole" (ballet technique), Narratives, subtexts, and messages of the ballets, and Aesthetic/artistic symbols and essences. The course examines the ways in which ballet represents a Eurocentric perspective on dance, and how the history of ballet has centered whiteness. Ballet is one of many culturally specific dance forms, and as such, has developed in connection with dominant social, artistic, and political belief systems, many of which contain racist, sexist, ableist, and discriminatory ideologies. By examining ballet's history and evolution, we will also seek to identify the ways in which we can participate in a call for change, and support the movement toward equity and justice in ballet. (Williams, offered alternate years)

DAN 212 Dance History II: Perspectives on Modern Dance This course examines the development of theatrical (concert) dance from the late 1800's through the contemporary period. A special focus of this course is the rise of modern dance and the women who were its pioneers and creators: Loie Fuller, Isadora Dunca, Ruth St. Denis, Martha Graham, Hanya Holm, and Doris Humphrey. The emergence of modern dance in America was greatly influenced by the social and political reform movements of the late nineteenth century, and we will investigate the subsequent social, political, economic, and aesthetic forces that shaped its creation and development. The course interrogates the ways in which the values and practices of modern dance as a concert dance form reinforced or challenged an othering of non-white dance forms and/or non-white dancers and choreographers. As we explore modern dance history we must acknowledge that the telling of this history isn't neutral – the people and their dances have been adjudicated by social, political, aesthetic and organizational systems that present them in particular ways – and it is incumbent upon us to be mindful of the ways in which some voices have been traditionally silenced or erased, or other voices amplified. (Williams, offered alternate years)

DAN 214 20th Century Dance History; Gender, Race and Difference This course examines contemporary trends in concert dance and looks critically at how "post modern dance" evolved from the revolutions in culture and aesthetics of the 1960's. Key questions we will explore include how gender identities are constructed and performed in contemporary dance through women's bodies, men's bodies, and gender fluid bodies; how prevailing social notions

of body and (dis)ability inform our thinking about dance and dancers; how dance can be a platform for social, racial, and ethnic identities and assert political values, and the ways in which contemporary dance can be seen as a visible metaphor for social, political, and aesthetic values in the 21st century. (Williams, offered alternate years)

DAN 225 Anatomy and Kinesiology This course focuses on human skeletal and muscular anatomy and practicing the principles of kinesiology from an interdisciplinary perspective. Once the basic skeletal and muscular anatomy is understood, the course focuses on analysis of action, with particular attention to the role of gravity and its effect on posture and muscular function. The course includes both lecture and experiential investigations. Principles of alignment, conditioning, and injury prevention while attending to individual differences in structure and function will be emphasized. The course material is relevant for students interested in movement education, action analysis, physical therapy, athletic training, human biology, and other movement sciences. (Iklé, offered alternate years)

DAN 230 Community Arts: Activism Embodied Taught sometimes as a service learning course that takes students into the local community and to campus to embody an activist role, course work focuses on commitment to social change. Taught also as a combined studio and theory course, the focus is on deepening understanding of privilege, stereotypes, oppression, and the inequities and injustices that surround us in the USA. Students utilize contemplative body practices as a tool for deepening empathy for self and others and explore creative expression through the arts. By the end of the course, students embody greater self-awareness and commitment to positive social change. (Davenport, offered alternate years)

DAN 250 Dance Improvisation This course is devoted to movement improvisation, the ability to create movement spontaneously, responding to one's inner impulse to move, the presence and actions of others, or to environmental stimuli. Many types of movement improvisation are explored, with a particular emphasis on the form called Contact Improvisation, which, as its name implies, involves physical contact with a partner or partners: finding, initiating, traveling through points of contact with self and other(s). The course is designed to explore the practice and art of improvisation physically, intellectually, and emotionally. Each class involves participation in the practice of improvisation; each class will demand your total participation as a thinking, breathing, moving, and emoting self. Dance improvisation doesn't require any formal dance training; but our home base is the body. Students participate in a variety of structured improvisations throughout the semester that are designed to improve their sensitivity to group dynamics, individual movement creativity, and recognition of the expressive capacities for movement expression. While movement is the media, prior dance training is not required. (Williams, spring, offered alternate years)

DAN 300 Dance Composition II This course explores further the art and craft of making dances with a focus on group choreography. Composition II covers such aspects of choreography as developing a unique movement vocabulary, group compositions, site-specific work, and choreographic process and documentation. Collaborations with musicians, actors, poets, and visual artists are encouraged. (Davenport/Williams, Fall, offered alternate years)

DAN 305 Somatics This course explores therapeutic and educational practices relating to physical and psychological wellness and philosophies toward the body and mind as a unified whole. The course examines prominent bodymind practices such as Feldenkrais Method, Alexander Technique, Ideokinesis, Body-Mind Centering, Rolfing, Laban/Bartenieff, Trager, Craniosacral Therapy, Traditional Chinese Medicine, and Eastwest Shin Somatics methods. Students are expected to develop somatic self-awareness, recognize individual patterns of movement behavior, practice skills of teaching through touch, and simultaneously gain a more comprehensive knowledge of the field by learning the philosophies, terminology, and techniques within each modality. Course format includes movement exploration, lecture/discussion, reading and reflective writing assignments, and hands-on application of course materials. Students interested in movement education, therapeutic practices, and wellness perspectives are generally well-suited for this course. (Iklé, offered alternate years)

DAN 314 Dance Criticism: Embodied Writing This course is designed to introduce students to dance criticism – its history, its prominent writers and their individual contributions; to examine current modes of dance criticism and speculate on its fullest development, and to study the ways in which dance criticism makes visible prevailing social, political, and artistic values. Additionally, students will observe dance performance and write reviews, engaging in the practice of dance criticism from a somatic/embodied perspective. Key questions we will explore include: what are the elements and functions of dance criticism, how does it impact audiences, choreographers, and dancers; how does responding to and writing about dance either shape or reflect artistic and aesthetic values, and in what ways have dance critics helped to give the ephemeral art of dance substance and resonance? In collaboration with those questions, we will explore how somatic awareness contributes to embodied writing, and how the practice of embodied writing might communicate understandings of the dances being described. We will also focus on how white-centered bias has dominated the conversation about dance, and the ways in which this may/should change, both in viewership and in writing about dance. (Williams, offered alternate years)

DAN 325 Movement Analysis: Laban/Bartenieff Theory This movement-based course introduces the theories of Laban Movement Analysis, which includes studies in Effort, Shape, Space, and the Bartenieff Fundamentals. These theories apply directly to all physical actions of the human body, nonverbal communication, cultural differences, choreography, body wellness and health, live performance, therapeutic practices, and teaching methodology. The course focuses on the personal relevance of Laban theories to the individual student, as well as to the related disciplines such as movement studies/science, theatre, dance, anthropology, psychology, and education. Students are taught how to observe and describe the movement and how to understand their own movement patterns as a way to enhance personal expression, body connectivity, and wellness. (Williams/Staff, offered alternate years)

DAN 335 Arts and Education Not a course about dance, the primary purpose of the course is to explore the ways in which the arts serve human development and social justice. Students examine the relationship between the arts, schooling, cognition, culture, and social-emotional learning. This course is interdisciplinary and experiential in nature and addresses the following questions: What is aesthetic education? What do the arts teach children that other traditional subjects do not teach? How is creativity taught and why is it important? Students are encouraged to explore connections between the arts and education while also reflecting upon the significance of the arts in their own lives. Dually designated as EDUC 335. (Davenport, offered alternate years)

DAN 432 Dance Education Seminar Sometimes taught as a service learning course that takes students into local schools, arts academy, or after school programs, the course is designed to explore practices and principles of teaching dance. In addition to considering inclusive pedagogy and the cultural relevance of course content and delivery of movement material, students generate learning objectives and construct lesson plans, design curriculum, and examine unique 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, and to support differences along a wide continuum of learners. (Davenport/Williams, offered occasionally)

DAN 460 Senior Seminar: Advanced Topics in Dance This seminar provides an opportunity for faculty-guided research of a particular area of interest to senior or junior dance majors. (Dance minors admitted with permission of instructor.) Students will work toward the development of choreographic and performance material, in addition to pursuing individual studies of career-related topics such as dance education, dance science, somatics, dance anthropology, dance criticism, dance administration or other areas of interest. (Iklé/Davenport, Spring, offered annually)

DAN 495 Honors A course to be completed in partial fulfillment of the requirements for Honors work in dance. Permission of the Honors advisor required.

DAN 499 Dance Internship This internship offers an option for the student who wishes to pursue workplace experience in dance education, arts administration, technical production, and/or professional venues. Specific course content varies with each individual situation, but in general, students are expected to spend a minimum of ten hours a week at their placement under the supervision of a workplace professional. Academic credit is for credit/no credit only, with appropriate mid-term and end of semester assessment agreed upon in advance in consultation with the professor. (Offered each semester)

DAN 850 Independent Study In this course students are encouraged to pursue explorations of choreography, performance, historical research, teaching, improvisation, arts management and production, or body mind synthesis within an approved and academically challenging independent study. Permission of instructor required.

DANCE TECHNIQUE AND PERFORMANCE COURSES (DAN/DAT)

The 900-series of Dance courses are upper level, studio-based courses designed for students with previous dance experience who wish to continue their study of dance technique. All of the 900-level Dance courses may be taken as a one-half credit course (DAT) for credit/no credit or as a full credit DAN course. Students electing the full credit DAN courses are expected to complete the academic components of the course, which may include reading and writing assignments, concert reviews, and research projects, in addition to the studio-based movement component. Students enrolling in the half-credit DAT course must register for credit/no credit only. All registered students will be expected to complete midterm and final assessments as designated by each professor.

DAN/DAT 922 Contemporary Ballet II This studio-based course offers intermediate to advanced level student dancers instruction in the contemporary ballet technique, and therefore focuses on learning non-traditional ballet positions and movement sequencing, as well as performing the contemporary vocabulary with greater precision and clarity. Developing a more nuanced understanding of balance and off-balance, direction changes in center work, complex musical phrasing and meters, and the differences between contemporary and classical ballet is emphasized. Somatic and kinesiological sound approaches to learning contemporary ballet technique are prioritized.

Contemporary ballet sequences serve as an inspiration for barre and center combinations so that students gain deeper understanding of the aesthetic developments and artistic trends of ballet technique. A solid foundation in ballet technique is required. (Offered annually)

DAN/DAT 924 Contemporary Ballet III This studio based course offers intermediate to advanced level ballet students the opportunity to continue their exploration of contemporary ballet technique as it has developed from classical ballet into the 21st Century. Students explore body connectivity concepts that deepen their understanding of off-balance work, level changes, non-traditional balletic positions, and complex movement patterns. This class prioritizes artistic experimentation, as well as somatic and kinesiology sound approaches to learning contemporary ballet technique. In addition to the skills introduced in DAN/T 922, students will further explore the ways in which ballet as an art form has changed in artistic, technical, and stylistic ways. A solid foundation in ballet technique is required, but students do not need to have taken DAN/T 922 as a prerequisite. (Offered annually)

DAN/DAT 940 Modern Dance II: Somatic Foundations This is a studio-based course designed to further students' performance and understanding of the technical, stylistic, and expressive aspects of modern dance. A consistent emphasis throughout the term will be on establishing a strong sense of alignment in both stationary and locomotor sequences, and identifying the particular strengths and weaknesses that contribute to one's personal movement capabilities. A central focus is on providing a rich array of dance experiences that support students' growth as dance artists by helping every individual discover and uncover their movement habits and patterns. Complex and diverse movement experiences will emphasize breath support, movement clarity, versatility, body connectivity, and self-expression in order to develop greater technical acuity and enhance performance artistry. Bill Evans technique, Laban/Barteneff movement concepts, historical modern dance styles, and contemporary somatic systems are presented to serve as frameworks for physical and artistic development. (Williams, offered annually)

DAN/DAT 942 Modern Dance II: Contemporary Practices This is a studio-based course designed to further students' performance and understanding of the technical, stylistic, and expressive aspects of modern dance. A consistent emphasis throughout the term will be on establishing a strong sense of alignment in both stationary and locomotor sequences, and identifying the particular strengths and weaknesses that contribute to one's personal movement capabilities. A central focus is on providing a rich array of dance experiences that support students' growth as dance artists by helping every individual discover and uncover their movement habits and patterns. Complex and diverse movement experiences will emphasize breath support, movement clarity, versatility, body connectivity, and self-expression in order to develop greater technical acuity and enhance performance artistry. This course focuses on the integration of modern dance principles within a contemporary performance context, which includes improvisation, dramatic expression, personal signatures, variety of music, and site performance. (Davenport, offered annually)

DAN/DAT 944 Modern Dance II: Performance Techniques This is a studio-based course designed to further students' performance and understanding of the technical, stylistic, and expressive aspects of modern dance. A consistent emphasis throughout the term will be on establishing a strong sense of alignment in both stationary and locomotor sequences, and identifying the particular strengths and weaknesses that contribute to one's personal movement capabilities. A central focus is on providing a rich array of dance experiences that support students' growth as dance artists by helping every individual discover and uncover their movement habits and patterns. Complex and diverse movement experiences will emphasize breath support, movement clarity, versatility, body connectivity, and self-expression in order to develop greater technical acuity and enhance performance artistry. Movement content will include classical and contemporary modern dance styles, contemporary partnering techniques, and somatic perspectives as students further develop their sense of personal agency and artistic identity. (Iklé, offered annually)

DAN/DAT 945 Jazz Dance: Tradition and Innovation This studio-based course is designed for movers with previous experience in any form of dance who wish to study traditional and contemporary jazz dance forms. Through a somatic pedagogy, movement material will encompass a diverse range of jazz styles from jazz's social beginnings to contemporary forms. Historical and cultural contexts will be woven throughout the term as we consistently emphasize embodiment of rooted jazz elements within all jazz-influenced dance forms: polyrhythms, improvisation, swing, articulate spine, individuality, and community. Enhancing stylistic versatility, dynamic range, individual expression, and increased performance clarity will also be emphasized each class as vital components of jazz dance. Concert attendance, video resources, reading, and writing assignments supplement course material as students situate themselves within the context of jazz dance. (Iklé, offered annually)

DAN/DAT 946 Modern Dance II: Diasporas in Dialogue This is a studio-based course designed to further students' performance and understanding of the technical, stylistic, and expressive aspects of modern dance in relationship

to Diasporic dance forms. A central focus is on providing a rich array of dance experiences that support students' growth as dance artists by helping every individual discover and uncover their movement habits and patterns. Complex and diverse movement experiences will emphasize breath support, movement clarity, versatility, body connectivity, and self-expression in order to develop greater technical acuity and enhance performance artistry. A particular focus of this course is the fusion of Western concert (modern) dance with dances of the African Diaspora. African and Caribbean dance techniques are studied in relationship to modern dance styles and techniques and within this dialogue students are encouraged to celebrate and recognize an aesthetic that supports the following values: ancestry, lineage, creolization, rhythmic sensitivity, dynamics, juxtaposition, coolness, assertive approach to space, sensuality and arriving at personal artistry. (Johnson, offered annually)

DAN/DAT 950 Jamaican Dance II This is an upper level studio-based course focusing on both traditional and contemporary Jamaican folk forms, their role in shaping Jamaican national identity and their significance in preserving Jamaican cultural traditions. This course builds upon information presented in the introductory course. Students generate individual research topics and further develop their artistry as composers and performers of Jamaican dance. (Johnson, offered annually)

DAN/DAT 955 Dances of the African Diaspora II This is an upper level studio-based technique course that builds upon prior knowledge of African and Caribbean dance aesthetics and aims for sophistication and nuance in both theory and practice. This course builds upon information presented in the introductory course. Students are encouraged to investigate how the body is used as a tool for expression and definition of cultural voice. Students generate individual research topics and further develop their artistry as composers and performers of African Diasporic dance. (Johnson, offered annually)

DAN/DAT 980 Dance Ensemble Enrollment in this course is typically by audition only, and requires participation in the Faculty Dance Concert (Spring) or End of Term Showing (Fall). Students selected for the course will collaborate with Dance faculty or guest artist choreographers in the creation of new or repertory work. The Dance Ensemble experience provides students with opportunities to learn about the choreographic process, performance techniques, and the technical aspects of concert production, such as lighting design, videography, and stagecraft. Because each section of Dance Ensemble is a unique choreographic process and experience, the final performance experience will be different across sections, but in general the course is designed to enhance students' understanding of 1) collaborative, creative process 2) performance techniques 3) the editing process in rehearsal 4) compositional principles 5) choreographic feedback 6) the influences of culture and society, and 7) technical aspects of concert production (lighting design and stagecraft). Students enrolled in DAN/DAT 980 Dance Ensemble must register for a concurrent DAN or DAT dance technique course. Course requirements in terms of outside of class work are different for the DAN (full credit, graded) 980 and the DAT (half-credit, CR/NC) sections, with additional emphasis in the DAN 980 course on performance/choreographic research assignments. The in-class, studio-based experience is the same regardless of DAN/DAT enrollment status. (Spring, offered annually; Fall, offered occasionally)

Data Analytics

Program Faculty

Kendralin Freeman, Associate Professor, Sociology, Co-Chair
Jonathan Forde, Professor, Mathematics and Computer Science, Co-Chair
Rob Beutner, Director, Digital Learning Team
Jim Capreedy, Associate Professor, Greek and Roman Studies
Nan Crystal Arens, Professor, Geoscience
Kristen Brubaker, Associate Professor, Environmental Studies
T. Alden Gassert, Director of Institutional Research
Leslie Hebb, Associate Professor, Physics
Mace McDonald, Director, LGBTQ+ Resource Center

In the digital age, we are gathering data at unprecedented rates. Across almost all areas of inquiry, data (continuous and categorical) are deployed to gain new and deeper insights into fundamental questions. The data revolution also opens new questions in virtually all fields. This minor provides students with a range of skills and perspectives that will help them gather, visualize, analyze, interpret, and tell stories with data in a responsible, just, and ethical way. Coursework will include foundational mathematical principles used in data processing and analysis, and extensive practice with basic and applied coding in open-source computing languages. Students will explore the nature of data and how it is gathered across a variety of disciplines. They will consider the biases and limitations of data. The minor capstone is a semester-long individual project in which students will build a web application in their field of expertise to allow users to query, visualize and analyze an underlying dataset. Students will document their workflow in a digital portfolio suitable for linking to their resume. The Data Analytics minor complements a wide range of academic foci in the natural and social sciences, and in some areas of the arts and humanities.

Mission Statement

The Data Analytics minor will equip students to evaluate gathered data and the biases, limitations, and power structures encoded in all data; develop questions, apply data, and tell stories using data; and code in open-source languages to clean, transform, model, visualize, and present data.

Offerings

DATA ANALYTICS MINOR

Interdisciplinary, 6 courses

Requirements:

DATA 101; DATA 127 or MATH 131 or equivalent; a disciplinary statistics course chosen from the following list: BIOL 212, ECON 202, ENV/GEO 207, GEO 107, HIST 200, PSY 201, or SOC 212; DATA 227; DATA 251; and DATA 353. All courses for the minor must be taken for letter grades. A grade of C- or better is required to count a course toward the minor and to have it serve as a prerequisite for subsequent coursework. A maximum of one transfer course may be applied to the minor.

COURSE DESCRIPTIONS

DATA 101 Introduction to Data Analytics Introduction to Data Analytics introduces students to answering questions with large datasets. We explore data types, obtaining data, integration, management, visualization, and examples of data modeling. We will also explore questions of data privacy, the ethics of collecting, storing and manipulating data, and the specter of bias. Students will also begin to acquire fluency in the R statistical computing language and will fine tune professional skills including effective communication, presentation, and storytelling with data. Students will develop a working knowledge of data analytics through hands-on projects and case studies in a variety of domains. Class sessions will be a combination of lecture, demonstration, independent coding work, and group collaboration. This introductory course is open to all students interested in the applications of data analytics and is the first course in the Data Analytics minor. The course partially satisfies the quantitative reasoning goal. (Staff, offered each semester)

DATA 127 Mathematical Foundations of Data Analytics DATA 127 covers the key mathematical tools for data analytics and other quantitative fields. Topics covered include limits, derivatives, definite integrals, optimization, matrix algebra, and vector spaces. A special emphasis is placed on practical applications in the interpretation of large data sets. Students will explore the uses of these mathematical tools through computer coding. Prerequisites: (1) MATHd 100 or MATH 130 with a grade of C- or higher or a score 20 or higher on the Math Placement Test. DATA 127

substantially fulfills the Goal 3 (Quantitative Reasoning). (Staff, offered each fall)

DATA 251 Exploratory Data Analysis and Visualization Data matter! But how do we build datasets? How do the data from experiments and observational research differ? How are data from different studies aggregated to perform meta-analysis? What choices do we make to group, merge, collapse, link, and represent abstract concepts with data? How do we cope with missing data? What information do we gain or lose by making these choices? How do we answer questions once we've constructed and cleaned our data? How do these choices alter the stories we tell with the data that we've collected? This course will explore these questions with real-world applications from a variety of disciplines. Our focus will be on the ethics and consequences of the choices we make when working with real-world data sets. Prerequisites: DATA 101 with a grade of C- or higher; DATA 127 or MATH 131 with a grade of C- or higher, or permission of the instructor. (Staff, offered each fall)

DATA 271 Probability for Data Analytics DATA 271 covers the key mathematical tools for data analytics and other quantitative fields. Topics covered include sets and relations, combinatorics, discrete probability, random variables, probability distributions and the Central Limit Theorem. A special emphasis is placed on practical applications in the interpretation of large data sets. Students will explore the study, interpretation and visualization of probabilistic information through computer coding. Prerequisites: DATA 101; DATA 127 or MATH 131 with a grade of C- or higher, or permission of the instructor. DATA 271 substantially fulfills the Goal 3 (Quantitative Reasoning). (Staff, offered spring semester)

DATA 353 Data in the Wild This capstone course for the Data Analytics minor centers on a client-focused project. Students will work in teams and collaboratively with a 'client' to produce an app that provides visualizations and analysis to meet the client's needs. Students will experience the complete data science life cycles as they develop domain knowledge, assemble or gather data, clean, visualize and explore it, model, test and present a product to the client. Throughout the process, students will reflect on the ethical concerns embedded in their project and propose safeguards. Students will build programming skills in Shiny and SQL queries. Prerequisites: DATA 251, DATA 271, and a disciplinary statistics class taken with a grade of C- or higher, or permission of the instructor. (Staff, offered each spring)

Economics

Department Faculty

Joshua Greenstein, Associate Professor, Chair
H. Evren Damar, Associate Professor
Thomas Drennen, Professor
Alan I. Frishman, Professor Emeritus
Geoffrey Gilbert, Professor Emeritus
Keoka Grayson, Associate Professor
Christopher Gunn, Professor Emeritus
Warren Hamilton, Associate Professor
Christina Houseworth, Associate Professor
Joyce Jacobsen, Professor
Feisal Khan, Professor
Sooyoung Lee, Assistant Professor
Daniel McGowen, Professor Emeritus
Patrick McGuire, Professor Emeritus
Judith McKinney, Associate Professor Emeritus
Scott McKinney, Professor Emeritus
Jo Beth Mertens, Associate Professor Emeritus
Kellin Stanfield, Assistant Professor
Jennifer Tessendorf, Instructor
William Waller Jr., Professor
Anastasia Wilson, 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.

Mission Statement

Because economists attempt to answer complex, unsettled questions, both positive and normative, and because Economics majors go on to work in a variety of professional fields, the Economics Department provides students with a broad education in economic theory and analytic methods. It uses multiple approaches to the discipline to enable students to understand, analyze, research, and evaluate economic phenomena, processes, and issues. We believe this creates a sound foundation for the further critical study of economic matters necessary to be active citizens and successful professionals.

Offerings

The Economics Department offers a disciplinary major and minor.

Students must take the Math Placement Exam prior to registering for ECON 160 (see the online placement test for more information) , or have completed one of MATH 100, MATH 130, or MATH 131 with a C- or better.. Calculus I (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 higher in order to be credited toward the major or minor; for MATH 130 (or equivalent) students may opt to take the course CR/DCR/NC but must pass with a grade of CR. Courses taken Credit/No Credit are not accepted for the major.

Students 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 ECON 307 Mathematical Economics, 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).

ECONOMICS MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Use mainstream economic models to analyze individual decision-making, the functioning of markets, market flaws, market power, income distribution, inequality, and the macroeconomy, as well as recognize their limitations.
- Evaluate the impact of public policy changes in the situations above.
- Understand some important heterodox economists and schools of thought such as Keynes, Marx, Original Institutional economics, and Feminist economics, as well as recognize their limitations.
- Use statistical/econometric tools to analyze data and correctly interpret the results.
- Identify reliable and relevant sources of data and evidence appropriate to the question being asked or the argument being made.
- Communicate ideas and arguments effectively, in both papers and presentations, to the intended audience. This may include the use of graphs, tables, and mathematics, as well as words.

Requirements:

ECON 160; two topics/issues courses at the 100 or 200-level (at least one at the 200 level); ECON 202; the four core courses (ECON 300, ECON 301, ECON 304, ECON 305); and three additional upper-level courses. Calculus I (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, excepting Math 130.

ECONOMICS MINOR

disciplinary, 6 courses

Requirements:

ECON 160; two topics/issues courses at the 100 or 200 level; ECON 300; ECON 301; and one additional course at the 300 or 400-level. Calculus I (MATH 130) or equivalent is a prerequisite for ECON 300 and 301. All courses (excepting Math 130) must be passed with a grade of C- or higher. Credit/no credit courses (excepting Math 130) cannot be counted toward the minor.

PATHWAYS TO THE MAJOR

Starting Major in First Year

No Off-Campus Program

| Courses | YEAR 1 | | YEAR 2 | | YEAR 3 | | YEAR 4 | |
|---------------------------|----------|----------|----------|-------------|----------|----------|----------|----------|
| | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr |
| 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 |

Starting Major in First Year

Off-Campus Program in 3rd Year

| Courses | YEAR 1 | | YEAR 2 | | YEAR 3 | | YEAR 4 | |
|------------------------|--------|-----|--------|------|---|-----|--------|-----|
| | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr |
| ECON 160 | | X | | | O F F C A M P U S | | | |
| 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 |

Starting Major in Second Year

No Off-Campus Program

| Courses | YEAR 2 | | YEAR 3 | | YEAR 4 | |
|------------------------|--------|-----|--------|-----|--------|-----|
| | Fall | Spr | Fall | Spr | Fall | Spr |
| 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 or | X |
| 300-400 Level Elective | | | | | | X |
| 300-400 Level Elective | | | | | | X |

Starting Major in Second Year

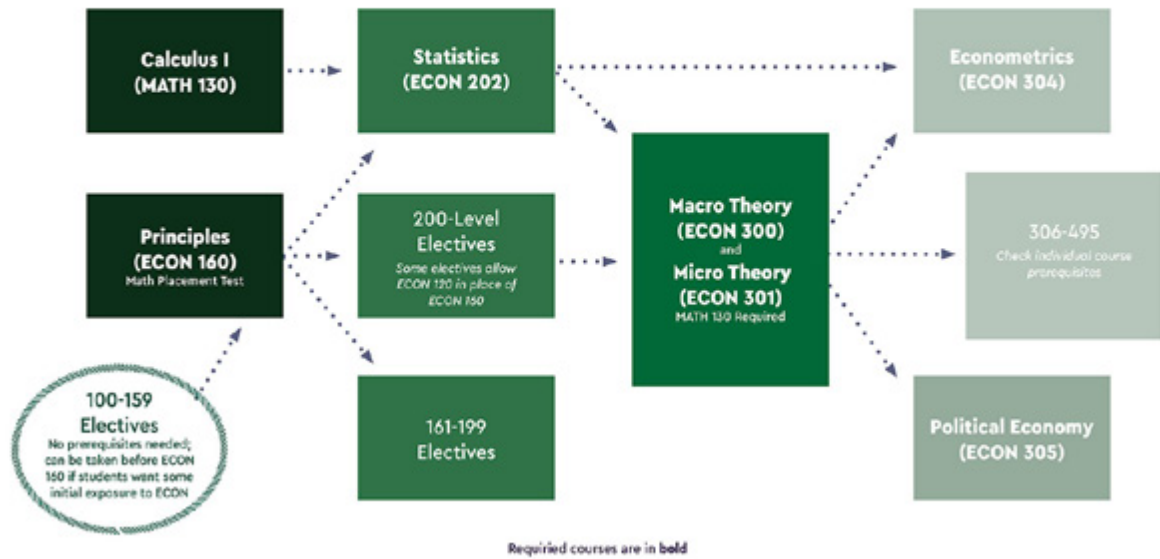
Off-Campus Program in 3rd Year

| Courses | YEAR 2 | | YEAR 3 | | YEAR 4 | |
|------------------------|--------|-----|--------|-----|--------|-----|
| | Fall | Spr | Fall | Spr | Fall | Spr |
| ECON 160 | | | | | | |
| 100-200 Level Topics | X | | | | | |
| 200 Level Topics | X | | | | | |
| Calculus I | | X | | | | |
| ECON 300 | | X | | X | | |
| ECON 301 | | | | X | | |
| ECON 305 | | | | | X | |
| ECON 202 | | X | | | | |
| ECON 304 | | | | | X | |
| 300-400 Level Elective | | | | | X or | X |
| 300-400 Level Elective | | | | | | X |
| 300-400 Level Elective | | | | | | X |

OFF CAMPUS

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 300+ level are required for the Major)



COURSES

Introductory Theory Course

ECON 160 Principles of Economics

Quantitative Reasoning Course

ECON 202 Statistics

Topics/Issues Courses

ECON 105 Introduction to Political Economy
 ECON 120 Contemporary Issues
 ECON 122 Economics of Caring
 ECON 196 Principles of Accounting
 ECON 198 Business Law
 PPOL 202 Public Policy Making, Implementation, and Evaluation
 ECON 203 Between Labor and Management: Unions
 INRL 205 Capitalism: Theoretical Foundations
 ECON 207 Economics of Education
 ECON 210 Economic Inequality
 ECON 212 Environmental Economics
 ECON 216 Debt & the US Economy
 ECON 218 Introduction to Investments
 ECON 219 Behavioral Finance
 ECON 230 History of Economic Thought
 ECON 233 Comparative Economics
 ECON 236 Introduction to Radical Political Economy
 ECON 240 International Trade
 ECON 243 Political Economy of Race
 ECON 248 Poverty and Welfare
 Core Theory Courses

ECON 300 Macroeconomic Theory and Policy
 ECON 301 Microeconomic Theory and Policy
 ECON 304 Econometrics
 ECON 305 Political Economy

Upper-Level Courses

ECON 302 International Trade Issues
 ECON 307 Mathematical Economics
 ECON 308 Corporation Finance
 ECON 309 Portfolio Analysis
 ECON 310 Economics and Gender
 ECON 313 African American Economic History
 ECON 315 Managerial Economics
 ECON 316 Labor Market Analysis
 ECON 319 Structure, Agency, and the Behavior of Economic Agent
 ECON 324 Money and Financial Markets
 ECON 325 Economics of Inequality and Distribution
 ECON 328 Financial Macroeconomics
 ECON 329 Economics and Social Theory
 ECON 330 Law and Economics of Higher Education
 ECON 331 Institutional Economics
 ECON 334 Political Economy of Corruption
 ECON 335 Marxist Political Economy
 ECON 344 Economic Development
 ECON 348 Natural Resources and Energy Economics
 ECON 349 International Macroeconomics
 ECON 415 Game Theory
 ECON 468 Seminar: Thorstein Veblen
 ECON 474 Seminar: Current Issues in Political Economy
 ECON 480 Seminar: Current Issues in Macroeconomics

CONCENTRATIONS

The Economics Department offers optional concentrations within the economics major. The concentration option gives students the opportunity to structure their choice of electives to create additional depth of study within the major. Students may complete the economics major without any concentration.

Upon successful completion of the concentration, the student will receive a notation on their transcript of the concentration and can refer to their major as "an economics major with a concentration in Financial Economics" (for example). A student can only have one concentration. To receive a concentration, a student must complete the Economics Concentration Form available from the Department. The form must be signed by the Economics major advisor, and Economics Department Chair after all courses are either completed or currently being taken. The student submits the signed form to the Office of the Registrar, who will ensure all courses are successfully completed before noting the concentration on the student's transcript.

While the Economics Department attempts to provide sufficient courses within the necessary time frame for any student to complete any of the concentrations, it is not able to guarantee this. Nor is a concentration a requirement for graduation.

The following five concentrations are available:

- Economic and Social Policy
- Financial Economics
- History of Economic Thought
- International Economics
- Power and Inequality

A short description of each concentration and the list of approved courses for each concentration appears below. Any four courses from a given concentration list can be used to complete that concentration.

Concentration in Economic and Social Policy

A wide range of policies can be considered from the perspectives of economic theory. Economic theory can also provide useful tools for analyzing policies and their effects. Students in the Economics and Social Policy concentration will have the opportunity to learn about policies affecting various economic and social outcomes, and how to use economic theory to conduct policy analysis. Courses in this concentration focus on a wide variety of policy areas, including labor market policies, discrimination, education, corruption, law and economics, business law, environmental and energy policy, poverty, health care, child protection, and housing.

The following courses count toward this concentration:

ECON 122 Economics of Caring
 ECON 198 Business Law
 ECON 203 Between Labor and Management: Unions
 ECON 207 Economics of Education
 ECON 210 Economic Inequality
 ECON 213 Urban Economics
 ECON 248 Poverty and Welfare
 ECON 316 Labor Market Issues
 ECON 325 Economics of Inequality and Distribution
 ECON 330 Law and Economics of Higher Education
 ECON 334 Political Economy of Corruption
 ECON 348 Natural Resources and Energy Economics
 PPOL 202 Public Policy Making, Implementation, Evaluation
 SOC 375 Social Policy

Concentration in Financial Economics

Financial economics is the branch of economics that studies the use of resources in financial markets. It builds on the foundations of microeconomics, decision theory, and basic accounting concepts and provides the theoretical underpinning for finance. It evaluates how time, risk, opportunity costs, and information can create incentives or disincentives for particular decisions regarding allocation of financial resources. The irrational behavior of parties and limits to rationality are considered in financial economics, particularly in the area of behavioral finance. Numerous macroeconomic and monetary factors are also considered, including interest rates, inflation, exchange rates, and governmental decisions. Financial economics has two main areas of focus: asset pricing and corporate finance; the first being the perspective of capital providers, i.e. investors, and the second of capital users, i.e. firms. It also includes a formal study of the financial markets themselves, including effects of regulation and taxation.

The following courses count toward this concentration:

ECON 196 Principles of Accounting
 ECON 216 Debt and the US Economy
 ECON 218 Introduction to Investments
 ECON 219 Behavioral Finance
 ECON 307 Mathematical Economics
 ECON 308 Corporation Finance
 ECON 309 Portfolio Analysis
 ECON 315 Managerial Economics
 ECON 324 Money and Financial Markets
 ECON 328 Financial Macroeconomics
 ECON 349 International Macroeconomics
 ECON 415 Game Theory

Concentration in History of Economic Thought

Understanding the historical and theoretical origins of economic theory can help students think critically about both mainstream economic ideas and various alternative ways of understanding the economy. Students in the History of Thought Concentration will have the opportunity to critically examine a diverse set of schools of economic thought including classical, neoclassical, Keynesian, Marxist, Institutional Economics, Feminist Economics, and Behavioral Economics. Courses in this concentration investigate debate on economic theory and discourse and the theoretical foundations of major schools of economic thought through the study of historic economic thinkers such as Adam Smith, Karl Marx, Thorstein Veblen, and John Maynard Keynes. In addition, courses in this concentration focus on how the historical, political, cultural, social, and religious context has influenced ideas about how the economy does and should work.

The following courses count toward this concentration:

ECON 105 Introduction to Political Economy
 ECON 122 Economics of Caring
 ECON 219 Behavioral Finance
 ECON 230 History of Economic Thought
 ECON 233 Comparative Economics
 ECON 236 Introduction to Radical Political Economy
 ECON 293 Racial Utopias
 ECON 319 Structure, Agency, and the Behavior of Economic Agents
 ECON 329 Economics and Social Theory
 ECON 328 Financial Macroeconomics
 ECON 331 Institutional Economics
 ECON 335 Marxist Political Economy
 ECON 468 Seminar: Veblen
 INRL 205 Capitalism: Theoretical Foundations
 INRL 387 Neo-Liberalism

Concentration in International Economics

The concentration in international economics is for students who have an interest in global economic policy. It extends the key insights developed in the required theory courses to the international sphere. While the traditional focus of international economics is on open-economy macroeconomics and trade issues, this concentration takes a more encompassing view of the field. Applicable courses in the concentration range from those emphasizing traditional economic theory and empirical analysis to those focusing on comparative institutional analysis, economic development, and political economy. In this way students can use this concentration to attain an understanding of how inter- and intra-national institutions and political forces shape global economic outcomes. The aim of this concentration is to provide students with a nuanced understanding of the interconnectedness of states in the modern economic landscape.

The following courses count toward this concentration:

ECON 126 Economics of Immigration
 ECON 210 Economic Inequality
 ECON 233 Comparative Economics
 ECON 240 International Trade
 ECON 302 International Trade Issues
 ECON 307 Mathematical Economics
 ECON 334 Political Economy of Corruption
 ECON 344 Economic Development
 ECON 348 Natural Resources and Energy Economics
 ECON 349 International Macroeconomics
 ECON 415 Game Theory
 INRL 205 Capitalism: Theoretical Foundations
 INRL 248 Development
 INRL 254 Globalization
 INRL 387 Neo-Liberalism

Concentration in Power and Inequality

Among the central issues of economic theory are those of distribution; of how economic systems determine who gets what, and of power in the economic system; of how decisions are made about what is produced and the conditions under which production occurs. Students in the "Power and Inequality" concentration study power relationships and disparities in social and economic outcomes through the lens of economic theory. Courses in this concentration focus on a variety of competing theories on how economic distribution is determined and how inequalities in wealth, earnings, and other economic outcomes are created. Topics considered include labor and production markets, labor and other economic institutions, education, discrimination, corruption, family and household dynamics, and the relationship between race, gender, and class and economic outcomes. Many of the courses in this concentration also include a focus on public policies related to addressing these issues.

The following courses count toward this concentration:

ECON 122 Economics of Caring
 ECON 203 Between Labor and Management: Unions
 ECON 207 Economics of Education
 ECON 210 Economic Inequality
 ECON 216 Debt and the US Economy
 ECON 236 Intro to Radical Political Economy
 ECON 243 Political Economics of Race
 ECON 293 Racial Utopias
 ECON 307 Mathematical Economics
 ECON 310 Economics and Gender
 ECON 311 The Economics of Immigration
 ECON 316 Labor Market Issues
 ECON 325 Economics of Inequality and Distribution
 ECON 331 Institutional Economics
 ECON 334 Political Economy of Corruption
 ECON 335 Marxist Political Economy
 ECON 415 Game Theory
 ECON 474 Current Issues in Political Economy
 INRL 387 Neo-Liberalism
 SOC 223 Inequalities
 SOC 245 Sociology of Work

POLICY ON TRANSFER COURSES AND AP CREDIT

Students taking courses in an off-campus program not led by HWS faculty may count up to three courses toward the major. To qualify as an upper-level elective course, the course must require either intermediate macroeconomic theory with calculus as a prerequisite or intermediate microeconomic theory with calculus as a prerequisite and the student must have completed these prerequisites prior to taking the course in the off-campus program.

Currently enrolled HWS students may transfer core courses other than ECON 304 taken at other accredited institutions, subject to the rules of the Colleges. Students should obtain prior approval from the department chair to transfer the course, using the appropriate form from the Hobart or William Smith Dean's office. The department does not count AP credit toward the major.

COURSE DESCRIPTIONS

ECON 105 Introduction to Political Economy This course introduces students to the field of political economy and diverse approaches to studying economics, capitalism, and society. This course will give students a conceptual map for understanding different schools of thought in political economy and how these analyze crucial questions about society: Why has wealth and income inequality soared in recent decades? What is the relationship between democracy and the economy? What are the root causes of economic crises? How do we understand inequality by race, class, gender and other social dimensions? How do we understand the role of government and policy in managing capitalism? Are there alternatives to capitalism? An overview of schools of thought in political economy will give us frameworks for thinking through these questions, and applying our analysis to contemporary economic issues such as labor struggles, financialization, climate and ecological crisis, globalization, and struggles for social and economic equality. (Offered annually, Wilson)

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 126 Economics of Immigration Immigration is a centuries-old phenomenon, yet a pressing issue for many countries in the modern era. This course aims to explore, analyze, and evaluate the following topics about immigration: the statistical facts and patterns, determinants, and impacts on the source and destination countries. Students will also examine immigration policies in selected countries and other emerging issues such as climate migrants.

This course will introduce approachable economics frameworks as analytical tools for social issues. (Lee, offered occasionally)

ECON 160 Principles of Economics This course is the first course in economic theory. Microeconomic topics include supply and demand, comparative advantage, consumer choice, the theory of the firm under competition and monopolies, and market failure. Macroeconomic topics include national income accounting, the determinants of national income, employment and inflation, the monetary system and the Fed, and fiscal policy. This course is required for all majors and minors in economics. Open to First year or Sophomore status; Econ or INRL Major or Minor. Prerequisite: Minimum score of 16 on the placement test which can be taken on-line or one of MATH 100, MATH 130, or MATH 131 with a C- or better. (Offered each semester)

ECON 190 Introduction to Financial Markets and Analysis Introduction to Financial Markets and Analysis is a broad introductory course that assumes no prior coursework in finance. The aim is to provide students with the basic knowledge to understand the fundamentals of financial analysis and markets. Accordingly, it will cover the basics of modern finance such as the time value of money, net present value and discounted cash flow analysis, the role of interest rates, reading financial statements, the risk-return relationship, and the basics of equity and capital (bond) markets. Time permitting, other finance topics will be covered. Excel and/or financial calculators will be used extensively. (Khan, offered every Fall)

ECON 196 Principles of Accounting This course explores the theory and application of accounting principles in recording and interpreting the financial facts of business enterprise. The course covers such topics as the measurement of income, capital evaluation, cost accounting, budgeting, and financial analysis. Prerequisite: ECON 160. (Hamilton, offered annually)

ECON 198 Business Law This course introduces students to the structure and underlying values of the U.S. legal system and key concepts in the law of tort and contract, business organizations, liability, intellectual property, and secure transactions. Skill development will focus on fluency with legal terminology, structure and critique of legal reasoning, and the ability to locate key sources of law – state and federal statutes, court opinions, and municipal code – both in the public realm and in proprietary legal databases. Prerequisite: ECON 160 with a minimum grade of C-. (Offered occasionally)

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 or 120. (Offered each semester) MATH 130 strongly recommended.

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, offered alternate years)

ECON 210 Economic Inequality This course aims to provide students an in-depth understanding of the relationships of income (or wage) inequalities, labor market institutions, and global production networks. Students will analyze evidence of economic inequalities and their evolutions using detailed data-sets. They will also explore possible causes of inequalities through reading and discussing about recent research in labor economics and international trade. Students will develop an understanding of effective policy actions towards more equal societies. Prerequisite: ECON 160. (Lee, offered annually, or alternate years)

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

ECON 216 Debt and the U.S. Economy Debt and the U.S. Economy explores the role, history, and function of debt

in the American Economy through examining 1.) student loans and their household and macroeconomic impact 2.) household debt including mortgages 3.) the history of the 2008 Financial Crisis and 4.) perspectives on the role of government debt, as well as topics such as corporate debt and its relationship to financial stability.

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. (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. (Hamilton, 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 (Grayson, 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 120 or 160. (Khan, offered annually)

ECON 236 Introduction to Radical Political Economy This course provides an introduction to the economic thought of Karl Marx, to contemporary radical political economy, and to current debates in radical political economy. Topics include the theory of value, surplus value and exploitation, capital and its accumulation, and capital and crisis. Recent debates in socialist-feminist thought, the political economy of race, and ecofeminism are addressed.

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. (Lee and Tessoroff, offered each semester)

ECON 243 Political Economy of Race Persistent racial inequalities in income and wealth remain a fact of life in the USA and throughout the Americas. In this course, we explore the interaction between race, gender, and ethnicity in labor and product markets, and we consider the theory and evidence for present-day debates over discrimination and policies such as affirmative action. Finally, we examine how different understandings of "race" color economic theories that seek to explain differences in economic outcomes. Prerequisite: ECON 160. (Staff, offered annually)

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

ECON 293 Racial Utopias: Economizing Soul With the continued hunt of black lives and the rising social unrest that the hunt has engendered, this course asks: what would an ideal racial world look like? What would equality or equity be like in such a world? How do visions of the sacred have to compromise with the realities of the profane in such utopias? Utopian visions often include a message of oneness/sameness. How do questions of oneness and sameness apply to questions of race? Do they separate people? Do they homogenize people? How have they changed

over time? What is the role of the religious leader in fashioning these ideal visions? For the economist interested not only in behavior but motivations, racial utopias present the opportunity to study how conflicts between worldview (religion) and habit/behavior (racism) are or are not resolved. For the scholar of religion, racial utopias are unique products of a religious imagination that seeks the Kingdom of God on earth. Interrogating racial utopias will allow all students to examine aspects of their own lives including their image of God, what they hope for, and what they can do to help create their ideal world. We will investigate a number of utopian projects that included racial components, including The People's Temple (Jim Jones), Father Divine, the Black Hebrew Israelites, and Star Trek.

ECON 300 Macroeconomic Theory and Policy This course examines in detail the major elements of aggregate economic analysis. The major focus is on the development of theoretical economic models that examine the interrelationships within the economic system. Once these models have been developed, they are used extensively to examine the current macroeconomic problems in the economic system, e.g., inflation, unemployment, economic growth, international balance of payments, the business cycle, and others. Prerequisite: ECON 160, one 200 level topics/issues course, and MATH 130 or equivalent. (Offered each semester)

ECON 301 Microeconomic Theory and Policy A study of pricing and resource-allocating processes in the private economy, this course examines the theories of demand and production, and the determination of prices for commodities and factors of production in competitive and non competitive markets. The concept of economic efficiency is central to the course. Prerequisites: ECON 160, one 200-level topics/issues course, and MATH 130 or equivalent. (Offered each semester)

ECON 302 International Trade Issues This course studies microeconomic aspects of the field of international trade to develop skills to evaluate popular ideas about the impact of globalization. We will start by reviewing microeconomic theory's analytical tools that provide some theoretical backgrounds in international trade. Then we will explore 1) different underlying causes of gains from trade, 2) the effect of trade policies, and 3) various recent topics in international trade. Specifically, we will investigate the evidence of the following questions using case studies focusing on Asian countries, among others: What made the growth in international trade possible during the late 20th century? Is international trade beneficial? Do trade barriers help or hurt the domestic economy? Does trade help or harm the environment? Does trade help reduce gender inequality? Why and how does globalization backlash?

ECON 304 Econometrics The subject of this course, broadly speaking, is regression analysis. After a brief review of the simple linear model, the course develops the theoretical framework for the multivariate linear model. Various special topics are studied while students complete individual research projects that demonstrate comprehension of the steps in conducting an econometric analysis. Prerequisites: ECON 202 and ECON 300 or ECON 301. (Offered each semester)

ECON 305 Political Economy This course analyzes alternative ways of understanding economics and political economy. It investigates debates on economic theory and discourse within a broad context of critical issues in the foundations and development of the social sciences. Theoretical foundations of major schools of economic thought (e.g., neoclassical, Keynesian, Marxist) are explored, as well as questions of ideology and method in economic thought. Feminist economics is introduced. Prerequisites: ECON 300 and ECON 301, or permission of the instructor. (Offered each semester)

ECON 307 Mathematical Economics This course has two objectives. First, to acquaint the student with the various mathematical tools widely used in theoretical economics today. These tools include simple linear algebra, matrix algebra, and differential calculus. Second, to utilize these tools to demonstrate and examine the fundamental concepts underlying microeconomic and macroeconomic theory. Prerequisites: ECON 300 and ECON 301. (Grayson, offered alternate years)

ECON 308 Corporation Finance This course deals with the strategic decision-making process relative to three main areas: capital budgeting; capital structure; and working capital management. One important role a financial manager plays is to create value for the shareholder within legal and ethical constraints in a rapidly changing enterprise environment. Topics include the time value of money, risk and return, security valuation, capital budgeting, cash and liquidity management, management of current liabilities, dividend policy, cost of capital, capital structure policy and the evaluation of alternative methods of financing. Prerequisites: ECON 196 and either ECON 300 or 301. (Offered annually)

ECON 309 Portfolio Analysis This course addresses the principles and practice of managing investment portfolios. It presumes an understanding of the main forms of financial instruments and markets, as well as a familiarity with basic financial models and mathematics. Prerequisites: ECON 218 and ECON 301, or permission of instructor. (Offered

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. (Wilson, offered alternate years)

ECON 315 Managerial Economics This course provides students with an applied competence in utilizing basic microeconomic principles, methodologies, and techniques to solve managerial problems relating to costs, prices, revenues, profits and competitive strategies. Using managerial economic techniques, four basic areas of finance are addressed: risk analysis, production analysis, pricing analysis and capital budgeting. This course further explores how economic and financial forces affect a firm's organizational architecture relative to both its internal and external environment, as well as within a global context. Prerequisite: Econ 301. (Hamilton, offered alternate years)

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

ECON 319 Structure, Agency, and the Behavior of Economic Agents This course examines differing perspectives on economic behavior. The course begins by addressing the economic theory of the individual with attention to methodological disagreements concerning the bi-directional influence between social structures and individual agency, the preconceptions of individual action, and the incorporation of psychology and cognitive sciences in understanding economic behavior. The course then progresses to the application of the economic theory of the individual to assess implications from differing perspectives on the understanding of economic relations and outcomes. How are consumer preferences formed and what do consumption patterns reveal? How are we to understand self-regarding and competitive behavior as well as other-regarding and cooperative behavior? How do ascribed and acquired identities determine the scope and strength of networks of cooperative economic behavior? (Prerequisite ECON 301) (Stanfield, offered annually or alternate years)

ECON 324 Money and Financial Markets This is a basic 'money-and-banking' course that integrates macroeconomic theory and monetary theory, with special emphasis on how interest rates are determined and their role in the overall economy, the changing structure and function of financial markets, the role of the Federal Reserve System, the relationship between the domestic and international monetary system, and how and why financial crises develop and their impact upon the economy. Prerequisites: ECON 300. (Khan, Damar, offered annually)

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

ECON 328 Financial Macroeconomics This is an advanced course in macroeconomic theory with an emphasis on the role of finance in macroeconomic performance. Students will become familiar with leading theories on the financial aspects of macroeconomics. The class will concern both the role of finance in increasing efficiency through facilitating economic activity and the role of finance in increasing instability in economic activity. Given an understanding of the role of finance, the class will consider arguments on the proper implementation of macroeconomic policy and consider case studies in recent experience. Students will become proficient in reading scholarly economics texts, develop writing skills in economics analysis, and develop the ability to access and interpret financial and macroeconomic data. (Stanfield, offered annually)

ECON 329 Economics and Social Theory Social Theory was born amidst industrial and political revolution; it aimed at analyzing, interpreting, promoting, and criticizing the new modern social order. Much of this course is devoted to

understanding how three founding theorists – Emile Durkheim, Karl Marx, and Max Weber – addressed issues of their day and, arguably, ours: the efficacy of Individual acts in the face of powerful and complex social forces, the social implications of technological and economic progress, the persistence and transformation of dramatic inequalities. In the latter part of the term we will examine contemporary theorists, deploying and developing the theories of the classical social theorist. Production will be studied through the work of Michael Burawoy. Consumption will be studied primarily through the lens of Pierre Bourdieu. We will conclude with a discussion of how reflexivity as a method can blend economics and social theory, promoting an interdisciplinary approach. Prerequisite: Econ 300 or 301 with a minimum grade of C- or permission of instructor. (Offered occasionally)

ECON 330 Law and Economics of Higher Education Utilizing the dual lenses of the college president/economist and the campus legal counsel, this course covers topics ranging from the higher education business model to substantive areas of law affecting the higher education sector. The course examines the current legal and regulatory landscape for colleges and universities and considers its economic, financial, and social impact on the operations and fundamental mission of colleges and universities. In particular, this course is focused on legal and regulatory developments in the last ten or so years and institutional strategies for responding to such developments. In addition, the course examines the recent economics of higher education, both as they affect the 'consumers' and 'producers', including issues surrounding affordability (student debt, state subsidization), competition in the sector, return on investment in higher education, and the internal organization of colleges and universities (budgets, financing, forecasting).

ECON 331 Institutional Economics This course explores the economic thought by Institutional Economists. This approach emphasizes the cultural components of economic behavior and the evolution of economic provisioning processes. The course also examines the institutionalists' critique of neoclassical economic theory. The readings for the course include classic and contemporary texts from both original institutional economics and the "new institutional" economics. Prerequisite: ECON 305 or permission of instructor. (Waller, Offered annually)

ECON 335 Marxist Political Economy This course offers students an introduction to Marx's critique of political economy through a reading of Marx's original writings, including the first volume of Capital and accompanying texts and articles. This course will build the basics of Marx's critique and analysis of capitalist society, money, wages, the labor process, the imposition of work, the state, class struggle, accumulation and crises, and explores applications of Marxist theory to contemporary economic issues.

ECON 344 Economic Development This course examines both the theory and practice of Third World countries in their attempts to modernize and industrialize. Some topics that are discussed include: the roles of agricultural and industrial development, investment, urbanization, infrastructure, foreign trade, foreign aid and debt, and government planning. The course evaluates the importance of the distribution of income, education, the transfer of technology, population control, and neo-colonialism. Countries from Africa, Asia, and Latin America are used frequently and extensively as examples. Prerequisite: ECON 300. (Kahn, offered occasionally)

ECON 348 Natural Resources and Energy Economics Designing winning solutions to the complicated issues affecting the environment requires a strong interdisciplinary approach. The course covers the basic theoretical models of natural resource use as well as the implications of these models for policy decisions. Topics include opposing views of natural resource use and depletion; basic criteria and methods for decision analysis; property rights and externalities; the linkage between population growth, resource use, and environmental degradation; energy options; successes and limitations of recycling; resource scarcity; economic growth and resource use; and sustainable development. Students construct simple simulation models to explore the basic relationships discussed in this course. Prerequisite: ECON 301. (Drennen, offered alternate years)

ECON 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. (Grayson, offered alternate years)

ECON 465 Political Economy of Corruption Corruption has long been identified as an obstacle to economic and social development worldwide. While no country of the world is corruption free, some countries suffer much more from it than others, with extremely serious indeed debilitating effects on their economy, society, institutional structure and overall governance. We will analyze the theory, causes and consequences of corruption, drawing on a wide variety of historical and contemporary sources, examples and case studies. We will also examine both historical and contemporary anti-corruption efforts and analyze which factors were responsible for their success or failure. While the major focus of the course will be on economic issues, factors, and consequences, a nuanced understanding of the issue of corruption requires a more interdisciplinary approach that we will endeavor to follow.

ECON 474 Topics in Political Economy This course focuses on different topics each year, such as the changing nature of work, and globalization. Prerequisite: ECON 305, or permission of instructor. (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 occasionally)

ECON 495 Honors The Honors program usually consists of one course per term for two terms. These courses can be used by student majors to fulfill one upper-level elective requirement.

Educational Studies

Faculty

Diana Baker, Associate Professor, Chair

Jonathan Berhanu, Assistant Professor

Darlene Daley, Director of Childhood Education, Coordinator of Field Supervisors

Andrea Huskie, Director of Teacher Education Program and Secondary Education

Chrissy Jacobs, Coordinator of Teacher Certification

Paul Kehle, Professor

Mary Kelly, Associate Professor, MAT Director

Jamie MaKinster, Professor, Senior Associate Provost of Curriculum, Assessment and Strategic Planning

Audrey Roberson, Associate Professor, TEFL Director

The Educational Studies 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, undergraduate programs leading to teacher certification, and a fifth-year graduate program that extends the undergraduate program to a Master of Arts in Teaching (MAT) degree.

Education happens in many places—in museums and national parks, in open air schools in the Global South, in creative studios, youth centers, and health care settings, in public and private schools, in community colleges and universities, via campaigns for environmental sustainability, and through activism, policy development, and community engagement, to name a few. Those who would work in any of these contexts need some common understandings, such as: the aims and possibilities of education; the variety of learners and their ways of learning; how knowledge, skills, and values are crafted into curricula; and the pedagogies that are presently available or might be invented; and a critical analysis of structural inequalities that impact learning. A major or minor in Educational Studies helps provide this context and can enhance career opportunities across many fields.

Mission Statement

To embolden and inspire students to contribute to and create just, equitable, diverse, and inclusive educational environments.

Offerings

The Colleges' major in Educational Studies is intended to help students develop competence as learners, researchers, and practitioners of education in a variety of settings. However, the major in Educational Studies does not lead to certification to teach in public schools. Students interested in teacher certification are referred to the Department's Teacher Certification Programs that are detailed below. Students pursuing certification must major in something outside of Educational Studies, although a double major with Educational Studies is possible.

EDUCATIONAL STUDIES MAJOR (B.A.)

disciplinary, 10 courses

Learning Objectives:

- Apply specific analytical frameworks to educational situations, ranging from case-studies to educational policy, in a specific area of concentration.
- Articulate the cultural and historical bases of structural inequalities in contemporary schooling and suggest evidenced-based and contextually appropriate solutions.
- Take intellectual risks and critically analyze information as they develop expertise in a particular area of educational inquiry.
- Contribute to just, equitable, diverse, and inclusive educational environments and to recognize structural inequalities in contemporary schooling.

Requirements:

At least 6 courses must be unique to the major. All courses for the major must be completed with a grade of C- or better, and no more than two may be taken CR/NC. At least four courses must be at the 300-level or higher. Up to 3 courses may be chosen from outside the Educational Studies Department, with permission of the advisor. The 10 courses consist of: 1 foundations course; 1 diversity course; 4 concentration courses; 3 electives; and 1 capstone experience (an approved course, independent study, honors, or internship). The four concentration courses support a particular focus or theme within the broader field of educational studies.

Representative Foundations Courses

EDUC 100 Perspectives on Education
 EDUC 201 Schooling and Social Equality
 EDUC 202 Human Growth and Development
 (or others approved by advisor and chair)

Representative Diversity Courses

EDUC 170 Race Dialogues for Community and Change
 EDUC 203 Children with Disabilities
 EDUC 209 Gender and Schooling
 EDUC 221 Understanding Autism
 EDUC 230 Teaching English Language Learners
 EDUC 306 Technology and Disability
 EDUC 330 Disability and Transition
 EDUC 331 Rethinking Families
 (Or others approved by advisor and chair)

Students and their advisors identify a concentration based on four interrelated courses supporting a theme. Examples include:

- Social justice in education (e.g., examining issues related to inequality and injustice in education; education and youth-focused community engagement and activism)
- Inclusive education (e.g., disability rights advocacy, equitable education and creating a sense of belonging for all students)
- Language and literacy (e.g., teaching English as an additional language; writing or publishing children's literature; producing curriculum materials, etc.)
- Social innovation for youth (e.g., using creative, new approaches to address issues related to youth and education)
- Informal education (e.g., museum work, park naturalists, and any other public or private activity focused on education and/or outreach)
- Child services (e.g., social work, recreation work, community-based education, parent/caregiver education, pediatric health professions, and any work that intersects with children and education)
- Technology in education (e.g., using technology to bring the world into classrooms and to create new learning environments; developing assistive technology for people with disabilities; citizen science projects; multimodal learning; digital literacies, teaching with AI and new technologies, etc.)
- International education (e.g., learning across places, cultures, and languages; preparing to teach overseas; supporting cultural-exchange programs; international child advocacy campaigns)
- Environmental education (e.g., policy development, education and advocacy for environmental conservation and sustainability)
- Educational policy (e.g., engaging with government agencies, foundations, and other advocacy groups concerned with issues that intersect education)
- Education for development (with an international focus, for example, via Save the Children, International Rescue Committee, or foreign-aid agencies, etc.)

EDUCATIONAL STUDIES MINOR – INTERDISCIPLINARY

6 courses

Requirements:

Six courses: at least two, but not more than three, in educational studies. Courses in this minor must contribute to a theme; courses outside educational studies must be conceptually related to education. At least four of the six courses must be at the 300-level or above. Only one independent study may be counted toward the minor. At least three courses must be unique to the minor. All courses must be passed with a grade equivalent to a C- or better.

EDUCATIONAL STUDIES MINOR – DISCIPLINARY

5 courses

Requirements:

Any five educational studies courses with at least two courses at the 100 or 200-level, and at least two at the 300 or 400-level. Only one independent study may count toward the minor. SOC 261 Sociology of Education may substitute for one of the 200-level education courses; WRRH 322 Adolescent Literature may substitute for one of the 300 level education courses. At least three courses must be unique to the minor. All courses must be passed with a grade equivalent to a C- or better.

TEFL CERTIFICATE

Interdisciplinary, 6 courses

Requirements:

The Teaching English as a Foreign Language (TEFL) Certificate is an entry-level credential that is required for many jobs teaching English abroad. The certificate program does not count as a major or minor, nor towards New York State teacher certification, and students of any major and minor may apply. Requirements include courses in three areas: Foundations in Linguistics (EDUC 115 Introduction to Linguistics and EDUC 310 Second Language Acquisition), Language Teaching and Learning (EDUC 230 Teaching English Language Learners and EDUC 231 Linguistics and English Grammar for Teaching English as a Second Language), and Language and Culture (select one elective), along with one Practicum experience. All courses for the certificate must be completed with a grade of C- or better, except for the Practicum, which must earn a grade of "Credit" (CR). Completion of the TEFL Certificate is independent of any major, minor, or other program. There are no uniqueness requirements for the certificate.

UNDERGRADUATE TEACHER CERTIFICATION PROGRAMS

The Educational Studies Department offers accredited programs leading to New York State Initial certification in childhood education (grades 1–6), dual childhood education and students with disabilities (grades 1–6), visual arts (PreK-12), music (PreK-12), TESOL (PreK-12), and several disciplines in adolescent education (grades 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 a wide variety of disciplines or programs 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, Spanish).

Becoming a strong teacher requires students to be able to work independently and collaboratively, to be sensitive to the needs of others, to be academically secure, to work well with diverse populations and individuals who have experiences different than their own, to be mature, and to be exceptionally responsible and attentive to detail. Students typically begin the TEP in their sophomore year; and, therefore, apply for admission in the spring of their first year. Students who are willing to complete student teaching during an additional semester after graduation may apply as sophomores to start their junior year. Students who transfer into the Colleges are admitted to the TEP on a case-by-case 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. Students are required to have a minimum GPA of 2.75 in order to proceed to student teaching (senior year), therefore students applying to the TEP with GPAs lower than 2.75 are typically admitted 'Conditionally' until an additional semester of grades can be reviewed. There are significant additional responsibilities related to participating in the TEP and in the field experiences in local schools; therefore, students on social probation or related sanctions may not be admitted or only admitted on a Conditional basis. Once students are admitted to the TEP, they are required to abide by the HWS Working with Minors policy, as well as local school policies, including undergoing a background check and on occasion, fingerprinting. Staying in the TEP requires professional conduct both on campus, in the community, and in

local schools.

All students admitted to a certification program are required to complete four semesters of fieldwork (education practica) in local classrooms. Students spend at least 40 hours per semester working in a classroom in which they are placed by the department. 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 (or in the semester following senior year for those completing a 9th semester for student teaching or who have been admitted to the MAT graduate program). 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 candidates for teacher certification in New York State must also, at their own expense, take and pass the examinations required by New York State and be fingerprinted prior to becoming a certified teacher. Additional coursework may be recommended on a case-by-case basis to ensure that teacher education candidates are prepared and able to address NYSED content core and program specific requirements.

Teacher certification students may elect to take courses leading to a minor in education, although it is not required for teacher certification.

Teacher certification students may complete a major in Educational Studies as a second major, provided their first major is appropriate for their teacher-certification program. Teacher certification students cannot major solely in Educational Studies.

Adolescent Teacher Certification (grades 7–12)

Students may prepare to teach at the secondary level by completing the adolescent teacher certification program. The fieldwork in this program is conducted in the subject area in which students plan to teach. The department prepares 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 (including completing a major in their selected field of studies), and must student teach at the seventh-grade level or higher in the subject area in which they seek certification.

Art Teacher Certification (grades 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 (grades 1–6)

Students may prepare to teach at the elementary level by completing the childhood education 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. Students may pursue many majors at the Colleges except Educational Studies; Bodies, Disability & Justice; Management, Studio Art, Theatre, and Writing and Rhetoric.

Dual Childhood and Students with Disabilities Teacher Certification (grades 1–6)

Students may prepare to teach elementary students with and without disabilities by completing dual certification in childhood education and students with disabilities. In addition to completing all the requirements described above for childhood education certification, students pursuing dual certification take four courses related to special education offered by the educational studies, psychological science, and sociology departments, and complete two additional seminars in teaching students with disabilities. Student teaching is carried out in both general elementary classrooms and in special education settings. The dual certification program at the Colleges is intended to prepare students to work in a variety of inclusive and special education school settings.

Music Teacher Certification (grades 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 Colleges' 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 (grades P-12)

Students may prepare to teach English to speakers of other languages (TESOL) in preschool through grade 12. Students pursuing TESOL certification must take four courses in one or more world languages, EDUC 230, and EDUC 231; and must major in anthropology, English, French & Francophone studies, history, individual studies (BA), international relations, psychological science (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 admitted and 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 Elementary Students with Disabilities
 EDUC 072-02 Teaching Secondary Students with Disabilities
 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 dual certification in childhood education and teaching students with disabilities must complete the following two seminars:

Tutor Seminar

EDUC 073 Assessments and IEPs

Assistant Teacher Seminar

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. At least one of the teaching practica must provide experience working with students with disabilities; although students completing students with disabilities certification must complete two practica working with students with disabilities.

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 per 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 per 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. During EDUC 094, students must successfully complete the AT2 Observation prior to advancing to student teaching. On occasion, a student may be required to complete an additional observation or practicum in preparation for the rigors of student teaching.

MASTER OF ARTS IN TEACHING

The MAT program is open on a competitive basis only 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 and complete student teaching. Eligible certification programs include Adolescent Education (all subjects), 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

The MAT program consists of nine graduate course credits. Candidates must pass all 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, take a set of required and elective courses, and complete a MAT project and literature review during the spring semester of their 5th year. At the conclusion of the program, students are eligible to apply for Initial New York State teacher certification, 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 and are required for teacher certification.

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 address the needs of all students and discuss ways to evaluate student learning strengths and learning challenges. In addition, the seminar outlines a framework for teaching students with disabilities, providing special education services and supports, and creating curricular and instructional accommodations. (Kelly, Baker, offered each fall)

EDUC 073 Assessments and IEPs This seminar focuses on the appropriate uses and limitations of some of the assessment tools used in special education. Alternate and adaptive assessment approaches are considered. Students are also introduced to the process of developing an IEP and planning for specially designed instruction. (Kelly, offered each spring)

EDUC 074 Collaboration and Management This seminar investigates a variety of collaborative and management approaches effective teachers utilize. Students first explore the special education teacher's participation as a member

of school district and building level interdisciplinary teams and as a team collaborator with general education teaching colleagues. Students then carefully consider the special education teacher's role as an advocate for students with special needs and their families. Finally, students examine classroom management strategies that promote a positive teaching-learning environment that supports all students. (Baker, Daley, offered each spring)

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. (Berhanu, Huskie, offered each fall)

EDUC 082 Teaching Reading and Writing This seminar, in conjunction with an accompanying field placement, explores contemporary approaches for assessing and teaching reading and writing in schools. The seminar addresses the New York State Next Generation Learning Standards for English Language Arts and teaching to all learners, including children with disabilities and speakers of additional languages. EDUC 081-01: Elementary (Daley, Spring); EDUC 082-02: Secondary (Staff, Fall).

EDUC 083 Teaching Content This seminar, in conjunction with the accompanying field placement, focuses on contemporary teaching, learning, curriculum, and assessment related to specific subject matter in schools. Students develop and analyze lesson plans that incorporate New York State Learning Standards, with attention to designing curricular and instructional strategies to meet the needs of all learners, including children with disabilities and speakers of additional languages. Materials, methods, and topic specific content is explored. EDUC 083-02 Secondary Science (Staff, Spring), EDUC 083-03 Secondary Social Studies (Staff, Spring), EDUC 083-04 Secondary English (Huskie, Spring), EDUC 083-05 Secondary Foreign Language (Staff, Spring), EDUC 083-06 Secondary Math (Kehle, Spring), EDUC 083-07 PreK-12 Visual Arts (Staff, Spring), EDUC 083-08 Elementary Math (Kehle, Fall), EDUC 083-09 Elementary Science (Staff, Fall), EDUC 083-10 PreK-12 Music (Staff, Spring), EDUC-11 Pre-K TESOL (Roberson, Spring).

EDUC 084 Curriculum and Instruction In this seminar, students examine long-term curriculum development. After discussing curriculum theory students choose a theme in an area of the curriculum which they wish to explore and develop a "curriculum project" (short course or teaching unit) which could be used to teach their specific theme over a period of several weeks. Attention is given to aligning curricula with New York State Learning Standards and developing integrated curricula as well as adapting curricula for students with disabilities. Students also examine a number of models of teaching. Assessment is also discussed in terms of the curriculum projects which students develop. (Huskie, offered each semester)

EDUC 085 Protecting the Dignity and Safety of All Children This seminar is designed to fulfill prevention and intervention training required for teacher certification under the Dignity for All Students Act (DASA) related to issues of harassment, bullying, and discrimination. The seminar also includes necessary training in the Safe Schools Against Violence in Education (SAVE) Act and Child Abuse Identification and Reporting requirements outlined in New York State Education Law. We will discuss other critical issues including student substance abuse, mental health, trauma and suicide, teacher sexual harassment protections, school safety plans and district codes of conduct. Students will have the opportunity to examine how school climate and culture have an impact on student achievement and behavior and will investigate the tools necessary to ensure a safe and culturally responsive learning environment. (Huskie, offered each semester)

EDUC 091 Tutor Practicum I This practicum consists of 40 hours (spread out weekly across the semester) and is completed by students during their first semester in a teacher certification program. This practicum provides students with field experiences in local classrooms. In addition to observing expert 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. This practicum run concurrently with EDUC 081, and provides the field component for this seminar. (Offered annually)

EDUC 092 Tutor Practicum II This practicum consists of 40 hours (spread out weekly across the semester) and is completed by students during the second semester in a teacher certification program. This practicum provides students with field experiences in local classrooms. In addition to observing expert 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. This practicum run concurrently with EDUC 082 or 083 (depending on certification program), and provides the field component for this seminar. (Offered annually)

EDUC 093 Assistant Teacher Practicum I This practicum consists of 40 hours (spread out weekly across the

semester) and is completed by students during their third or fourth semesters in a teacher certification program. These practica provide students with field experiences 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. This practicum runs concurrently with EDUC 082 or EDUC 083 (depending on certification program), and provides the field component for this seminar. (Offered every semester)

EDUC 094 Assistant Teacher Practicum II This practicum consists of 40 hours (spread out weekly across the semester) and is completed by students during their fourth or fifth semesters in a teacher certification program. These practica provide students with field experiences 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. The AT2 Observation takes place during this semester. This practicum run concurrently with EDUC 084, and provides the field component for this seminar. (Offered every semester)

EDUC 095 Assistant Teacher Practicum This practicum provides students with additional field experiences in local classrooms. The practicum consists of 40 hours (spread out weekly across the semester) 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. This practicum is an optional, additional placement or taken on an as needed basis. (Offered every semester)

EDUC 100 Perspectives on Education The course takes an interdisciplinary approach to critically examining the fundamental nature of American education. It aims to provide a rich understanding of the context of schooling and education and tools to support ethical and responsive teaching and research. Variable topics. (Berhanu, Huskie, offered annually)

EDUC 107 Unliving Racism: Interrogating Race, Place, and History in the Remaking of Community The course takes a dialogical approach to engage interpersonal and interspatial learning about racism and racial healing. This is an intergroup and place-based learning context that will grapple with three critical areas of racial justice discourse: indigenous rights and history, immigration policy and impact, and policing of globally displaced persons. Dialogical learning spaces may seem like passive forms of engaged learning, especially in light of street protests against instances of deadly state violence, but these dialogues aim to be intense and the conversations direct, even uncomfortable - aimed to inform and support deeper praxis and community engagement. Together we will grow our capacity for: non-violent communication, dialogical approaches to 'race talk', reflective listening, and a familiarity with collaborative models for community engagement. We will also become more familiar with how to use group dialogue to collectively identify social problems and enact constructive community change. (Berhanu, offered occasionally)

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. This course is required for the certificate in Teaching English as a Foreign Languages (TEFL). (Roberson, offered alternate years)

EDUC 201 Schooling and Social Equality This course traces a social and political history of American schooling. Beginning with the meteoric rise of formal schooling in the 19th century, the course examines how the common schooling movement radically transformed the economic and political significance of education in America. Next the course follows the schooling experiences of groups systemically targeted by policy makers: European immigrant, working class, Indigenous, Chicano/a, Black, new immigrant and women of each group. We shall seek to understand the significance of schooling for various communities as well as the reforms produced from resistance and contestation. (Berhanu, offered alternate years).

EDUC 202 Human Growth and Development This is a survey of the major theories of human development. Topics include the progression and determinants of the development of personality, intelligence, language, social competence, literacy, and artistic and music ability. Readings are taken from works by Freud, Erikson, Piaget, Gardner, Gilligan, and others. (Staff, offered occasionally)

EDUC 203 Children With Disabilities The intent of this course is for students to develop a thorough understanding of children and youth who have disabilities. The course examines the following questions: How does society

determine who is considered disabled? What impact does labeling have on children's lives? How special is special education? What are the various disabilities children may experience? How do inclusive practices impact children with disabilities and society? (Baker, Kelly, offered annually)

EDUC 209 Gender and Schooling This course examines the entanglement of gendered identities and the educational experience. This course will address questions of how educational institutions operate as sites for the production and reinforcement of gender norms. We will examine how the gendered positions of teachers and students shape the educational experience and investigate how gender inequalities impact educational achievement. Through a variety of readings this course will ask students to address how gender operates within school settings, how gender and sexuality are shaped by educational institutions, and how scholars, teachers, and youth might work to address these inequalities. (Berhanu, offered alternate years)

EDUC 221 Understanding Autism This course provides an introduction to the complexities and controversies surrounding Autism Spectrum Disorders. The course begins with an examination of behavioral, social, language, and cognitive characteristics of Autism. The controversy surrounding possible causes of autism is discussed. The course also involves an in-depth study of research regarding current educational and behavioral intervention strategies for Autism, including the controversies surrounding various treatment approaches. (Baker, offered alternate years)

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, and it is required for TESOL certification in the TEP and for the TEFL certificate. (Roberson, offered alternate years)

EDUC 231 Linguistics and English Grammar for Teaching English as a Second Language We all know a lot about the language(s) in which we are proficient, but we are not always conscious of this knowledge. In this course we analyze the grammatical structure of English to account for proficient speakers' intuitive knowledge. We will start the course by understanding the major grammatical components of the English language, and we will move from there to the most salient grammatical structures that make up the language. We will prioritize those structures that are likely to be challenging for an English language learner to acquire and/or difficult for a teacher to explain. Because this is a descriptive (as opposed to prescriptive) grammar class, we will always try to bring the real world into the class, with analyses of authentic language. We will also consider how to articulate English grammar to those who are learning. Although the course is not designed exclusively for teacher education, the content covered is useful for future English language instructors. It is required for the TESOL certification in the TEP and for the TEFL Certificate. (Roberson, offered alternate years)

EDUC 304 Representations, Inferences and Meanings Learning, teaching, research, artistic expression, and everyday life all involve making sense of aspects of the world around us. In these activities, and across diverse disciplines, humans employ the same fundamental cognitive mechanisms and processes but generate very different results: mathematical proofs, poetry, scientific or historical explanations, paintings, etc. Students use cognitive science frameworks to trace the roles played by different ways of representing and connecting thoughts, and to explore how they simultaneously enable and constrain understanding. Students analyze episodes of sense-making and become more aware of their own cognition and better able to help others construct meaning. (Kehle, offered occasionally)

EDUC 306 Technology and Disability This course will actively explore the use of assistive technology (AT) and universal design for learning (UDL). We will focus on social, legal, and ecological factors relating to the use of AT and UDL in education and community settings. Participants will explore various technologies from non-electronic 'low-tech' to digital and mechanized 'high-tech' devices and new technologies, including AI, and learn strategies to assess AT and the strengths and needs of youth with disabilities. We will examine issues of mobility, speech communication, independent living and self-determination, along with Universal Design principles. Participants will have hands-on opportunities to use AT. This course typically has a service learning component. (Kelly, offered alternate

years)

EDUC 310 Second Language Acquisition Acquiring a language other than your first is a complicated and challenging endeavor. When the newest language learning app, software program, or textbook comes out, they often claim to be founded in the latest research in psychology, linguistics, or classroom pedagogy, proposing the 'best' way to learn a language. These claims should be evaluated with an understanding of the range of theoretical approaches and research studies that attempt to explain how we acquire second languages, which also account for the immense variation in the success of individual people. This course is an introduction to those theories of second language acquisition (SLA). We will study the major schools of thought and concepts that underpin the field of SLA, and begin to apply this knowledge to analyses of second language data. Many topics are also discussed with respect to their relevancy in the second language classroom. While there are no prerequisites, prior course work or experience in language, linguistics, or language teaching and learning is recommended. This course is required for the TEFL Certificate and for the Spanish for Bilingual Education minor. (Roberson, offered alternate years)

EDUC 320 Children's Literature Children's literature is roughly as old as the United States, and in recent years it has evolved into the most energetic branch of the publishing industry, with works in the genres of folk tales, poetry, picture books, "easy readers," informational books, chapter books, and novels for middle grades and young adults. Children's books regularly spawn films, and even as we speak the medium is rapidly becoming digital. Children's books can be read carefully for their literary qualities, and are an interesting testing ground for skills in literary criticism. Children's books have been part of the effort to promote multicultural education and social justice in the schools, too; and with the recent robust push-back of conservative religious and political books for children, it is useful to examine the political and social dimension of children's literature. This course examines a set of children's books from many angles, and is suitable for those interested in writing or publishing for children, for future teachers, and for people interested in literature generally. This course typically has a service-learning component. (Daley, offered alternate years)

EDUC 330 Disability and Transition: Life after High School This course will explore issues related to transitions in the lives of individuals with disabilities, with a focus on transitions between school and adulthood. Current and emerging issues related to equal access 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 and new technologies (including AI tools) and accommodations. This course typically has a service learning component. (Kelly, offered alternate years)

EDUC 331 Rethinking Families: Policy, Intervention, and Difference This course is an exploration of the concept of the family in relation to the policies and institutions that shape our daily lives. We will explore the ways that multiple family formations challenge our conceptions of what makes a family and consider how families are impacted by categories of race, class, citizenship, ability, gender, 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. (Staff, offered occasionally)

EDUC 333 Literacy Sixty million adult Americans are said to be functionally illiterate. So are nearly a billion other adults on the planet. In this course, we consider what these people are missing in terms of ways of thinking and seeing the world as well as in civic and economic life. Then we will plunge into what we might do to help them. Solutions are not simple. We will need to explore the history of the English conventions of writing and spelling, the linguistic basis for reading skill, and 'best practices' of teaching reading and writing. Since promoting literacy is a major concern of the international development community, the course will briefly consider international literacy efforts. Contemporary and emerging issues in literacy are also explored. The course is relevant to those interested in educational aspects of public policy, international development, and teaching in the schools. It will also be useful to students involved in tutoring projects such as America Reads. (Daley offered alternate years)

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, offered alternate years)

EDUC 336 Special Topics: The purpose of this series of courses is to investigate a variety of specific, salient issues in the field of education. The topics vary widely. Repeatable. (Staff, Offered occasionally)

EDUC 339 Special Topics: The purpose of this series of courses is to investigate a variety of specific, salient social issues in the field of education that have a focus that includes scientific inquiry (counts towards partial scientific inquiry goal). Repeatable. (Staff, offered occasionally)

EDUC 401 Analysis of Secondary School Teaching This seminar accompanies EDUC 402, 403, and 410, and focuses on student teaching in secondary schools. It is open only to adolescent teacher certification participants who are engaged in full-time student teaching. It provides a structure within which participants critically examine their classroom experiences of teaching, learning, and curriculum development, with the goal of becoming reflective practitioners. Texts and readings are selected from those that provide analysis of the experience of secondary school education, as well as those that provide rationales for the methods and purposes of the academic disciplines. This course must be passed with a C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Huskie, offered each semester)

EDUC 402 Secondary Practicum The practicum experience includes supervised observation and teaching of an academic subject in a secondary school. Students spend the entire day at a secondary school for the complete term. EDUC 402 must be taken on a credit/no credit basis. EDUC 401 is taken concurrently. This course is open only to candidates seeking secondary school teacher certification. The readings for this course are determined by the subject and grade level being taught. This course is taken on a credit/no credit basis. (Huskie, offered each semester)

EDUC 403 Secondary Practicum The practicum experience includes supervised observation and teaching of an academic subject in a secondary school. Students spend the entire day at a secondary school for the complete term. EDUC 403 must be taken on a credit/no credit basis. EDUC 401 or 412 is taken concurrently. This course is open only to candidates seeking secondary school teacher certification or who require a secondary school placement for certification. The readings for this course are determined by the subject and grade level being taught. This course is taken on a credit/no credit basis. (Huskie, offered each semester)

EDUC 404 Analysis of Elementary and Special Education Teaching This seminar accompanies EDUC 405, 406 or 407, and 410 and focuses on student teaching in elementary schools. This course is open only to participants in the childhood education or dual childhood and students with disabilities teacher certification program who are engaged in full-time student teaching. It provides student teachers with an opportunity to critique education as it is offered in school settings for all children. Participants focus on becoming reflective practitioners as they critically examine teaching, learning, and curriculum development. Emphasis is placed on application of the above to the teaching of reading English Language Arts. Students must pass this course with a grade of C or better in order to be recommended for certification. Prerequisites: Completion of all other teacher certification requirements. (Daley, offered each semester)

EDUC 405 Elementary Practicum Students plan and direct instructional and ancillary activities in an elementary school classroom setting for an academic term. It is expected that students take on all responsibilities normally carried out by elementary teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents/guardians, direction of paraprofessionals and classroom assistants, participation in professional conferences or in service training sessions, and budgeting. EDUC 405 is open only to student teachers in the childhood or dual childhood and students with disabilities teacher certification programs or who require an elementary placement for certification. It is taken concurrently with EDUC 404. This course is taken on a credit/no credit basis. (Daley, offered each semester)

EDUC 406 Elementary Practicum This is full-time student teaching, taken as a continuation of EDUC 405 during the second seven weeks of the semester, and is for students in the childhood education certification program only. Students complete student teaching (as described in EDUC 405 above). This course is taken credit/no credit. (Daley, offered each semester)

EDUC 407 Special Education Practicum This is full-time student teaching, taken in tandem with EDUC 405 during the second seven weeks of the semester, for students in the dual childhood education and students with disabilities certification program only. Students complete student teaching (as described in EDUC 405 above) in an elementary special education setting. This course is taken credit/no credit. (Daley, Offered each semester)

EDUC 410 Analysis of Teaching in the Disciplines This professional field-based seminar focuses on the development of a deeper understanding of the disciplinary content that the student teacher is teaching. Through weekly

conversations with their student-teaching college supervisor, the student will develop a more advanced understanding of how content knowledge combines with pedagogical content knowledge in effective teaching. Weekly observations of the student teacher by the supervisor and readings selected from educational journals and books will support these conversations. This seminar supports students as they prepare for and complete the TPA Portfolio student teacher assessment. Occasional group meetings may be held. (Daley, offered each semester)

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 is taken concurrently with EDUC 403, 405, and 410. It provides a structure within which students critically examine their classroom experiences of teaching, learning, and curriculum development within the arts, with an eye towards helping students become reflective practitioners. Emphasis is placed upon helping students meet the developmental needs of all students (p-12) while also exploring means of helping all learners meet the New York State Learning Standards in the Arts. This course must be passed with a grade of C or better in order to be recommended for certification. (Daley or Huskie, offered each semester)

EDUC 413 TESOL Practicum I This course is only open to students pursuing certification in TESOL who are engaged in full-time student teaching. TESOL Practicum I is a half-semester practicum in which students work with children in kindergarten through grade 6 who are English Language Learners. During student teaching, students plan and teach lessons for children who are learning English as a language of instruction, conduct assessments, and collaborate about the children's instructional matters with other teachers in the school as well as with parents/care-givers. Student teachers are visited weekly by faculty supervisors from the Educational Studies Department. This course is taken on a credit/no credit basis and is taken concurrently with EDUC 410, 414, and 415. (Daley or Huskie, offered each semester)

EDUC 414 TESOL Practicum II This course is only open to students pursuing certification in TESOL who are engaged in full-time student teaching. TESOL Practicum II is a half-semester practicum in which students work with children in grades 7 through 12 who are English Language Learners. The practicum requires full time presence in a local school from early morning until mid afternoon or later, five days per week. During student teaching, students plan and teach lessons for students who are learning English as a language of instruction, conduct assessments, and collaborate about the students' instructional matters with other teachers in the school as well as with parents/care-givers. Student teachers are visited weekly by faculty supervisors from the Educational Studies Department. This course is taken on a credit/no credit basis and is taken concurrently with EDUC 410, 413, and 415. (Daley or Huskie, offered each semester)

EDUC 415 Analysis of TESOL This course is only open to students pursuing certification in TESOL who are engaged in full-time student teaching. This course is taken concurrently with EDUC 410, 413, and 414. Analysis of TESOL is a full-semester seminar to accompany the student teaching semester for students completing New York State certification in Teaching English to Speaker of Other Languages (TESOL), pre-kindergarten through grade 12. In the seminar, students carry out readings and discussions on teaching speaking, listening, reading and writing in English, and relate academic writings on these issues to daily experiences in classrooms. (Daley or Huskie, Huskie, offered each semester)

EDUC 420 Sem: Research in Education This course is a survey of educational research methods with a emphasis on qualitative and teacher-generated research. This is a required course for seniors who have been admitted to the MAT Program. (Baker, Kelly, Spring)

EDUC 450 Independent Study

EDUC 495 Education Honors

EDUC 498 TEFL Practicum TEFL certificate program internship. Requires at least 30 hours in a relevant placement. Taken for CR/NC only.

EDUC 499 Education Internship

EDUC 601 Analysis Secondary Teaching: Graduate Level This seminar accompanies student teaching in the secondary schools and is open only to adolescent teacher certification participants engaged as full-time student teachers who are enrolled in the MAT program. It provides a structure within which participants critically examine their classroom experiences of teaching, learning, and curriculum development, with the goal of becoming reflective practitioners. Texts and readings are selected from those that provide analysis of the experience of secondary school education, as well as those that provide rationales for the methods and purposes of the academic disciplines. This course must be passed with a C or better in order to be recommended for certification. It is taken concurrently with

EDUC 602, 603, and 610. Prerequisites: Completion of all other teacher certification requirements. (Huskie, offered each semester)

EDUC 602 Secondary Practicum: Graduate Level 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 601, 603, and 610 are taken concurrently. This course is open only to candidates seeking secondary school teacher certification who are enrolled in the MAT program. This course is taken on a credit/no credit basis. (Huskie, offered each semester)

EDUC 603 Secondary Practicum: Graduate Level 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 601, 602, and 610 are taken concurrently. This course is open only to candidates seeking secondary school teacher certification or who require a secondary school placement for certification who are enrolled in the MAT program. This course is taken on a credit/no credit basis. (Huskie, offered each semester)

EDUC 604 Analysis Elementary and Special Education Teaching: Graduate Level This course is open only to participants in the childhood education or dual childhood and students with disabilities teacher certification programs engaged as full-time student teachers who are enrolled in the MAT program. 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. EDUC 605, 606 or 607, and 610 are taken concurrently. Prerequisites: Completion of all other teacher certification requirements. (Daley, offered each semester)

EDUC 605 Elementary Practicum: Graduate Level Students plan and direct instructional and ancillary activities in an elementary school classroom setting for an academic term. It is expected that the student take on all responsibilities normally carried out by elementary teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, participation in professional conferences or in service training sessions, and budgeting. EDUC 605 is open only to student teachers in the childhood or dual childhood and students with disabilities teacher certification programs who are enrolled in the MAT program. This course is taken on a credit/no credit basis and is taken concurrently with EDUC 604, 606 or 607, and 610. (Daley, offered each semester)

EDUC 606 Elementary Practicum: Graduate Level This is full-time student teaching, taken in tandem with EDUC 605, open only to students in the childhood education certification program who are enrolled in the MAT program. Students complete student teaching (as described in EDUC 605 above) in elementary education settings. This course is taken credit/no credit and is taken concurrently with EDUC 604, 605, and 610. (Daley, offered each semester)

EDUC 607 Special Education Practicum: Graduate Level This is full-time student teaching, taken in tandem with EDUC 605 during the second seven weeks of the semester, only for students in the dual childhood education and students with disabilities certification program who are enrolled in the MAT program. Students complete student teaching (as described in EDUC 605 above) in an elementary special education setting. This course is taken credit/no credit and is taken concurrently with EDUC 604, 605, and 610. (Daley, offered each semester)

EDUC 610 Analysis: Teaching in Disciplines: Graduate Level This professional field-based seminar open only to students engaged in full time student teaching who are enrolled in the MAT program focuses on the development of a deeper understanding of the disciplinary content the student teacher is teaching. Through weekly conversations with their student teaching college supervisor, the student will develop a more advanced understanding of how content knowledge combines with pedagogical content knowledge in effective teaching. Weekly observations of the student teacher by the supervisor and readings selected from educational journals and books will support these conversations. This seminar supports students as they prepare for and complete the TPA Portfolio student teacher assessment. Occasional group meetings may be held. This is taken concurrently with EDUC 601, 602, and 603, or EDUC 604, 605, and 606 or 607. (Daley, Offered each semester)

EDUC 801 Master's Project Students complete a graduate level integrative group project or individual project that addresses an issue of educational relevance. Projects will analyze an educational issue from multiple perspectives and will be presented publicly (e.g., Senior Symposium, Community Engaged Scholarship Forum, community meeting with stakeholders, conference presentation). This is a required course for students enrolled in the MAT program

and is offered in tandem with EDUC 803. Prerequisite: EDUC 420. (Baker, Kelly, Spring)

EDUC 606 Elementary Practicum: Graduate Level This is full-time student teaching, taken in tandem with EDUC 605, open only to students in the childhood education certification program who are enrolled in the MAT program. Students complete student teaching (as described in EDUC 605 above) in elementary education settings. This course is taken credit/no credit and is taken concurrently with EDUC 604, 605, and 610. (Daley, offered each semester)

EDUC 607 Special Education Practicum: Graduate Level This is full-time student teaching, taken in tandem with EDUC 605 during the second seven weeks of the semester, only for students in the dual childhood education and students with disabilities certification program who are enrolled in the MAT program. Students complete student teaching (as described in EDUC 605 above) in an elementary special education setting. This course is taken credit/no credit and is taken concurrently with EDUC 604, 605, and 610. (Daley, offered each semester)

EDUC 610 Analysis: Teaching in Disciplines: Graduate Level This professional field-based seminar open only to students engaged in full time student teaching who are enrolled in the MAT program focuses on the development of a deeper understanding of the disciplinary content the student teacher is teaching. Through weekly conversations with their student teaching college supervisor, the student will develop a more advanced understanding of how content knowledge combines with pedagogical content knowledge in effective teaching. Weekly observations of the student teacher by the supervisor and readings selected from educational journals and books will support these conversations. This seminar supports students as they prepare for and complete the TPA Portfolio student teacher assessment. Occasional group meetings may be held. This is taken concurrently with EDUC 601, 602, and 603, or EDUC 604, 605, and 606 or 607. (Daley, Offered each semester)

EDUC 801 Master's Project Students complete a graduate level integrative group project or individual project that addresses an issue of educational relevance. Projects will analyze an educational issue from multiple perspectives and will be presented publicly (e.g., Senior Symposium, Community Engaged Scholarship Forum, community meeting with stakeholders, conference presentation). This is a required course for students enrolled in the MAT program and is offered in tandem with EDUC 803. Prerequisite: EDUC 420. (Baker, Kelly, Spring)

EDUC 803 Master's Project This required seminar is offered in tandem with EDUC 801 and is only open to students enrolled in the MAT program. Offered as CR/NC only. Prerequisite: EDUC 420. (Baker, Kelly, Spring)

EDUC 820 Graduate Seminar in Education Research Students will explore educationally relevant research and practices through the course and produce a literature review addressing an area of focus. An outside faculty reader must be identified who will review the final literature review. This course is only open to students enrolled in the MAT program. Prerequisite: EDUC 420. (Staff, Spring, offered occasionally)

EDUC 821 Education Foundations Only open to students enrolled in the Masters of Arts in Teaching program, the course takes an interdisciplinary approach to critically examining the fundamental nature of American education. Students will draw on theoretical frameworks from education, history, sociology, public policy and philosophy to make critical inquiries into educational issues, such as multiculturalism, contemporary school reform, and equality of educational opportunity. Students will explore the interplay of various actors that inform educational experiences, such as children, policy makers, and families, as well as critically engaging 'text and self' in relation to educational apparatuses. Ultimately, this course aims to provide pre-service teachers with a rich understanding of the sociopolitical context of schooling and education and the necessary analytical tools to support ethical and responsive teaching and research. Prerequisite: EDUC 420. (Berhanu, Spring, offered annually)

EDUC 850 Independent Study

EDUC 899 Education Internship

English and Creative Writing

Program Faculty

Kathryn Cowles, Associate Professor, Chair
Geoffrey Babbitt, Associate Professor
Biman Basu, Associate Professor
Alex Black, Associate Professor
Rob Carson, Associate Professor
Melanie Conroy-Goldman, Professor
Stephen Cope, Associate Professor
Anna Creadick, Professor
Alla Ivanchikova, Professor
Nicola Minott-Ahl, Associate Professor
Daniel Schonning, Professor of the Practice

The stories that enthrall us, the poems that inspire us, the arguments that persuade us to make the world anew. In the department of English, we immerse ourselves in poems, novels, short stories, plays, films, graphic novels, essays, memoirs, songs, performances, digital media, hybrid forms, literary theory, and more besides, endeavoring to understand how meaning takes shape in these texts and to get at the heart of what makes them effective and important.

Our students choose classes from a broad array of offerings in both literary criticism and creative writing—two intertwining streams within our department—as they craft their own path through the major. We aim to introduce students to a wide range of creative and critical approaches as they explore texts spanning multiple genres, written from the Middle Ages right up to the present day, by writers from America, from Britain, and from around the world. Literary studies opens up windows into other places, other times, and other identities, broadening our perspectives and encouraging us to approach a diversity of experiences with generosity, nuance, and empathy.

The department is fortunate to host the Peter Trias Residency, which invites an internationally renowned writer to campus each year to teach an upper-level creative writing workshop, to mentor a select number of advanced creative writers, and to curate a top-tier literary reading series. We are also proud to publish the *Seneca Review*, one of the country's most respected literary journals, known in particular for its development of the lyric essay and for its promotion of contemporary poetry in translation. Creative writing students also often contribute to *Thel*, an impressive literary and art magazine that is edited by students in the department.

Mission Statement

In the English and Creative Writing department, we study literary works in detail and in depth, analyzing the complex and profound ways that exceptional writers use language to construct identities, to reinvent cultures, and to build new worlds. We engage with stories, poems, plays, films, and essays from around the world and across the centuries, broadening our perspectives and deepening our understanding. Our primary goal, however, is to help students develop their own distinctive voices as critical and creative writers as they prepare to refashion the world themselves.

Offerings

ENGLISH AND CREATIVE WRITING MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- Develop rigorous critical thinking skills, especially skills related to close reading and to rhetorical and narrative analysis.
- Become eloquent and versatile writers, adept at presenting complex arguments, while also developing their own distinctive voices and creative talents.
- Encounter both historically important texts and also powerful contemporary literary works, situating these texts within their own literary and cultural contexts as well as engaging them in dialogue from our current critical perspectives.
- Undertake substantial research, produce significant writing projects, and collaborate effectively with their

peers.

- Engage with a broad diversity of perspectives, reflecting on the ways in which all our experiences are shaped by issues of culture, race, ethnicity, class, gender, sexuality, and identity.
- Become familiar with the central concepts at stake in contemporary critical theory and cultural studies.

Requirements:

ENG 200; ten elective courses; and a capstone experience (typically a 400-level seminar taken in the junior or senior year). Of the ten electives, three must be at the 300-level or above and no more than two 100-level courses may be counted toward the major. Further requirements include: one Early Period course (pre-1800); one American Literature course; one Global Literature course; one UK/European Literature course; and a three-course concentration. Up to three "cognate" courses taken outside the department may be counted towards the major with the permission of the advisor. A single course may fulfill more than one requirement. Concentrations may be defined by genre, literary history, theme, or field of study. (Examples of concentrations: "the novel"; "early modern literature"; "globalization"; "creative writing"; and "film studies.")

ENGLISH AND CREATIVE WRITING MINOR

disciplinary, 6 courses

Requirements:

ENG 200; three elective courses, with no more than one at the 100-level; and at least two courses at the 300-level or above.

COGNATE COURSES

With permission of the advisor and chair, up to two classes outside the department can be counted toward the major, and up to one class can be counted toward the minor. Typically, these will be classes that involve a significant amount of literary analysis, film analysis, creative writing, and/or critical theory.

Transfer Credits for the Major or Minor

Courses taken at other institutions (except for HWS-sponsored abroad programs) are considered on a case-by-case basis. Students must petition the department for these courses to count towards the English degree.

COURSE DESCRIPTIONS

100-level courses in English are designed to introduce students to textual and literary study, to focus on critical analysis and close reading skills, and to build a foundation for critical writing in the discipline. These courses are suitable for first-years, sophomores, or non-majors. Students who are intending to major in English may opt to begin with ENG 200 and other courses at the 200-level. Note that no more than two 100-level courses may be counted toward the major.

ENG 106 Introduction to the Short Story This course introduces the short story genre, including attention to its history and development. Students read a broad range of examples, including at least one single-author collection or cycle. Assignments allow students to learn the fundamental skills of literary criticism through the practice of formal analysis. (Basu, Staff)

ENG 114 Literature of Sickness, Health, and Disability This course explores narrative techniques and representational strategies in narratives and other literary representations of illness, health, and various forms of disability (cognitive, physical, emotional, and so forth). Through readings in different genres and from different periods and cultures, we will examine, critique, and deconstruct the ways in which sickness, health and disability – as well as normalcy – are defined in literary and cultural contexts, and how these definitions often intersect with definitions of (and assumptions about) race, class, gender, sexuality, morality, criminality, and other markers of citizenship and identity. (Cope)

ENG 115 Literature and Social Movements Can books change the world? In the U.S., readers of slave narratives and Stowe's novel *Uncle Tom's Cabin* were swayed to the abolitionist cause. The counterculture went *On the Road* with Kerouac. Second-wave feminists clutch copies of *The Bell Jar*, while anti-Vietnam War protestors were fluent in Heller and Vonnegut. Ayn Rand's fiction has been a powerful force for new conservatives, while Malcolm X's autobiography helped radicalize the Civil Rights movement. And why were Occupy protestors wearing masks made famous by a graphic novel? This course considers how literature has shaped and been shaped by social movements. Weaving together contextualizing historical readings and primary documents with poetry, memoir, novels, and other literary

forms, students will investigate the relationships between revolution and the word. (Creadick)

ENG 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 155 Banned Books Books, it seems, are dangerous. In the past and the present, they have been challenged, censored, banned, even burned. But which books? By whom? When? Where? And why? The course is arranged as a series of case studies in which we read texts that have been banned at specific historical moments. Why, for example, was Alan Ginsberg's poem HOWL so dangerous that it sparked a landmark obscenity trial in the 1950s? What could cause a novel about black women's resilience like Alice Walker's THE COLOR PURPLE to be targeted by censors in the 1980s? Who could possibly object to HARRY POTTER? And how did Alison Bechdel's graphic novel FUN HOME become a blockbuster, a critical success, a smash on Broadway, and a banned book, too? In the last section of the course, students will choose a book that is being contested in their own historical moment, to determine the patterns at play in the banning of books, and to consider how writers – and readers – might respond to such challenges. (Creadick)

ENG 165 Introduction to African American Literature We begin with a slave narrative from the nineteenth century, but this course concentrates on African American narratives of the twentieth century, from the Harlem Renaissance through the "protest" novel and black nationalism to black women writers. Students focus on a central concern of the African American traditions, the tension between the political and the aesthetic. Students pay attention to both the aesthetic properties of the literary text and to its political dimensions. In addition to the concerns with race, class, gender, and sexuality, students examine the intricate set of intertextual relations between different writers which constitute the tradition of African American writing. (Basu)

ENG 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 200 Critical Methods This course is required of all majors and minors to prepare students for upper-level study in English and Creative Writing, and may not be exempted. This course will train students in the concepts, vocabulary and research methods required for advanced textual analysis and writing in the discipline. Required books include core reference texts in the discipline and will be supplemented by individual professors. (Staff)

ENG 205 Narrative Theory What are stories made of? How does their structure and design influence what they can mean and how they are told? This course is an introduction to critical thinkers who have attempted to answer these questions. In addition to working through some fundamental theories about narrative (what it is and how it works), we will also apply what we've learned to some representative texts. Students will come away knowing how point-of-view, temporality, character representation, fictionality, and closure are not only critical to the way stories are told: they radically determine what these stories mean and how we interpret them. (Ivanchikova)

ENG 213 Environmental Literature In this course students read poetry and prose by writers who concern themselves with the human experience of and relation to nature. These diverse writers artfully evoke the landscape while at the same time contemplating the modern environmental crisis. They approach the question of the meaning of nature in our lives in personal, as well as philosophical and ethical, ways. Cross-listed with Environmental Studies. (Ivanchikova)

ENG 234 Chaucer: Topics Chaucer composed his poetry in the historical context of peasant risings, religious heresy, English imperialism, and the aftermath of the Black Death and in the literary context of both the Alliterative Renaissance and the influence of the French and Italian traditions. A first topic focuses on a careful reading of *The Canterbury Tales* and the second concentrates on a comparative study of *Troilus and Criseyde* and its main source, Boccaccio's *Il Filostrato*. Both courses investigate issues surrounding the authorship, language, audience, and ideologies of Chaucer's work within the larger cultural, social, and political context of late medieval England. (Minott-Ahl, Carson)

ENG 236 Shakespeare What has made Shakespeare the most influential writer in history? This class offers an introduction to his work and also to the various critical practices we employ in the field of Shakespeare studies. It presupposes no background with the subject – English majors, potential English majors, and non-majors alike are welcome. Through a series of collaborative activities and projects, we will develop a set of critical skills to help us not only to appreciate Shakespeare's works, but also to engage with their language and dramaturgy, to contextualize them historically, and to push back against them politically, and to play with them creatively. (Carson)

ENG 241 English Romantic Poets This course is a comprehensive look at Romanticism and its proponents, its aesthetic context and the charged political environment in which it developed and thrived. The poets of this movement saw themselves as thinkers and as agents of important change in the world. The poems they wrote were like the words of a magic spell, meant to unleash the power of imagination and speak new political and intellectual realities into being. In addition to reading the works of well known Romantics such as Wordsworth and Byron, the course examines the provocative writings of abolitionists, visionaries, and poets whose support of Revolution in France made them distrusted at home in England. (Minott-Ahl)

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 The Gothic Novel This course will explore the Gothic novel from the mid-eighteenth century to the end of the nineteenth, when Bram Stoker's *Dracula* first appeared. Disparaged as sensational reading likely to corrupt young women and as something that distracted men from more important things, Gothic novels were extremely popular from the moment Horace Walpole's *Castle of Otranto* found its way into booksellers' shops. It achieved this success against a backdrop of tightening social structures on the conduct of women of the upper and newly emerging middle classes. We will explore how some 18th century Gothic novels actually reinforce the values and social mores they are accused of undermining, while others subvert values they profess to uphold. We will also explore the ways in which the definition of what is horrible or terrifying changed in response to social and historical realities. (Minott-Ahl)

ENG 246 The Literature of Decadence This course offers an exploration of the phenomenon of decadence in its literary aspect, characterized primarily by the pursuit of heightened experience (sensory and imaginative) in the face of the social and ethical constraints of late nineteenth and early twentieth century European culture. Although our primary emphasis will be on the phenomenon of literary decadence in English, we will read a number of seminal French texts (in translation) and discuss a number of European painters and composers by which late nineteenth century English writers were inspired. We will explore the ways in which decadence can be situated historically in terms of such broader social and cultural phenomena as imperialism, poverty, the emergence of the metropolis, the emergence of socialism, the establishment of commodity capitalism, the "advent" of feminism and the New Woman, and debates about sexuality. (Cope)

ENG 247 Irish Literary Renaissance This course is designed as a sustained and extensive study of the major texts (poetic, novelistic, dramatic, essayistic) of the "Irish Renaissance" and an Irish Modernism in which thematic concerns with cultural and political nationalism converged with an abiding interest in radical forms of literary experimentation. We will look at these texts in terms of what Seamus Deane has called "Irish Renaissances": those periods of Irish literary flourishing that both inspired and were inspired by Irish Modernism. (Cope)

ENG 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. (Black)

ENG 251 Recovering African American Literature This course will study African American literature from the late eighteenth-century to the early twentieth-century. In this period, African Americans developed a literature to express themselves and communicate with each other. They wrote and read poetry by artists like Phillis Wheatley and Paul Laurence Dunbar and prose by artists like Frederick Douglass and Frances Ellen Watkins Harper. We will explore these texts in the context of when they were written and read, a time of radical change that these writers and readers helped enact. We will also examine the formation of African Americanist literary scholarship, without which a course like ours would be impossible. We can read this literature because other scholars have recovered it. These texts had been known at one time, but had since become lost, forgotten, or neglected. These scholars performed this work by finding these texts, by researching who wrote and read them, by preparing versions of them that presented what they had learned, and then by teaching and writing about them. In addition to reading, talking, and writing about this literature, we will ourselves engage in the collaborative work of literary recovery. (Black)

ENG 252 American Women Writers: Topics This course focuses on a selection of women writers who have made important contributions to U.S. literature. Authors, genres, and periods will vary depending on the instructor's area of interest and expertise. (Creadick)

ENG 254 Nineteenth-Century American Poetry American poetry from the nineteenth-century can both seem too much of its own time and way ahead of its time. Poets like Walt Whitman and Emily Dickinson are, in their own ways, entirely exceptional and wholly representative of verse written before the Modernist Movement. This course will explain why. In addition to spending about half of the term on Whitman and Dickinson, the course will treat the work of a dozen other poets, black and white, who worked in as many different forms. We will read authors who are better known for their prose (Poe, Melville), authors who were popular in their time but have since fallen out of critical favor (Longfellow, Whittier), and a large group of women writers who were described, and were often dismissed, as "poetesses." We will also read prose – like Emerson's essays, Poe's articles, Whitman's prefaces, and Dickinson's letters – that will help us understand them. Together, they will demonstrate for us the diversity of writers and writings from this period. (Black)

ENG 261 Popular Fiction When a novel acquires a mass readership, does it lose aesthetic value? What is the difference between "literary fiction" and "popular fiction"? Focusing on a genre fiction, cult bestsellers, middlebrow blockbusters, "pulp" or "trash" fiction produced across American history, this course invites students to consider the politics of taste and hierarchies of literary value embedded in popular reading practices. Students will read these literary works alongside a number of primary and secondary texts in order to illuminate the pleasures and anxieties of reading. (Creadick)

ENG 264 Southern Fictions An introduction to fiction from the American South as well as to fictions of the American South from the mid-19th century to the present. We will analyze works by major southern authors to uncover what if anything they have in common. We will also look at "The South" itself as a kind of fiction – constructed through literature, film and popular culture. Our readings will cluster around subgenres of southern fiction and contemporary "grit lit" movements. We will work to unpack the tensions around sex, race, class and religion that have haunted southern fiction from its beginnings. (Creadick)

ENG 266 Modernist American Poetry This course is a study of selected major early twentieth century figures, including Gertrude Stein, T.S. Eliot, H. D., Jean Toomer, Ezra Pound, Marianne Moore, and William Carlos Williams. (Cowles)

ENG 267 Post WWII American Poetry An introduction to contemporary American poetry, this course emphasizes both the close reading of poems and the placing of recent American poetry within its social and literary contexts. (Cowles)

ENG 270 Globalization and Literature 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 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 a 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 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. (Staff)

ENG 300 Literary Theory Since Plato This course offers a survey and analysis of major trends in the understanding of literature from Plato to the present. (Staff)

ENG 301 Cultural Theory and Popular Culture Course also listed as AMST 301. This course introduces cultural studies as a major area of contemporary theory which has reshaped the way we think and write about literature. Critical cultural studies, historicism, and reader-response theory have expanded understandings of literary meaning to include production and reception of those texts as well as their ideological content and consequences. Students read theoretical essays by such thinkers as Marx, Gramsci, Althusser, Foucault, White, Butler, and Baudrillard, as well as examples of scholars applying these ideas to the study of literature and other cultural forms. Students will then become the critics, applying these theories to the contemporary literary, material and popular culture "texts" that surround them – stories, poems, film, photographs, toys, fashion, sports, and music. (Creadick)

ENG 305 Psychoanalysis and Literature Aside from its aspirations to being medicine or a science, psychoanalysis constitutes a powerful theory of reading, which, in its emergence at the beginning of the twentieth century, corresponds to the revolution in interpretation which continues into our own time. The aim of this course is to study this theory of reading in order to show how it is the foundation of such interpretive concepts and procedures as close reading, text, and the intentional fallacy, as well as being both the source and critique of the modern handling of such interpretational elements as image, myth, and meaning. (Ivanchikova)

ENG 306 Queer Shakespeare Shakespeare's plays and poems challenge received ideas about gender, sexuality, and personal identity in diverse and often dazzling ways. In this class, we will place some of his works into dialogue with contemporary queer theory and consider what this conversation can teach us. Over the course of the semester, we will address questions from a variety of critical perspectives – theoretical, historical, dramaturgical, poetical, and philosophical. This class is designed for ENG, GSIJ, MDSC, and THTR majors and minors, but open to everyone. (Carson; offered occasionally)

ENG 307 Cowboy to Gamer: Forms of Storytelling Across Media Storytelling exists across innumerable forms, and those forms change as new technologies are invented. This course aims to build a flexible toolkit for students interested in telling stories in new and emerging media. We will begin with a historic form, popular in the 19th Century, which is a low-fi moving visual form using light, image and sound. We will then explore live short-form story-telling using voice, popularized by the radio program "The Moth." Students will field trip to a local story slam, if possible, and host a slam on campus. We will then develop a basic toolkit for audio recording in order to produce a short piece for podcast. Finally, we will produce a basic text-based interactive digital game. Along the way, we will consider stories told by expert practitioners in each of these media as well as in other emerging and historic forms. The goal is to develop not only skills specific to each medium, but also to give the students a robust vocabulary of storytelling practices applicable to emerging and future media. Students should have taken one class in either Media and Society, English or Writing and Rhetoric. (Conroy-Goldman)

ENG 311 Story and History Fiction writers have long been enchanted with the writing of historians, at times imitating, at times stealing, and even at times attempting to pass their inventions off as legitimate history. Since the 1960s, historians have also considered the role of fiction in their work. To what extent is history fiction? This course examines the evolution of the relationship between history writing and fiction, moments of cross-over such as falsified documents and hoaxes, and the way contemporary writers wrestle with the murky territory between the two. (Conroy-Goldman)

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

ENG 335 Fashioning Identity: Clothing, Character, and Social Mobility in 19th Century British Literature This course seeks to reconstruct the ways clothing restricted bodies and expanded social possibility by exploring the assumptions, the realities, and the understanding people had about clothing through literature from the seventeenth through the 19th centuries. We will read a wide range of literary works and we'll also explore the changing commercial circumstances, including the new markets opened up by imperialistic exploration that allowed people access to an increasingly wide range of goods. Delving into the material culture and historical contexts of the literary works we read, we'll seek to understand how and by whom clothing was made as well as the circumstances that made it easier for middle- and lower-class people to acquire the trappings of wealth and social consequence as industrialization gained momentum. But clothing also communicates and the works of writers from Henry Fielding and Jane Austen to Charles Dickens and George Bernard Shaw will provide insight into its symbolism and into the transformative power of clothing. (Minott-Ahl)

ENG 337 The Faerie Queene Has anyone ever written a poem that is more awe-inspiring than Edmund Spenser's *The Faerie Queene*? A rollicking adventure story, a powerful national epic, a searching philosophical meditation and guide for moral conduct, a profound exploration of renaissance theology, a pointed critique of traditional attitudes toward gender and class, a widely imaginative work of fantasy, and, not least, a deeply beautiful poem unto itself: this is surely one of the most fascinating works in all of English literature. We will read the whole poem, top to bottom, paying special attention to historical questions about gender, class politics, and religion. (Carson)

ENG 338 Milton This course will devote itself to reading *Paradise Lost*. Our work will be to understand *Paradise Lost*, its poetics, its structure, its story, its political, theological and sexual ideas; its historical moment of the English revolution. To do this we will read some criticism and history, some of Milton's prose, in the Norton, which he devoted the middle years of his life to writing before *Paradise Lost*, and we will read some sonnets and early poems to familiarize ourselves with Milton's style and more generally, how a poem makes its meaning. (Carson)

ENG 339 Shakespeare's Contemporaries Shakespeare was hardly a singular phenomenon: he made his name working within a thriving theatre community in Elizabethan London, where he was seen to be just one of about a dozen notable playwrights of the era. In this class we will read fantastic plays by some of his most notable peers, including Christopher Marlowe, Thomas Kyd, John Lyly, Ben Jonson, Thomas Middleton, Francis Beaumont, John Webster, and others, whose best work is arguably every bit as important and as impressive as Shakespeare's works. (Carson)

ENG 344 Joyce This course consists of a sustained and in-depth reading and analysis of the early fiction of James Joyce. We will supplement our readings of Joyce's stories and novels with readings of his dramatic and poetic

writing as well as his literary and political essays. Additionally, we will attend to the ways in which Joyce's biography provided material for his writing. Our topics will be varied, but we will pay particular attention to the ways in which the formal and aesthetic dimensions of Joyce's experimentalism intersect with his critical representations of race, class, gender, religion, nationalism, cosmopolitanism, economics, and colonialism. Students should expect to gain an informed appreciation of Joyce's importance to the development of twentieth century literature and intellectual thought, to sharpen their critical and analytical reading and writing skills, and to develop a working knowledge of Irish history and the literary, cultural, and political dimensions of both Irish and European Modernity. (Cope)

ENG 345 Ulysses Often considered the greatest novel of the twentieth century (and considered by some the greatest novel in history), James Joyce's *Ulysses* is also among the most difficult novels to read. At once thrilling, edifying, frustrating, baffling, bemusing, seductive, repulsive, compassionate, confounding (the list could go indefinitely), few novels have commanded the scholarly attention of James Joyce's penultimate novel. In this class, we will read the novel in terms of some of the 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 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 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 363 The American Epic All of us belong to different and shared nations, the boundaries of which dilate and contract daily, A nation, unlike a country, doesn't rely on land or borders – it lives in the minds of its people. The epic poem is one artist's attempt to speak of, speak for, and speak into being their chosen nation. In this course, we will examine the multitude of American poets who have made use of this tool – from Walt Whitman to Alice Notley to Tyehimba Jess. We will interrogate the boundaries and vitality of this ancient form and chart its growth into the modern day. By the end of the class, our goal will be to consider more fully how the epic form expands, reclaims, and reimagines the language and culture in which it is written. (Schonning)

ENG 390 Trias Topics Workshop The Trias Workshop is an intensive, practice-based studio course based in the resident's genre. Students are expected to read assignments in contemporary literature, complete writing exercises, read and critically respond to other students' work, and produce a portfolio of polished, original writing. Students will be expected to attend all Trias events in the fall and to engage with the work of visiting writers. Admissions to the workshop is by application only. (Trias Writer-in-Residence)

ENG 391 Advanced Poetry Workshop For students highly motivated to write poetry, this course offers the opportunity to study, write, and critique poetry in an intensive workshop and discussion environment. Students will produce multiple poems, write critically in response to contemporary works of poetry, and produce, workshop, and revise a chapbook-length collection of poems as a final project. Class time is divided between discussions of contemporary poetry and workshops on student writing. Prerequisite: ENG 290 or ENG 190 and permission of instructor. (Cowles)

ENG 392 Small Press Book Publishing: Book Contest and Acquisitions Editing In this course, students will help publish a book. We will focus on small press acquisitions editing through the facilitation of Seneca Review's first biennial Deborah Tall Lyric Essay Book Contest. The editors of Seneca Review will have narrowed down manuscript submissions to approximately 15 semi-finalists. Over the course of the semester, students will have the opportunity both to learn about and to engage in the acquisitions editorial process by reading, discussing, and evaluating each of the semi-finalist manuscripts and by ultimately helping select five finalists. The TRIAS resident will meet with the class several times and serve as the contest judge. Students will work in small groups to pitch one of the finalist manuscripts to the judge. By engaging in the book publishing and acquisitions process, students will grapple with such questions as: How do lyric essays and hybrid texts work in conjunction with one another in a book-length manuscript? What makes a creative manuscript good and how do we weigh it against competing manuscripts with different strengths? And how can we distinguish between manuscripts that cross the threshold into the realm of literary excellence and those that do not? (Babbitt)

ENG 393 Fiction Workshop II: Theory of Fiction Writers represent a loose theoretical camp which addresses issues like the creative process, experimental writing, and the relationship between art and politics, in a way that other areas of literacy criticism do not. In this course, we will use writing and readings in theory and cutting edge experimental fiction in order to explore some of these issues. This course is suitable for students strongly committed to fiction writing. Fiction I and Fiction II may be taken in either order. Prerequisite: Permission of the instructor, based on writing sample. ENG 260 is generally required. (Conroy-Goldman)

ENG 394 Workshop: The Craft of Fiction An intensive workshop devoted to the creation and critiquing of student fiction, this course is suitable for students strongly committed to fiction writing. Students are expected to produce a portfolio of polished stories. Prerequisite: Permission of instructor, based on writing sample. ENG 190/290 is generally required. (Conroy-Goldman)

ENG 396 The Lyric Essay HWS is the birthplace of the lyric essay. It was in the introduction to the Fall 1997 issue of Seneca Review that esteemed HWS professor Deborah Tall and Hobart alumnus John D'Agata gave the 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 Nonfiction Workshop This is a writing course in creative nonfiction designed for English majors or others seriously interested in working to develop their own voices in the medium of the personal essay. Students read and discuss essays by major contemporary American essayists. They also read and discuss each others' essays in a workshop with an eye toward revision. Participants should be prepared to write one essay a week. Prerequisite: permission of instructor, based on a writing sample. (Staff)

ENG 399 Hybrid Forms Workshop New publication methods and technologies change art. From the printing press, to the typewriter, the record player, the camera, or the film reel, artists have used new technologies to expand our notions of art and to skirt borders of genres and media. In the advent of the internet and digital technologies, the possibilities for expansion and experimentation have again exploded, and contemporary artists are involved in a renaissance of hybrid forms that has become bigger than the technologies that started it. Poets are using cameras and bullhorns, musicians are using kitchen utensils, translators are using languages they don't actually speak, artists are using old books and exacto knives, sculptors are using live (and not live) human bodies, film directors are using colored pencils and moth wings, dancers are using dirt and armchairs. In this creative writing workshop, the focus will be on hybrid texts that include language in some form. We will track a strange vein of precedent for contemporary hybrid texts across decades and even centuries, we will explore what artists and writers are producing right now, and we will create and workshop our own hybrid texts. We will learn new critical language for talking about such texts, and we will participate in collaborative and guerilla art projects. Artists from outside the English Department who are interested in working with language in some way are encouraged to ask for permission, even if they have

not taken ENG 290. Prerequisites: ENG 190/290 or permission of the instructor. (Cowles)

ENG 410 Radical Futures What does the future have in store? Radical Futures will engage with the question of the future as discussed in contemporary fiction, creative non-fiction, and theoretical texts. Our moment is defined by pervasive anxiety about the future. Three moments of crises are frequently discussed: environmental (climate change, resource depletion, and mass extinctions), economic (automation and rising inequality), and existential (AI research and development forcing us to redefine the notion of the human). In this course, we will discuss texts that push against visions of apocalypse and imagine futures that are both radically different and hopeful. We will discuss radical proposals that inhabit the liminal space between fiction and science, such as cryonics and brain emulation, extinct species revival, socio-economic equality, and space exploration. What role will humanities play in these future developments? Students will be required to write an extensive research paper on one of the topics discussed in the course. (Ivanchikova)

ENG 417 Shakespearean Adaptation Shakespeare's plays exist in a state of continual reinterpretation, not just through the work of literary scholars and of theatre artists, but also through the creations of adapters who generate entirely new artworks – novels, poems, plays, films, television series, graphic novels, operas, pop songs, video games, dance, visual and performance art – that engage in dialogue with their Shakespearean sources. In this capstone class, we will investigate the world of Shakespeare adaptations, exploring how artists of all sorts have repurposed, transformed, interrogated, satirized, lionized, translated, inverted, and fought back against Shakespeare's works across time, across cultures, and across media. (Carson)

ENG 441 Writing Women: Defining Femininity in Late Nineteenth Century Britain This course will reconstruct the social and legal conditions under which British women lived in the last two decades of the nineteenth century. Together, we will use research skills and techniques 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 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 464 Capstone: New South Fictions Some of the most celebrated American literature has sprung from the South, from William Faulkner's high modernist experiments to Alice Walker's poetry and fiction to Barbara Kingsolver's latest Pulitzer prize-winner. But in 2001, a call in the journal *American Literature* for a "new southern studies" signaled a ground shift in the field. Scholars began to turn away from exceptionalist or essentialist notions of "The South" to raise more skeptical, even hostile critiques of old metaphors, monuments, and monoliths. What has happened in the literary landscape since this turn? *New South Fictions* picks up at this crossroads, centering contemporary (post-2000) southern writers and writing. As readers of this fiction, we will contend with Appalachian Souths, Future Souths, Native Souths, Queer Souths, Urban Souths, Undead Souths, Weird Souths, and more. Students in this capstone will be positioned as a new generation of literary critics laboring to analyze this new generation of writers. What do these authors have to teach us about the South? And what does this South have to teach us about America, now? *New South Fictions* is a capstone seminar, which means it is a rigorous course intended for upper-level majors. The expectation is that the student will already have a solid understanding of how to analyze, interpret, synthesize, research, and write about literary texts. The reading load is heavy (expect at least one book per

week, plus articles), and the class period is entirely discussion-based and frequently student-led. The course culminates in a lengthy "seminar paper," which will showcase your most advanced scholarly writing in your discipline.

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 Junior/Senior Seminar: Theory of Fiction Course also listed as ENG 315. Writers represent a loose theoretical camp, which addresses issues like the creative process, experimental writing, and the relationship between art and politics, in a way that other areas of literacy criticism do not. In this course, we will use writing and readings in theory and cutting edge experimental fiction in order to explore some of these issues. This course is suitable for students strongly committed to fiction writing. Prerequisite: Permission of the instructor, based on writing sample. ENG 190/290 is generally required. (Conroy-Goldman)

Environmental Science

Program Faculty (Steering Committee)

Nan Crystal Arens, Professor of Geoscience
Meghan Brown, Professor of Biology
Kristen Brubaker, Professor of Environmental Studies
Lisa Cleckner, Director of the Finger Lakes Institute
Bradley Cosentino, Professor of Biology
Tara Curtin, Associate Professor of Geoscience
Susan Cushman, Associate Professor of Practice
Mark Deutschlander, Professor of Biology
David Finkelstein, Associate Professor of Geoscience
David Kendrick, Professor of Geoscience
Neil Laird, Professor of Geoscience
Nicholas Metz, Professor of Geoscience
Shannon Straub, Associate Professor of Biology

Environmental Science is an interdisciplinary major that investigates the relationship between humans and their natural world. Environmental Science blends perspectives from biology, geoscience, and environmental studies to train students to understand scientific interconnections of and between the abiotic and biotic world. In addition to developing a firm grounding in science, students take courses that equip them to address a wide range of stakeholders and interface effectively with policymakers. Graduates will be able to pursue employment or research opportunities in fields such as natural resources, ecosystem science and management, environmental consulting, sustainability initiatives, and related areas, while still providing the interdisciplinary framework to pursue science-grounded policy careers. Courses will be taught by faculty in multiple departments and will include field/research opportunities that utilize existing campus assets such as Coopers' Woods, Hanley Preserve, and Seneca Lake.

Mission Statement

The mission of the Environmental Science program is to provide students with a solid background in the sciences and then apply this knowledge to help understand complex local and global environmental problems. Students will also learn why scientific approaches need to be integrated with social science and humanities perspectives to understand the causes of environmental problems and implement change. Students will learn the tools necessary to solve problems and communicate solutions to diverse audiences. Students will graduate with experience integrating multiple perspectives to tackle some of the world's biggest environmental challenges, including climate change, biodiversity loss, and water scarcity. Our graduates will have the skills necessary to continue to learn new advances in the field, and to use data to effectively answer questions.

Offerings

Environmental Science offers an interdisciplinary B.S. major. All courses must be completed with a grade of C- or better. Credit/No credit courses cannot be counted toward the major.

ENVIRONMENTAL SCIENCE MAJOR (B.S.)

disciplinary, 16 courses

Learning Objectives:

- Demonstrate an understanding of the influences that abiotic (climate, energy, geology, water) and biotic environmental factors have on creating and altering ecosystems.
- Think critically about scientific problems using previous work and applying this knowledge to a new place or topic.
- Design and complete a scientific study by creating unique scientific questions and collecting, analyzing, synthesizing, and interpreting data.
- Effectively communicate science in a variety of venues used by scientists, in oral, written, and visual formats.
- Articulate an understanding of the world's most challenging environmental problems, along with potential solutions, to diverse audiences using credible, evidenced-based arguments.

- Relate insights from the social sciences and humanities towards addressing equity, justice, and ethics issues with regards to human-environment interactions.

Requirements:

Sixteen courses are required. Six core required courses include BIOL 167, BIOL225, GEO 182 or 184 or 186, ENV 200, ENV 201 or 205 or 237, and ENV 202 or 245. Two required courses in quantitative and spatial reasoning: ENV 207 or BIOL230, and ENV 203 or ENV 281. Five additional environmental science electives are required, including two in Biology and three in Geoscience. Students also complete two supporting natural science electives, as well as ESCI 400 Environmental Science Capstone. Completion of Honors with steering committee faculty in Biology, Environmental Studies, and Geoscience may substitute for ESCI 400.

Environmental Science Electives. The following courses in Biology and Geoscience can be completed to meet the requirement for Environmental Science electives:

Biology Electives

BIOL 300 Evolution
 BIOL 316 Conservation Biology
 BIOL 325 Invasion Ecology
 BIOL 328 The Biology of Plants
 BIOL 334 Vertebrate Biology
 BIOL 338 Aquatic Biology
 BIOL 339 Global Change Biology
 BIOL 356 Ornithology

Geoscience Electives

GEO 210 Environmental Hydrology
 GEO 215 Hydrometeorology
 GEO 220 Geomorphology
 GEO 242 The Earth System
 GEO 250 Oceanography
 GEO 255 Global Climates
 GEO 260 Weather Analysis
 GEO 265 Weather Measurements and Computing
 GEO 280 Environmental Geochemistry
 GEO 284 Mineralogy and Petrology
 GEO 320 Sediments and Sedimentary Rocks
 GEO 325 Paleoclimatology
 GEO 330 Limnology
 GEO 350 Synoptic-Dynamic Meteorology I
 GEO 351 Synoptic-Dynamic Meteorology II
 GEO 355 Mesoscale and Severe Weather
 GEO 362 Polar Meteorology
 GEO 365 Environmental Meteorology
 GEO 375 Earth History
 GEO 380 Paleontology
 GEO 390 Gondwana
 ATMO 245 Climate Change Science

Elective Courses in the Natural Sciences. Supporting science electives include biology, chemistry, computer science, geoscience, mathematics, or physics. Additional options for the natural science elective include ENV 203, ENV 281, ENV 282, and ENV 310.

Progressing through the Major. During the first year, students are advised to complete BIOL 167, GEO 182 or 184 or 186, ENV 200, and ENV 202 or 245. During the second year, students are advised to complete BIOL 225, ENV 201 or 205 or 237, ENV 207 or BIOL230, and one geoscience elective. During the third year, students should complete ENV 203 or 281, one biology elective, one geoscience elective, and one supporting science elective. During the fourth year, students should complete one biology elective, one geoscience elective, one supporting science elective, and ESCI 400.

GENERAL POLICIES

Policies on C/NC and course repeats. For the major, all courses must be taken for a letter grade (CR/NC courses will not count) and completed with a C- or better.

Advanced Placement. Students who earn an Advanced Placement (AP) score of 5 for AP Environmental Science will earn credit toward the environmental science major as an equivalency with ENV 200 Environmental Science.

Taking courses in HWS abroad programs. Courses in HWS abroad programs may contribute to the environmental science major with equivalencies as core required courses or contributing as electives. Courses not previously approved must be petitioned for approval by contacting chair of Environmental Science. Students should work with their adviser to determine how potential abroad courses will count towards the major.

Taking courses at other institutions. Courses taken at other institutions, which are not affiliated with HWS-sponsored abroad programs, are considered on a case-by-case basis. Students must submit a petition to the chair of Environmental Science to have these courses considered for the major.

COURSE DESCRIPTIONS

ESCI 400 Environmental Science Capstone: Students will integrate knowledge learned in previous courses in the context of applied topics in environmental science. Topics will be explored through reading discussions and completion of a project, such as an applied research investigation, a planning project for environmental decision making, or a scholarly literature review of a topic. Students will communicate the findings of their project to relevant stakeholders. Prerequisites: Senior Environmental Science major, one 300-level Biology elective, and one 300-level Geoscience elective.

Environmental Studies

Department Faculty

Kristen Brubaker, Associate Professor, Environmental Studies
 Elizabeth Johnson, Visiting Assistant Professor, Environmental Studies
 Beth Kinne, Associate Professor, Environmental Studies
 Darrin Magee, Associate Professor, Environmental Studies
 Whitney Mauer, Associate Professor, Environmental Studies
 Robinson Murphy, Visiting Assistant Professor, Environmental Studies
 Joh Halfman, Emeritus Professor, Environmental Studies

Contributing Faculty

Christopher Annear, Anthropology
 Etin Anwar, Religious Studies
 Nan Crystal Arens, Geoscience
 Betty Bayer, Gender, Sexuality, and Intersectional Justice
 Jeffrey Blankenship, Art and Architecture
 Walter Bowyer, Chemistry
 Meghan Brown, Biology
 Sigrid Carle, Biology
 Lisa Cleckner, Finger Lakes Institute
 Bradley Cosentino, Biology
 Tara Curtin, Geoscience
 Susan Cushman, Biology
 Christine de Denus, Chemistry
 Mark Deutschlander, Biology
 Tom Drennen, Management and Entrepreneurship
 Ileana Dumitriu, Physics
 David Finkelstein, Geoscience
 Jessica Hayes-Conroy, Gender, Sexuality, and Intersectional Justice
 Alla Ivanchikova, English and Creative Writing
 Kristy Kenyon, Biology
 Neil Laird, Geoscience
 Jamie MaKinster, Education
 Kirin Makker, American Studies
 Nicholas Metz, Geoscience
 Erin Pelkey, Chemistry
 James Ryan, Biology
 Kelsey Ward, Philosophy
 Sarah Whitten, History
 Lisa Yoshikawa, History

Many of the biggest problems facing humanity are environmental, including climate change, food insecurity, lack of water availability, energy systems, environmental injustice, and biodiversity loss. In order to move the needle on these environmental challenges, we teach an interdisciplinary approach to problem solving.

Environmental Studies is defined by its interdisciplinary nature. Our faculty and classes are split between Natural Science, Social Science, and the Humanities so that our students learn how to approach a problem from multiple perspectives. While we expect our students to scientifically articulate climate change and other environmental issues, we also know that humanistic approaches, including those based in art, film, and literature, are essential to understand and solve complex environmental crises. The humanities allow us to reach individuals on an emotional level that can solicit change in ways more quantitative approaches may miss. In addition, social and economic structures often constrain the scope of possibilities for moving towards a more sustainable and environmentally just world. Therefore, a fluency in the humanities, social science and natural science perspectives are integral to helping students become critical thinkers and creative problem solvers. A critical, interdisciplinary understanding of environmental issues will allow our students to address the causes of environmental harms rather than merely the symptoms.

Our Environmental Studies curriculum moreover provides students with an experiential education. These integrated experiences include anything from summer research, to 'service learning' opportunities within the local community,

to working an internship, and even a lab class in one of our campus's 'living laboratories' such as Seneca Lake, the William Scandling research boat, and Coopers' Woods. All our students complete a Senior Integrated Experience, a capstone project in which they use their interdisciplinary training to explore an environmental problem from multiple perspectives.

Mission Statement

The mission of the Environmental Studies program is to develop graduates with an understanding of the complexity of local and global environmental problems. Using an interdisciplinary approach grounded in the natural sciences, humanities, and social sciences, we facilitate the development of critical-thinking citizens equipped with a robust, diverse problem-solving toolbox. We produce graduates with experience integrating multiple perspectives to forge pathways to a future that is more sustainable, just, and equitable for all. Our graduates consistently thrive in careers that address any number of pressing environmental challenges.

Offerings

Environmental Studies offers an interdisciplinary major and minor. Careful selection of core and elective courses is key to developing a coherent area of concentration within the student's program of study.

ENVIRONMENTAL STUDIES MAJOR (B.A.)

interdisciplinary, 13 courses

Learning Objectives:

- Articulate and apply an understanding of the natural sciences and scientific literacy in order to analyze environmental problems.
- Articulate and apply insights from economic, political, social, and cultural institutions in order to analyze human-environmental interactions.
- Situate environmental issues and the links between human and natural systems in ethical, cross-cultural, and historical contexts, as expressed through the arts, literature, music, and film.
- Communicate the world's most challenging environmental problems, along with potential solutions, to diverse audiences using credible, evidenced-based arguments.
- Identify appropriate methods of inquiry to address research questions in the natural sciences, social sciences and humanities, and apply methodological skills to environmental problem solving.
- Engage critically with questions of justice and equity in human-environment interactions.

Requirements:

ENV 110 or ENV 102; ENV 400 or ENV 401; two "ES Core" courses from different departments in each division, a "tools" course, and four "ES Elective" courses from the ES Core and/or ES Elective course lists at the 200-level or above. Students are asked to carefully select ES Core and elective courses to define a focus. All courses for the major must be passed with a C- or higher. No more than one CR grade may count towards the major.

ENVIRONMENTAL STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

ENV 110, ENV 102 or substitute one additional ES Core course; one ES Core course from each division; and two ES Elective courses from the ES Core and/or ES Elective course lists at the 200 level or above. All courses for the minor must be passed with a C- or higher. No more than one CR grade may count towards the minor.

CORE COURSES

Humanities Core

ENV 202 Environmental Humanities

ENV 245 Radical Environmentalism

ENV 315 Eating, Killing, Loving: Our Lives with Animals

ENV 325 Environmental Leadership
ENV 345 Decolonial Environmentalisms
ENV 360 Environmental Afrofuturism
AFS 211 Black Earth
AMST 312 Architecture Space and Social Justice
ENG 213 Environmental Literature
HIST 111 Tides of History
HIST 111 Story of Stuff
HIST 151 Food Systems in History
PHIL 154 Environmental Ethics
REL 286 Islam and Environment
GSIJ 309 Stormy Weather Ecofeminism

Natural Sciences Core

ATMO 245 Climate Change Science
ENV 200 Environmental Science
ENV 281 Remote Sensing
ENV 282 Energy, Environment and Technology
BIOL 150 Foundations of Biology
BIOL 167 Introductory Topics in Biology
CHEM 101 That's Cool! Chemistry Is Everywhere
CHEM 110 General Chemistry
CHEM 190 Accelerated. General Chemistry
GEO 140 Environmental Geology
GEO 142 Earth Systems Science
GEO 144 Astrobiology (also PHYS 115)
GEO 182 Introduction to Meteorology
GEO 184 Introduction to Geology
GEO 186 Introduction to Hydrogeology

Social Sciences Core

ENV 201 Community and Urban Resilience
ENV 204 Geography of Garbage
ENV 205 Introduction to Environmental Law
ENV 213 Poverty and Place in Rural America
ENV 215 Environment and Development in East Asia
ENV 237 Environmental Justice in Indian Country
ENV 309 Environmental Change in the Indigenous World
AMST 213 Poverty and Place in Rural America
AMST 237 Environmental Justice in Indian Country
ANTH 280 Environment and Culture
ECON 212 Environmental Economics
GSIJ 212 Gender and Geography
POL 201 Politics of Climate Change
SOC 213 Poverty and Place in Rural America

Tools Courses

ENV 203 Fundamentals of GIS
ENV 207 Environmental Statistics (also GEO 207)
ENV 232 Navigating Conflict
AMST 201 Methods in American Studies
AMST 202 Drawing for Study and Storytelling
ANTH 273 Research Methods
BIOL 230 Biostatistics
CPSC 225 Intermediate Programming
ECON 202 Statistics
EDUC 351 Teaching and Learning with Citizen Science
MATH 232 Multivariable Calculus
MATH 237 Differential Equations
MDSC 319 Listening to the Finger Lakes

PHYS 285 Math Methods
POL 361 Intro to Quantitative Research Methods
INRL 371 Qualitative and Interpretive Research Methods
PSY 210 Statistics and Research Methods
SOC 211 Research Methods
SOC 212 Data Analysis
GSIJ 305 Food, Feminism & Health

Environmental Studies Courses

ENV 102 Introduction to Environmental Studies: Climate Change
ENV 200 Environmental Science
ENV 201 Community and Urban Resilience
ENV 202 Environmental Humanities
ENV 203 Fundamentals of GIS
ENV 204 Geography of Garbage
ENV 205 Intro to Environmental Law
ENV 207 Environmental Statistics (also GEO 207)
ENV 213 Poverty and Place in Rural America
ENV 215 Environment & Development in East Asia
ENV 216 Birds in Our Landscape (only offered in Maymester, J-Term)
ENV 232 Navigating Conflict
ENV 237 Environmental Justice in Indian Country
ENV 245 Radical Environmentalism
ENV 281 Remote Sensing
ENV 282 Energy, Environment and Technology
ENV 309 Environmental Change in the Indigenous World
ENV 310 Advanced GIS
ENV 315 Eating, Killing, Loving: Our Lives with Animals
ENV 320 Natural Resource Law
ENV 325 Environmental Leadership
ENV 340 Water and Energy in China
ENV 345 Decolonial Environmentalisms
ENV 360 Environmental Afrofuturism
ENV 400 Senior Integrative Experience (Group)
ENV 401 Senior Integrative Experience (Individual)

Cross-Listed Elective Courses

ANTH 228 Physical Anthropology
ANTH 310 Experimental Archeology: Paleolithic Tool Technology
ANTH 340 Anthropology of the Global Commons
ANTH 354/454 Food, Meaning, Voice
ARCH 202 Radical Ecology: Designing With
ARCH 310 Early Modern History
ARCH 311 History of Modern Architecture
ARCH 312 Theories of Modern Architecture and Urbanism
ARCH 313 History of Modern Landscape Architecture
ARCS 200 Introduction to Architectural Design I
ARCS 300 Introduction to Architectural Design II
ARTS 301 Photography Workshop
ARTH 336/436 Landscape and the Garden in China and Japan
BIOL 220 Genetics
BIOL 225 Ecology
BIOL 230 Biostatistics
BIOL 300 Evolutionary Analysis
BIOL 316 Conservation Biology
BIOL 328 Biology of Plants
BIOL 338 Aquatic Biology
CHEM 210 Quantitative Chemical Analysis
CHEM 240 Introduction to Organic Chemistry
CHEM 241 Intermediate Organic Chemistry

CHEM 260 Environmental Chemistry
CHEM 318 Inorganic Chemistry A
CHEM 348 Biochemistry I
ECON 202 Statistics
ECON 301 Microeconomic Theory and Policy
ECON 316 Labor Market Analysis
ECON 348 Natural Resources and Energy Economics
ECON 461 Seminar: Environmental Economics
EDUC 348 Our National Parks
GEO 210 Environmental Hydrology
GEO 220 Geomorphology
GEO 240 Mineralogy
GEO 255 Global Climates
GEO 260/ATMO 260 Weather Analysis and Forecasting
GEO 280 Environmental Geochemistry
GEO 299 Geoscience Field Studies
GEO 320 Sediments and Sedimentary Rocks
GEO 325 Paleoclimatology
GEO 330 Limnology
GEO 365 Environmental Meteorology
GEO 375 Earth History
GEO 380 Paleontology
GSIJ 100 Introduction to Gender, Sexuality and Intersectional Justice: Environmental Lens
HIST 208 Women in American History
HIST 234 Medieval History
HIST 253 Renaissance and Reformation
HIST 310 Rise of Industrial America
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 235 Morality and Self Interest
PHIL 236 Philosophy of Law
PHIL 238 Philosophy of Natural Science
PHYS 270 Modern Physics
PHYS 285 Mathematical Method
SOC 221 Race and Ethnic Relations
SOC 222 Social Change
SOC 223 Inequalities
SOC 251 Sociology of the City
SOC 258 Social Problems
SOC 290 Sociology of Community
SOC 300 Classical Sociological Theory
SOC 375 Social Policy

COURSE DESCRIPTIONS

ENV 099 Environmental Institute ENV 099 is represented by the curriculum in the Environmental Studies Summer Youth Institute (ESSYI) program. ESSYI is a two-week, college-level interdisciplinary program for talented high-school students entering their junior and senior years. The program introduces students to environmental issues and interdisciplinary techniques for addressing environmental problems. Students make new intellectual and emotional connections as they explore current environmental crises through scientific, social, economic, philosophical, ethical, and political perspectives. At the Institute, students develop a broad understanding of the interrelated forces that affect the environment and our relationship to the world. The environmental issues that confront us as we enter the 21st Century are complicated and the institute helps students to understand that successful solutions will not come from a single field. The central goal is to empower students with the confidence and tools to change the world through collaborative efforts in their future careers. Students will leave the institute with a better understanding of themselves, the environment, academic opportunities in college, and their career goals and aspirations.

ENV 102 Introduction to Environmental Studies: Global Climate Change This class introduces numerous questions and perspectives regarding global climate change. While the media now reports daily on climate change, understanding its causal mechanisms and effects are exceptionally complex. Is the climate changing and how do we know? What are climate change's causal forces? What are some ways that climate change affects ecosystems and human life? How do we imagine and plan for futures that may look and feel dramatically different from the present? What is being done to mitigate climate change and its effects? And why is more not being done? Addressing these questions requires an interdisciplinary approach, spanning the natural and social sciences as well as the humanities. In this course, we will scratch the surface of multiple approaches to the problem of global climate change and techniques of environmental studies, paying particular attention to the ethical dimensions of climate action. (Staff, offered each semester)

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 Community and Urban Resilience Cities and communities are experiencing unprecedented change. Urbanization and globalization, climate change, the persistence and growth of social inequities, and accelerated resource degradation and depletion are not merely technical problems, but social problems. This course is designed for students in environmental studies, urban studies, sociology and/or cognate fields to understand and apply concepts of resilience from sociology and geography to complex socio-ecological problems facing communities and urban places. The aim of this course is to introduce students to empirical, theoretical, and imaginative reflection on the possibilities of "resilience" for addressing climatological, ecological, economic, and social crises. Together, we will cover such key questions as: What is resilience? What role have various urban processes, such as urban renewal, segregation, or gentrification, had on the production or dismantling of resilience? Why are social science perspectives essential for understanding and addressing ecological change? How do social conditions affect urban and rural vulnerability to disturbances, disasters and changing climate regimes? What elements of the social fabric hold communities together through turbulent times? How can cities build capacity to withstand disruptions and shocks associated with climate change, global pandemics, interruptions in global trade and food supply, sharp increases in the cost of energy, and environmental degradation? What initiatives or interventions can nurture the development of alternative economic and social spaces that support the emergence of life-sustaining structures and practices? (Mauer, Kosta, offered annually.)

ENV 202 Environmental Humanities This course emphasizes the role of the humanities in imagining a just and sustainable planet. In particular, it will explore how a diverse array of literature and art – including the novel, short story, poem, play, podcast, film and television – can help us understand issues of immediate significance, like population growth, climate change and species extinction. Immersion in this literature and art, and the issues with which they are in conversation, promises to provide tools for thinking through questions we will encounter in our future academic work and civic engagement and beyond. For example, as college-educated citizens endowed with intellectual wherewithal, what is our responsibility during a time of ecological crisis? How must we act in lived reality, and what will a specific blueprint for such action look like? (Murphy, offered annually)

ENV 203 Fundamentals of Geographic Information Systems Geographic Information Systems (GIS) has been used in a multitude of environmental applications because it aids in the collection, storage, analysis, and visualization of spatial information and it helps users to make informed decisions regarding the use, management, and protection of the environment. This course will cover the theory of GIS with hands-on-experience in a multitude of environmental applications including: geographical data entry and acquisition, database query and site selection, vector and raster modeling, and integration with global positioning system (GPS). (Brubaker, offered annually)

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 Intro to Environmental Law Since the 1970s, environmental law in the United States has become increasingly integrated into natural resource management, municipal land use decisions and corporate development strategies. This course will provide students with an overview of major federal environmental laws including the Clean Air Act, Clean Water Act, CERCLA (Superfund Act) and the National Environmental Policy Act. In addition, we will cover

some basics of property law and the Administrative Procedure Act, which provide the foundation for environmental law theory and enforcement. The course would be a good course for students considering a legal career, a career in environmental studies, municipal planning or land use, or just a general interest in law. (Kinne)

ENV 207 Environmental Statistics Investigation design and statistical analysis of data are intimately linked. This course will explore these facets of the scientific process iteratively. We will examine probability and sampling, study and data integrity, hypothesis generation and testing, and data analysis using descriptive statistics, t-tests, chi-squared applications, one- and two-way analysis of variance, correlation, time series analysis and linear regression. We will also introduce multivariate methods of data structure exploration. Students will practice concepts by designing investigations in the realms of Earth and environmental science, gathering and/or assembling data from other sources and analyzing it using the R statistical computing environment. Prerequisite: One 200-level course in the Natural Sciences. Offered annually.

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

ENV 215 Environment and Development in East 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 216 Birds in Our Landscape Birds are an apparent and familiar part of our environments, whether hiking in a national forest or spending time in our own backyards. From pristine natural areas to the most urban settings, birds are ubiquitous and serve as sentinels for the health of the environment. Examining population trends and geographical distributions of birds can help us understand the impacts of urbanization, pollution and pesticides, climate change, and more. In this course, you will learn how distributions of birds inform scientists about environmental change and the impacts of change on the function of ecosystems. You will learn, firsthand through field excursions and exercises, to identify local bird species and how to conduct some basic field techniques for direct monitoring of birds. You will learn how scientists collect distribution data on birds using remote sensing and how citizen science has greatly advanced our ability to understand the distributions and movements of birds. You will also learn how scientists communicate their findings by reviewing scientific publications, which we will use as case studies of how birds in our landscape impact us and tell us about our environments.

ENV 232 Navigating Conflict: Theories and Methods Effective navigation of conflict promotes personal achievement, creates resilient teams and communities, enables the sustainable use of natural resources, and reduces violence. Navigating Conflict will begin with an analysis of the structures, assumptions, and values that inform our understanding of conflict and the role conflict plays in our lives, both in "mainstream" U.S. culture as well as in other contexts such as Chinese and Native American culture. The course will then delve deeper into theories and techniques of mediation and facilitation and their utilization across cultures and across the conflict spectrum: from interpersonal conflict to intra- and inter-group conflict to complex natural resource conflicts. Students will practice self-monitoring, attending to and responding to the needs of people in conflict. Techniques will include reflective listening/feedback loops, the use of questions and summaries and how data and information support parties as they navigate conflict. Throughout the course, students will be encouraged to interrogate the role of the mediator/facilitator with regards to impartiality, party empowerment, social justice and equity. (Kinne, offered occasionally)

ENV 237 Environmental Justice in Indian Country American Indians have since 'time immemorial' had an immediate relationship to the natural world and their physical surroundings. Many native peoples are rooted to place. This course explores American Indian relationships to nature and eco-political responses to contemporary environmental issues. Beginning with the history of American Indian political relationships with the U. S. federal government, we

will consider the various and complex ways in which this history has affected and continues to affect American Indian ecology, agricultural land use, natural resource conservation, urban pollution, and modern environmental movements. Topics may include: resource use; land claims; sacred and ecologically unique places; hunting and fishing rights; food and agriculture; and traditional ecological knowledge. Students in this course will be introduced to the writings and ideas of Indigenous scholars and activists such as Vine Deloria, Jr. (Mauer, offered annually).

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. (Johnson, offered occasionally)

ENV 281 Remote Sensing This interdisciplinary course provides an introduction to remote sensing technologies and their applications. The goal of the course is to broaden a student's understanding of remote sensing and use Geographic Information Systems (GIS) to perform and understand image analysis methodologies. Introductions to the electromagnetic spectrum, energy sources, radiation principles, aerial cameras, and electronic imaging provide the student with a fundamental scientific understanding of remote sensing. This understanding is coupled with an exposure to the techniques of extracting relevant information from digital imagery using GIS software. In summary, this course presents an overview of the various aerial and space-based remote sensing platforms and their characteristics, with a view toward future systems and capabilities. Prerequisites include PHYS 150, or PHYS 240, or CPSC 124, or any GEO 18x course, or any ENV -IXX course, or permission of the instructor. (Dumitriu/Halfman, spring semester).

ENV 282 Energy, Environment, and Technology Energy, the only universal currency, is necessary for getting anything done in today's society. The conversion of energy on Earth ranges from terra-forming forces of plate tectonics to cumulative erosive effects of raindrops. Energy has shaped society throughout history, from pre-agricultural societies through today's fossil fuel-driven, technological civilization. Modern civilization uses vast amounts of energy, and tough political, economic, social, and ethical issues will have to be resolved if the "energy crisis" is to be ameliorated. This course focuses on the fundamental physical principles underlying energy processes, and their application to practical solutions. The goal of the course is helping students to develop a quantitative science-based understanding of the many issues and problems involved with the generation, storage, and usage of various forms of energy in our technological society and their impact on the environment.

ENV 309 Environmental Change in the Indigenous World Indigenous identity, culture, community, and politics are inextricably bound to place. Place-based cultures and identities, however, may be threatened in a world increasingly connected through the spatial expansion and deeper integration of capitalist markets, the coordination and exchange of technological developments, the movement of people, ideas, language, and symbols across borders, and the extension and homogenization of modes of governance and regulation. The imagining and re-imagining of Indigenous sovereignty is thereby tied to issues of territoriality, land and resource rights, dispossession/displacement, and environmental change. In this seminar, we will critically examine the effects of global processes on Indigenous environments and on Indigenous efforts to resist and revitalize. Specifically, we will investigate key discourses of Indigenous identity formation and negotiation, neo-colonialism, sovereignty, models of nation-rebuilding, sustainability, food security, and livelihoods. (Mauer, offered occasionally)

ENV 310 Advanced Geographic Information Systems Geographic Information Systems (GIS) modeling capabilities have been used to inform and support decision making in the management of watersheds and parks, in the design of emergency evacuation plans, among others. Advanced GIS will cover a wide range of modeling applications using rasters, including watershed drainage analysis, ecological corridors and least cost path analysis. Students will also be introduced to analytical tools such as spatial data interpolation techniques, point pattern and density analysis, and error assessment. Hands-on experience will be provided through weekly labs and final project. (Brubaker, offered occasionally)

ENV 315 Eating, Killing, Loving: Our Lives with Animals In contemporary American culture, some animals – dogs, cats, and horses, for example – are considered treasured members of our families. They are beloved, attended to with the same care we give our kin. At the same time, other animals are considered pests to be killed as a matter of course. Others still are paired with sauces and sides to make up what we call dinner. Elsewhere and throughout history, animals (and, and in some cases, humans) have moved in and out of these categories, demonstrating that the role of animals in our lives is never settled and seldom rooted in rational decision making. Instead, we connect

with animals emotionally, affectively, and culturally. This course will examine our relationship with nonhuman animal by pairing an investigation of philosophy with an exploration of animals in literature and art. Students will explore the histories and ethical frameworks that govern how we treat (and eat) animals with a focus on wildlife conservation and animal agricultures. Together, we will question how thinking with animals teaches us about how we position ourselves as humans within the world. Finally, we will consider out potential futures alongside the nonhumans with which we share the planet, particularly in light of ongoing ecological degradation and mass extinction. Throughout the term, we will collectively question what we think we know about nonhuman animals-and ourselves. (Johnson, offered occasionally)

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 325 Environmental Leadership As citizens of the developed world we are relatively disconnected from the natural environment. Therefore, the environmental impacts of our daily actions are often unseen and we find ourselves on a collision course with environmental degradation and global climate change. It is within this context that addressing environmental issues requires leadership. This course will explore the lives and perspectives of leaders at all levels, from those involved in community-based initiatives, to those working in national and international contexts. We will analyze and apply a variety of leadership models that can be used to engage across difference, identify critical needs, build coalitions, manage uncertainty, and collaborate with stakeholders. The emergence and nature of environmental leadership will be examined in settings ranging from rural America, to the European Union, to urban China, to indigenous populations in developing countries. Ultimately, students will come to understand the opportunities they have in terms of leadership, both now and in the future. (Makinster, offered occasionally)

ENV 340 Water and Energy in China Course also listed as ASN 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, offered annually)

ENV 345 Decolonial Environmentalisms Is social justice necessary for environmental sustainability, or does it distract from solving environmental problems? The 'decolonial' of this course title serves as an umbrella term for the pursuit of justice shared by all groups marginalized by white heteropatriarchy, because of gender, sexuality, race, ethnicity, nationality, ability, class, and non-humanity. The intersectionality of 'decolonial' is underscored by the plurality of the course title's second term, 'environmentalisms.' Over the course of the semester we will explore cutting-edge critical theory scholarship in the ever-burgeoning field of environmental humanities, and how this intersectional, decolonial scholarship contributes to a broad societal and scholarly conversation about the fate of the planet. Putting disparate lenses in conversation, Decolonial Environmentalisms demonstrates that a holistic conception of justice is crucial for producing ecological sustainability. Several out-of-class events related to these course themes are being offered on campus during the semester; students will be required to attend one of their choosing. Prerequisite: ENV 202, or by permission of the instructor. (Murphy, offered occasionally)

ENV 360 Environmental Afrofuturism Afrofuturism provides a framework for understanding the legacies of colonialism, and thereby for critiquing current systems and gesturing toward alternative futures. Recognizing that the same structure of violence produces both racial inequality and environmental injustice, 'Environmental Afrofuturism' looks at speculative environmental art about Africa and the black diaspora to critique the connected effects of colonialism and environmental extractivism, and to imagine a freer expression of black subjectivity and greater justice for the earth. Such art includes literary science fiction, film and other visual art forms as well as popular music. In addition to

the flourishing universe of Afrofuturist art, students in this course will investigate Afrofuturist-engaged environmental humanities scholarship. Although race is the primary lens through which we will consider socio-technological history, both its past and future, we will also account for the impact of gender, sexuality, class, and ability as they relate to communities of color. Students will be evaluated on their critical reading and response during in-class discussion, a creative project, a research project, and in-class presentation(s). (Murphy, Offered in alternate years) Prerequisite: ENV 202, or AFS 211, or by permission of the instructor.

ENV 400 Group Senior Integrative Experience The group senior integrative experience (Group SIE) involves a multidisciplinary project or seminar. It enables a group of ES seniors to investigate an interdisciplinary topic of environmental interest with a focus on the local HWS and Geneva community. The topic is selected at the beginning of the semester and students work both independently and in groups toward the completion of an overall class goal. Completion of the group senior integrative experience requires preparation of a substantial individual paper demonstrating the student's project focus as well as the integration of their work with the others within the class, and a public (group or individual) presentation at a brown bag seminar. (Staff, offered annually)

ENV 401 Individual Senior Integrative Experience The senior integrative experience (SIE) involves a multidisciplinary project or seminar, independent study, or an off-campus internship. Ideally an internship should have both an academic and an experiential component. Students must register for ENV 300 during their senior year even if they are fulfilling this requirement by completing an independent study. A student should discuss the SIE project with their advisor, as well as with the faculty member supervising the work if other than the student's advisor. Completion of the senior integrative experience requires preparation of a substantial paper demonstrating integration of all three perspectives of study, and a public presentation at a brown bag seminar. (Staff, offered each semester)

ENV 495 Honors

ENV 499 Environmental Studies Internship

European Studies

Program Faculty

Michael Tinkler, Art, Coordinator
 Scott Brophy, Philosophy
 James Capreedy, Classics
 Rob Carson, English and Creative Writing
 Jodi Dean, Political Science
 David Galloway, Russian Area Studies
 Matthew Kadane, History
 Eric Klaus, German Area Studies
 Christopher Lemelin, Russian Area Studies
 Courtney Wells, French and Francophone Studies
 Kristen Welsh, Russian Area Studies
 Sarah Whitten, History

Mission Statement

European Studies provides students with a systematic introduction to European culture, a critique of European mythology and origins from several perspectives, and coherent concentrations at the major and minor level. It is an appropriate field for those interested in international politics, global economies, literature, and the fine and performing arts.

Learning Objectives

- Analyze the historical and cultural developments of Europe from the Ancient World to the present day, and assess the cultural, historical, and aesthetic contexts that have influenced the development of these traditions.
- Develop a nuanced understanding of the diversity of European cultures and societies, including their languages, religions, arts, and values, and critically evaluate the impact of globalization on these communities.
- Develop skills in close reading, critical analysis, and interdisciplinary awareness of issues facing European cultures over time.
- Engage in interdisciplinary research and creative projects that explore the intersections of literature, art, and history in Europe, and develop innovative approaches to understanding the cultural and intellectual diversity of the region.
- Develop effective communication skills in written and oral formats, using appropriate evidence, argumentation, and documentation to articulate ideas and perspectives about Europe to diverse audiences.

Offerings

The program offers an interdisciplinary minor. Students develop a concentration, a list of three connected courses, in consultation with a program advisor. Students are encouraged to make connections between this program and courses offered in other departments. Example concentrations are: Europe in Antiquity, Medieval Europe, Early Modern Europe, Gender Systems, Political Culture in Modern Europe. Students pursue a European language through the elementary level.

Study in Europe is recommended (though not required) for all European Studies students and can satisfy most requirements for a minor.

GLOBAL EDUCATION PROGRAMS IN EUROPE

Aix-en-Provence, France
 Bath, England
 Berlin, Germany (IES Berlin or Norwich University Art/Architecture)
 Brussels, Belgium
 Budapest, Hungary
 Chichester, England
 Copenhagen, Denmark
 Edinburgh, Scotland
 Freiburg, Germany
 Galway, Ireland

Grenoble, France
 Leipzig, Germany
 Lisbon, Portugal
 London, England
 Maastricht, Netherlands
 Norwich, England
 Prague, Czech Republic
 Rennes, France
 Rome, Italy
 Seville, Spain
 Tuebingen, Germany

EUROPEAN STUDIES MINOR

interdisciplinary, 7 courses

Requirements:

EUST 101 or 102 (HIST 101 or 103 may be substituted in consultation with an advisor); one European Studies theory course; one course in the history of the European fine or performing arts (art history, dance history, film history, music history); one semester of a European language (French, German, Greek, Italian, Latin, Russian, Spanish) at a level appropriate to the student; three additional courses focused on a single theme in European Studies. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the minor, including language classes taken in programs abroad.

EUROPEAN STUDIES COURSES

In general, courses from any department that focus on European history, literature, art, economics, politics, society, or institutions may count toward European Studies requirements. Thus, for instance, courses on the British novel, on ancient Greek philosophy, or on the Russian economy could count for European Studies, as could courses that analyze trans-European phenomena such as the Renaissance, the Enlightenment, or the European Union. A European Studies advisor 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 218 "It Belongs in a Museum"
 BIDS 200 Dialogues in Critical Social Studies
 ECON 212 Environmental Economics
 ECON 230 History of Economic Thought
 ECON 305 Political Economy
 ECON 310 Economics and Gender
 HIST 176 Western Civilization and Its Discontents
 POL 160 Introduction to Political Theory
 POL 265 Modern Political Theory
 REL 239 Nihilism East and West
 SOC 300 Classical Sociological Theory

Fine and Performing Arts

The following is a non-exhaustive, representative list of courses that meet the requirement for a European studies course in fine and performing arts.

ARTH 223 The Poetry of Color: Painting in Venice (1470–1600)
 ARTH 230 The Age of Michelangelo
 ARTH 240 European Painting in the 19th Century
 ARTH 250 Modern Art 1900–1960
 ARTH 270 Early Medieval Art
 ARTH 332/432 Roman Art and Politics
 ARTH 333 Art since 1960
 DAN 210 Dance History I

DAN 212 Dance History II
FRN 254 French Film
MUS 202 History of Western Art Music: Medieval/Renaissance
MUS 204 History of Western Art Music: Romantic Modern
MUS 210 Remixing Music History
RUSE 204 Russian Film

CONCENTRATION REQUIREMENTS IN EUROPEAN STUDIES

Three courses must be organized around a particular theme that should be chosen in consultation with a European Studies advisor. Students are encouraged to pursue genuinely transnational studies or studies of European institutions and ideas across time. But if a student wishes to concentrate on a particular European society, or a particular period in European history, such concentrations can be accommodated. Concentrations ought to be as multidisciplinary as possible. Within the five courses that make up the concentration, students are required to select courses from at least three different departments.

Sample Concentrations

The following are examples of the kinds of concentrations students might pursue:

Political Culture in Modern Europe:

ARTH 308 Western Art and Censorship
FRNE 395 Society and Culture of the Ancient Regime
POL 265 Modern Political Theory

Medieval Europe:

ARTH 218 Gothic Art & Architecture
ENG 231 Comparative Medieval Literature
HIST 209 History of Medieval Women

COURSE DESCRIPTION

EUST 101 Foundations of European Studies I: Antiquity to the Renaissance Arising from the conjunction, over time, of ancient Mediterranean peoples with other indigenous groups, the set of cultures known as "European" continues to influence us. Drawing on art, history, literature, music, and philosophy from Greece Roman antiquity to the Renaissance, this course explores, both historically and critically, some of the core ideas which characterize these European cultures. Offered Fall.

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 The Drowned World; What's in a Name?; Beyond; Machine; and Chain: Linkages, Dependencies, Interconnection.

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 Fisher Center Topics A Fisher Center topics course: topics change every semester (see "notes" section for this semester's course description).

FSCT 202 Fisher Center Topics A Fisher Center topics course: topics change every semester (see "notes" section for this semester's course description).

French, Francophone and Italian Studies

Department Faculty

Kanaté Dahouda, Associate Professor, Chair

Courtney Wells, Associate Professor

Sebastiano Lucci, Director, Associate Professor of Practice in Italian

French, Francophone and Italian Studies Department offers a transnational and transcultural program of studies with integrated courses in language, cultures, and literatures that reflect the rich diversity of French-and Italian-speaking cultures throughout the world. The majority of our courses are taught in French (FRN) and Italian (ITA); but to attract more students and ensure the program is accessible to non-French and non-Italian speaking students, we also offer FRNE and ITAE courses that are taught in English. Our academic program is designed to enhance the linguistic fluency of our students, while providing them with the opportunity to understand and appreciate the intellectual, literary and cultural traditions of France, Italy and the global Francophone cultures. To that end, students are encouraged to pursue their language and cultural education in one of our study abroad programs offered through the Center for Global Education. Currently our programs travel to Aix-en-Provence, Grenoble, Quebec, Rome and Tunis. These programs are essential to the general curriculum as students who study abroad in France, Tunisia, Quebec, and Italy further their language skills in French, Arabic, and Italian and become better global citizens through deeper intercultural understandings, building genuine connections, and forging authentic interactions with a wide range of people from varied backgrounds and identities.

Mission Statement

The Department of French, Francophone and Italian Studies is dedicated to teaching the languages, cultures, literatures, and cinematic traditions of French-and Italian-speaking countries throughout the world. Our faculty are dedicated to the study of authentic cultural productions that enhance students' understanding of the artistic, linguistic, and literary traditions of French, Francophone and Italian cultures. All of our FRN and ITA courses are taught, and all student work is performed, in the target language. Our goal is to provide our students with the linguistic skills, cultural knowledge, and critical thinking skills necessary to successfully communicate within and between French, Francophone and Italian cultures. Our majors and minors have as their main objective the establishment of responsible, thoughtful and engaged global citizenship and openness to cultural and linguistic diversity.

Offerings

The French, and Francophone and Italian Studies Department offers a disciplinary major and minor, an interdisciplinary major and minor, and a concentration in French minor, as well as a disciplinary minor in Italian Studies.

FRENCH AND FRANCOPHONE STUDIES MAJOR (B.A.) – DISCIPLINARY

10 courses

Learning Objectives:

- Perfect their reading, writing, listening, and speaking skills in French in order to communicate successfully with native speakers in diverse communicative situations.
- Employ the cultural, linguistic, and literary knowledge they have acquired of the French and Francophone world to conduct research (both remotely and in the cultures studied) and to advance and support a persuasive argument, both in papers and in oral presentations.
- Articulate the role of issues of race, language, power, gender, and class in the constitution and expression of identity in French and Francophone literature, film, and art.
- Use their linguistic competencies to navigate all types of daily communicative situations.
- Identify and analyze the components of a literary or cinematic text and employ the appropriate vocabulary to explain how their authors use theme, genre, form, and other techniques to express and reconfigure our perspectives on memory, exile, love, death, and loss.

Requirements:

All FRN courses numbered 225 or above count toward the major. One FRNE French/Francophone literature or culture course taken in English may count toward the major. Courses must include: two FRN 240-level courses (or equivalent); two FRN 250-level courses preferably before the senior year; two FRN 300-level courses, one in the senior year, as well as and three additional French or Francophone language, culture, or literature courses selected in consultation with the advisor.

Upon declaring a disciplinary French and Francophone Studies major, the students may select an area of concentration. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted towards the major, except under exceptional circumstances to be assessed by the department.

Traditions Francaises Track for the Major (B.A.)

FRN 241, FRN 244, FRN 251, FRN 252, and FRN 254 before the senior year; one Francophone course at the 200- or 300-level; two FRN 300-level French literature courses taught in French, one in the senior year; and three additional FRN electives selected in consultation with the advisor. No more than one French/Francophone literature and culture course taken in English (FRNE) may count toward the major. French majors pursuing this track are strongly encouraged to pursue off campus study in France. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the major, except under exceptional circumstances to be assessed by the department.

Parcours Muticulturels Track for the Major (B.A.)

FRN 242, FRN 243, FRN 251, FRN 252 OR FRN 254, and FRN 253, before the senior year; one French 200- or 300-level course; two departmental 300-level Francophone courses, one in the senior year; and three French and Francophone electives, selected in consultation with the advisor. No more than one French/Francophone literature and culture course taken in English (FRNE) may count toward the major. French majors pursuing this track are strongly encouraged to pursue off-campus study in Senegal. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the major, except under exceptional circumstances to be assessed by the department.

FRENCH AND FRANCOPHONE STUDIES MAJOR (B.A.) – INTERDISCIPLINARY

14 courses

Learning Objectives:

- Perfect their skills in reading and listening, and demonstrate advanced proficiency in spoken and written French in diverse communicative contexts.
- Use their linguistic competencies to navigate all types of daily communicative situations.
- Use knowledge of literary, cinematic, and cultural traditions of the French-speaking world to actively engage in complex conversations and discussions with French speakers, and conduct research for papers and effective oral presentations.
- Critically analyze and discuss ways in which questions of race, and diversity, language, and power, gender, and class shape the issue of identity in French and Francophone literature, film, and art.
- Employ their interdisciplinary knowledge to make connections across cultures through exploring relevant links between French and Francophone Studies and other disciplines in the general curriculum that deal with key social issues relative to memory, exile, love, death, and loss.

Requirements:

The sequence of courses consists of 1) eight departmental courses including two FRN 240-level courses; two FRN 250-level courses to be taken before the senior year; two FRN 300-level courses, and two French and Francophone electives selected in consultation with the advisor, and 2) six courses from other disciplines chosen in consultation with the advisor. No more than one French/Francophone literature and culture course taken in English (FRNE) may count toward the major. Upon declaring an interdisciplinary French and Francophone Studies major, the students may select an area of concentration. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the major, except under exceptional circumstances to be assessed by the department.

FRENCH AND FRANCOPHONE STUDIES MINOR – DISCIPLINARY

6 courses

Requirements:

One FRN 240-level course; one Francophone course at the 200- or 300-level; and one 200- or 300-level French course. At least one of the FRN 200-level courses must be a FRN 250-level course taken before the senior year. Three additional FRN courses in consultation with the advisor. No more than one French/Francophone culture or literature course taught in English may count toward the minor. A semester abroad in one of the department programs is strongly recommended. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the minor, except under exceptional circumstances to be assessed by the department.

CONCENTRATION IN FRENCH MINOR – INTERDISCIPLINARY

6 courses

Requirements:

This minor combines a semester abroad with courses taken before and after that semester in an uninterrupted sequence. Requirements include one or two courses in French preceding the semester abroad, a semester abroad in one of our programs with four courses in any of the department programs, and one or two courses upon returning from abroad. The minor may begin at any level of language acquisition, including the 100-level. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the minor, except under exceptional circumstances to be assessed by the department.

FRENCH AND FRANCOPHONE STUDIES MINOR – INTERDISCIPLINARY

6 courses

Requirements:

Six courses selected in consultation with the advisor. These courses will include one course at the French 240-level, one course at the French 250-level, the latter to be taken before the senior year; two courses in other disciplines approved by the advisor; and two additional FRN courses approved by the advisor. A semester abroad in one of the department programs is strongly recommended. All courses must be passed with a grade of C or higher. Credit/no credit courses cannot be counted toward the minor, except under exceptional circumstances to be assessed by the department.

COURSES IN FRENCH

Language Acquisition

Level I: Fundamentals Language Skills

FRN 101 Beginning French I

FRN 102 Beginning French II

Level II: Intermediate Language Skills

FRN 201 Intermediate French I

FRN 202 Intermediate French II

FRN 205 Intensive Intermediate French

FRN 215 Business French

Level III: Advanced Language Skills

FRN 225 Parlons Français

FRN 226 French in Review I: Parler et comprendre

Culture and Literature

Level IV: Introduction to Culture and Literature

FRN 230 Senegal: An Orientation

FRN 241 Prises de Vues: Introduction to Contemporary France

FRN 242 Introduction to Quebec Studies

FRN 243 Introduction to Francophone Cultures

FRN 244 Le Midi de la France

FRN 251 Introduction to French Literature I: Mystics, Friends, and Lovers

FRN 252 Introduction to French Literature II: Que sais-je?

FRN 253 Introduction to French and Francophone Literatures III: Paris-Outre-mer

FRN 254 French and Francophone Cinema

Level V: Advanced Culture and Literature

FRN 306–01 The Medieval Hero in French Texts
 FRN 351 Francophone African Fiction
 FRN 355 Francophone Caribbean Literatures
 FRN 383 Topics in Middle Ages and Renaissance

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 255 Modern French Theater
 FRNE 285 The Troubadours: Songs of Love, War, and Redemption
 FRNE 315 Marcel Proust's In Search of Lost Time

EXAMPLES OF CROSS-LISTED COURSES (INTERDISCIPLINARY MAJOR AND MINOR)

French and Francophone Studies are relevant across all disciplines taught at Hobart and William Smith Colleges. Cross listed course offerings vary yearly depending on the current schedule. They may come from any department or program. The courses listed below are given as examples. This is not an exhaustive list. New relevant courses may be added. Consultation with a French and Francophone Studies advisor is necessary to determine if a course from another department or program can be applied to the departmental interdisciplinary major and minor.

AFS 110 Introduction to African Experience
 AFS 150 Foundations of Africana Studies
 AFS 180 The Black Atlantic
 AFS 203 African Voices
 ANTH 115 Language and Culture
 ANTH 205 Race, Class, and Ethnicity
 ANTH 296/AFS 296 Africa: Beyond Crisis, Poverty, and Aid
 ARTH 101 Introduction to Art: Ancient and Medieval
 ARTH 102 Introduction to Western Art: Renaissance through Modern
 ARTH 218 Gothic Art and Architecture
 ARTH 232 Rococo Art and Architecture
 ARTH 240 European Painting In the 19th Century
 ARTH 255 French Roots of Modernism
 ARTH 334 Manet and the Modernist Project
 ARTH 389 Rococo to Revolution: Painting in France 1760–1800
 BIDS 206 Multiculturalism in Canada
 BIDS 213 The French Medieval Connection
 BIDS 291 Medieval Art and Literature
 BIDS 298 The Ballets Russes: Modernism and the Arts
 DAN 210 Dance History I
 ECON 233 Comparative Economics
 EDUC 115 Introduction to Linguistics
 EDUC 370 Multiculturalism
 ENG 232 Medieval Romance
 ENG 235 The Once and Future King
 ENG 276 Imagining the Middle East
 ENG 317 Heart of Darkness
 ENG 370 Who am I? Identity and World Literature
 ENV 120 Sustainable Geography and Global Economy
 ENV 345 Decolonial Environmentalisms
 HIST 101 Foundations of European History Society
 HIST 103 Early Modern Europe
 HIST 209 History of Medieval Women
 HIST 237 Europe since the War
 HIST 238 World Wars in Global Perspective
 HIST 250 Medieval Popular Culture
 HIST 264 Modern European City
 HIST 253 Renaissance and Reformation
 HIST 284 Africa: From Colonialism to Neocolonialism

HIST 301 The Enlightenment
 HIST 325 Medicine in Modern Europe
 HIST 353 Invention of Africa
 LTAM 222 Caribbean Literature and Politics
 LGBT 202 Histories of Sexuality in the West
 MDSC 313 Global Cinema
 MUS 202 Medieval Renaissance (600–1600)
 MUS 203 Baroque and " Classical Music (1600–1800)
 MUS 204 Romantic Modern (1800–1950)
 PHIL 120 Critical Thinking and Argument Analysis
 PHIL 220 Semiotics
 PHIL 230 Aesthetics
 PHIL 233 Cosmopolitanism & Global Ethics
 PHIL 312 Language and Power
 PHIL 372 Early Modern Philosophy
 INRL 180 Introduction to International Relations
 INRL 208 Gender and Politics in the Middle East and North Africa
 INRL 258 State, Society, and Market in the Middle East and North Africa
 INRL 290 American Foreign Policy
 INRL 285 Borders, Belongings, and Rights in the Middle East and North Africa
 INRL 380 Theories of International Relations
 PSY 245 Introduction to Cultural Psychology
 REL 236 Gender and Islam
 REL 271 The Holocaust
 REL 285 Medieval Philosophy
 REL 347 Gender and Identity in the Muslim World
 SOC 253 Global Cities
 SOC 299 Vietnam: Conflict & Change
 THTR 320 Theatre History II
 GSIJ 100 Introduction to Women's Studies
 GSIJ 212 Gender & Geography
 GSIJ 213 Transnational Feminisms
 GSIJ 222 African Women's Literature
 GSIJ 300 Who's Afraid of Gender?
 WRRH 105 Multilingual Writer's Seminar
 WRRH 106 Multilingual Writers Seminar II
 WRRH 207 Sociolinguistics

ITALIAN STUDIES MINOR – DISCIPLINARY

6 courses

Requirements:

The Italian Studies minor is disciplinary, and required 6 courses, at least 3 courses must be unique to the minor. All courses for the minor must be completed with a grade of C- or better. All ITA and ITAE classes count toward the minor. If the student places into the language sequence at a course above 101, they may use electives to fulfill the remaining language courses. All students in this track are strongly encouraged to participate in the Rome semester abroad program. Credit/No credit courses may not be used toward the minor.

FRENCH COURSES TAUGHT IN FRENCH (FRE)

FRN 101 Beginning French I For students with no French experience, or placement. This is an immersion course that teaches speaking, listening, reading, writing, and French body language through a creative combination of interactive materials that introduce students to French culture as well as language. This course uses French as the principal language of instruction in the classroom. Students will work weekly in an integrative way with interactive materials online such as online exercises, movies, music and cultural readings. It is open only to students with no prior experience and students who have been placed in FRN 101, or students who have permission of the instructor. (Offered every semester)

FRN 102 Beginning French II For students who had French I in 12th grade, or placement. This course is a continuation of FRN 101. Students will work weekly in an integrative way with interactive materials online such as online

exercises, movies, music and cultural readings. This course uses French as the principal language of instruction in the classroom. First-year students are placed according to placement exam results. Prerequisite: FRN 101 or equivalent, or permission of the instructor. (Offered every semester)

FRN 201 Intermediate French I This course is for students who have successfully completed the elementary sequence or equivalent. Students practice oral/aural skills, and review fundamentals of French grammar, vocabulary, and conjugation, while improving their understanding of French and Francophone culture through reading, and films. Prerequisite: FRN 102 or equivalent, placement, or permission of the instructor.

FRN 202 Intermediate French II FRN 202 Intermediate French II is the fourth-semester French language and culture course at Hobart and William Smith Colleges. Students will work to fine-tune their proficiency in the four fundamental language skills: speaking, listening, reading, and writing, while improving their understanding of French and Francophones cultures through movies, music, and cultural readings. First-year students are placed according to placement exam results. Prerequisite: FRN 201 or equivalent, placement, or permission of the instructor.

FRN 205 Intensive Intermediate French This course is designed to help students develop an active command of the language. It is based on an intensive educational approach, and focuses on reading and listening comprehension, oral proficiency, vocabulary, and grammatical accuracies, as well as the development of speaking and writing skills. Students will also be introduced to various Francophone cultures through readings, videos and films. Through an intensive review and reinforcement of the Fundamentals of French, the course will provide students with a firm foundation necessary for advanced language and culture studies. The accelerated method of this class aims to create a rapid understanding of the French language, thereby strengthening knowledge retention. Prerequisites: Completion of either one year of French, or FRN-201, or the equivalent, and permission of the instructor. Placement test may be required to make clear determination on students' language skill level.

FRN 225 Parlons Français This course is designed as an intensive training in oral expression for semi-advanced students. It course focuses on the practice of speaking and aims to help students develop pertinent vocabulary, as well as conversational or idiomatic expressions used in everyday life by French speakers. Students will gain greater fluidity and confidence and improve their oral communication skills by exploring contemporary issues in films and the media and reading and discussing short stories, plays, and articles from French and Francophone magazines and newspapers. This course will prepare students linguistically for 240-level French topics courses through a wide variety of challenging conversational activities. Prerequisite: FRN 202 or equivalent, placement, or permission of the instructor.

FRN 226 French in Review I: Parler et Comprendre This course, conducted only in the target language, offers a comprehensive grammar review with an emphasis on listening comprehension and language production found in the three modes of communication: a). interpersonal (speaking + listening or writing + reading); b). interpretive (reading, listening, viewing); c). presentational (writing, speaking, visually representing). All grammatical concepts are examined in depth via multiple interactive activities to give learners a solid foundation to continue in their study of French. The course objective is to enhance students' proficiency levels to prepare them for the next sequence of advanced courses in cultures and literatures. Prerequisite: FRN 202, 205, 225 or equivalent, placement, or permission of the instructor.

FRN 241 Prises De Vue: Introduction to Contemporary France This course seeks to analyze contemporary French culture through its representation in films and the media. Major trends examined include youth, education, immigration, women in society, and the political system. Students pursue a research topic of their choice and submit a portfolio at the end of the semester. Students improve their language skills through readings, discussions, written weekly film reviews, and reflection papers and oral presentations on relevant topics. This course is highly recommended for students planning a term in France. This course is cross-listed with Media and Society. Prerequisites: FRN 226, or permission of the instructor, or concurrently with FRN 226. (Staff, offered annually)

FRN 242 Introduction to Quebec Studies This course seeks to examine various aspects of the French Canadian culture of the Province of Quebec in its socio-political and historical contexts. It offers students an understanding of contemporary issues, such as colonialism, post-modernity, the Quiet Revolution, language and politics, feminist movements, the dynamics of identity, immigration, and the new nationalism. Students will also consider Quebec's relations with France and the USA in the context of globalization. While exploring a new socio-cultural space, students will improve their French language skills through readings, discussions, film reviews, and papers on relevant topics. Prerequisite: FRN 226, or permission of the instructor, or concurrently with FRN 226. (Dahouda, offered regularly)

FRN 243 Topics in Francophone Cultures This course seeks to introduce the variations of French and the variety of cultures in the Francophone world. Students are introduced to the concept of Francophone, its ideological and political meaning as well as its cultural and literary expressions. Students discover the unity and the diversity of French-speaking countries. They explore contemporary issues in these countries, and discuss the relations of the Francophone world with France and the U.S. in the context of globalization. The goal of this course is not simply to acquaint students with issues and realities around the Francophone world, but to provide them with a broader cultural and intercultural perspective. Students improve their French through readings, discussions, weekly film reviews, and papers on relevant topics. Prerequisite: FRN 226, or permission of the instructor, or concurrently with FRN 226 (Dahouda, offered alternate years)

FRN 244 Le Midi de la France In this course, we will study the cuisine, history, language, literature, music, politics, and identities of the cultures of the south of France, or le Midi de la France. Through an in-depth examination of the many regional languages, vibrant cultures, and varied landscapes of the Midi, students will learn to appreciate more fully the great diversity and cultural richness of metropolitan France. Furthermore, by studying how France became the nation it is today through a series of annexations of independent and culturally, politically, and linguistically autonomous peoples, students will deepen their understanding of nationhood and identity within the context of our increasingly globalized world. Some questions addressed in this course are: What is a nation? What is identity? Is it possible to possess many identities at once, or is identity something more monolithic? How do these questions of identity affect contemporary discussions of the European Union? How does the formation of the European Union affect our understanding of 'minor' and 'regional' identities when prevalent notions of nationhood have been challenged again and again over the course of the twentieth and twenty-first centuries? What does it mean to be French? How have prevalent definitions of French-ness been challenged by the valorization of local identities, immigration, and the formation of the European Union? How does language and multilingualism challenge our current conceptualizations of identity and nationhood? Through a study of the cultures of the south of France, students will gain broader perspectives on, and deeper knowledge of, modern French culture and what makes France France (Wells, offered alternate years)

FRN 251 Introduction to French Literature I: Mystics, Friends and Lovers The conventions governing erotic love and passion in Europe were first formulated by the troubadours in Southern France. This course traces the evolution of passionate love from the Middle Ages to the Present, and analyzes its connections with mystical love. We will also study other traditions of love such as marital love and friendship. Prerequisite: Any two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Wells, offered alternate years)

FRN 253 Introduction to French and Francophone Literatures III: Paris-Outre-mer This course, taught in French, explores how French and Francophone writers engage with cultural, social, and political issues relevant to France's former colonies in the Caribbean and Africa. Drawing on works such as novels, autobiographies and essays, the course will situate these writings at the intersection of gender, language, race, and memory. Students will explore those questions in connection with the issues of exile, violence, identity, education, diaspora, and challenges of integration in the colonial and postcolonial contexts. They will also discuss ways in which writers from Paris Outre-mer, (such as Césaire, Fanon, Condé, Kane, Diome) define the ambiguous love-hate relations between France (as colonial power) and its former colonies. Prerequisite: Any two 240 level courses, or permission of the instructor, or a 240 level with another 240 level taken concurrently. (Dahouda, offered alternate years)

FRN 310 Exiled Song: Desire, Memory, and Loss in Troubadour Lyric The troubadours of the south of France were poet-musicians who practiced the art of trobar: the dual art of setting poetic texts to original melodies. While most of the troubadours native to the south of modern-day France sang of love and desire within the context of the greatest secular courts of the Middle Ages, many of them also sang of politics, religion, and philosophy in their texts. With the annexation of Occitan-speaking lands into French territory over the course of the Middle Ages, troubadour culture increasingly spread from the courts of southern France into medieval Catalonia and Italy – and beyond. In this course, we will study the diasporic dimensions of the Occitan lyric, as well as the inherent connection between love and exile cultivated by the troubadours from the very beginning of the lyric tradition in Europe. Through a close study of the poetry, music, and the manuscripts that transmit these texts, students will learn of one of the most brilliant and vibrant poetic movements of vernacular European poetry. Offered alternate years. Prerequisite: Two 250-level classes, or one FRN250-level class with the second one taken simultaneously, or instructor permission.

FRN 351 Francophone African Fiction This is a survey of Francophone North and Sub-Saharan African fictions from the colonial era to the present day. In this course students will develop their understanding of questions pertaining to race, gender, language, politics, violence, memory, exile, immigration, integration, identity, and religion as represented in Francophone North and Sub-Saharan African literatures. They will also practice literary analysis and enrich their critical vocabulary in French through the study of the works by key African and Maghrebian authors writing in

colonial and postcolonial contexts (Senghor, Kourouma, Kane, Beyala, Diome, Tadjó, Kateb, Ben Jelloun, Memmi, Djébar, Mokeddem Slimani). Prerequisite: FRN 253 and one of FRN 251 or FRN 252, or permission of the instructor, or concurrently with another 250 level. (Dahouda, offered occasionally)

FRN 383 Topics in Middle Ages and Renaissance Topics include Medieval epic and romance, Medieval and Renaissance lyric poetry, Montaigne, Rabelais, The Pléiade poets, Women in the French Renaissance. Prerequisites: FRN 251 and FRN 252, or permission of the instructor, or concurrently with another 250 level. (Wells, offered regularly)

FRN 450 Independent Study

FRN 456 1/2 Credit Independent Study

FRN 495/496 Honors

FRENCH COURSES TAUGHT IN ENGLISH (FRNE)

FRNE 155 Exile and Identity in Francophone Caribbean Fiction This course taught in English serves as introduction to the study of the French Caribbean literatures, from tradition to modernity. Students explore the interface between exile and identity, and examines how gender, race and class, memory, violence, and language inform the works of French Caribbean writers who define their colonial and postcolonial conditions and reactions in terms such as Négritude, and Antillanité, Créolité and Diaspora. Considering essays, literary works, and films, the course will offer an understanding of how these literary movements reflect the difficult process of the Caribbean identity in construction. Students will also discuss literary and historical relations of French Caribbean authors with Black writers of the Harlem Renaissance who moved to Paris to escape their predicament in the American society. We will take this opportunity to discuss aesthetic, and ideological reasons why White American writers like Ernest Hemingway, F. Scott Fitzgerald, and many other writers, also left America and chose Paris as the centre of their literary activities in the 1920s. Typical readings: Césaire, Zobel, Depestre, Glissant, Condé, Danticat, Kesteloot, Freire, Fabre, Jules-Rosette, Wright, Baldwin, Ernest Hemingway, F. Scott Fitzgerald. (Dahouda, offered occasionally).

FRNE 315 Marcel Proust's In Search of Lost Time In this class, students will study one of the masterpieces of Global Literature, Marcel Proust's *À la recherche du temps perdu*. Since its publication in the early twentieth century, Proust's sprawling novel about turn of the century French society has invited comparisons with the greatest literary works of modernity. However, there is much about Proust's work that remains in a class of its own: the novel's sheer length and scope set it apart from most literary projects of its time. Moreover, Proust's inimitable style and wholly individual viewpoint on the great upheavals – technological, political, and intellectual – of the early twentieth century make his novel one of the most challenging and rewarding literary works available. This class has as its goal the placing of students of French and Francophone studies, who read the work in the original French, with students from other programs, who read the work in English translation, in order to create a broad and rich comparative discourse around Proust's novel and its relationship with other great literary works of its time.

ITALIAN COURSES TAUGHT IN ITALIAN (ITA)

ITA 101 Beginning Italian This course is designed for absolute beginners who have never been exposed to Italian. Students will learn basic pronunciation, grammatical structures and vocabulary for everyday use. Students' exposure to the language will be enhanced by music, films, short literary texts and other authentic cultural materials. By the end of the course, students should be able to understand simple dialogues and passages and to express themselves with simple sentences using the present and past tenses.

ITA 102 Beginning Italian II This course is designed for students who have already taken one semester of Italian and are able to express themselves in the present and in the past using limited vocabulary. Students will be introduced to more complex tenses (like future and conditional), as well as more advanced vocabulary. They will improve their listening and reading comprehension skills and oral proficiency. Students' exposure to the language will be enhanced by music, films, short literary texts and other authentic cultural materials.

ITA 201 Intermediate Italian I As the first course in the intermediate sequence, Italian 201 is best suited for students who have completed two semesters of Italian. With a focus on oral communication, students will continue to expand their vocabulary, while being introduced to more complex grammatical structures, and more advanced uses of the tenses they are already familiar with. Students' exposure to the language will be enhanced by music, films, short literary texts and other authentic cultural materials.

ITA 202 Intermediate Italian II In Italian 202, designed for students who have taken three semesters of the

language, students will be exposed to more complex grammatical structures. They will practice communicating orally and through writing, comfortably using the present, past and future and conditional tenses. More complex grammatical structures such as subjunctive will be introduced. Students' exposure to the language will be enhanced by music, films, short literary texts and other authentic cultural materials'.

ITALIAN COURSES TAUGHT IN ENGLISH (ITAE)

ITAE 204 Italian Cinema This course focuses on the history of Italian cinema from its inception to the most recent productions in order to have an overview of the significant changes in Italian society over the past 100 years. Students will be introduced to basic cinema concepts and terminology during the first two classes. Then there will be weekly in-class film screenings and discussions. We will examine some of the most influential Italian films from the neorealist period like *The Bicycle Thief/The Bicycle Thieves* and *Rome Open City* through the present, using the films as a means to explore the social, cultural and political issues that affected Italy during this period.

ITAE 285 Dante's Divine Comedy In this class, we will be reading Dante's *Divine Comedy*, one of the masterpieces of Global Literature. In the three books of his great work, the *Inferno*, *Purgatorio*, and *Paradiso*, Dante travels through Hell, Purgatory, and then Heaven in order to learn the nature of the universe, to observe the motivations behind all human action, and, of course, to be reunited with his love, Beatrice. In this course, we will study Dante as being not only the culmination of the classical and medieval literary models that precede him, but also a participant in the vibrant French and Occitan literary traditions that inspired his work. While Dante is universally recognized as the poet of Italy, he was also part of dynamic literary circles that emulated French and Occitan models, as well as classical ones, in order to create a poem that has captivated readers from all over the world for over 700 years.

Gender, Sexuality, and Intersectional Justice

Department Faculty

Michelle Martin-Baron, Chair
Betty M Bayer
Jessica Hayes-Conroy

Affiliated Faculty and Staff

Etin Anwar, Religious Studies
Geoffrey Babbitt, Writing and Rhetoric
Diana Baker, Education
Becca Barile, Office of Student Life
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Beth Belanger, American Studies
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Rebecca Burditt, Media and Society
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Kathryn Cowles, English
Anna Creadick, English
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Jodi Dean, Politics
Christine deDenus, Chemistry
Hannah Dickinson, Writing and Rhetoric
Kevin Dunn, International Relations
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Laura Free, History
Kendralin Freeman, Sociology
Karen Frost-Arnold, Philosophy
Jeanette Gayle, History
Keoka Grayson, Economics
Amy Green, Writing and Rhetoric
Jiangtao Harry Gu, Media and Society
Jack Harris, Sociology
Leah Himmelhoch, Greek and Roman Studies
James-Henry Holland, Anthropology/Asian Studies
Christina Houseworth, Economics
Andrea Huskie, Education
Alla Ivanchikova, English
Joyce Jacobsen, Economics
Mary Kelly, Education
Beth Kinne, Environmental Studies
Christopher Lemelin, Russian Area Studies
Liliana Leopardi, Art and Art History
Charity Lofthouse, Music
DeWayne Lucas, Political Science
Brenda Maiale, Anthropology
Jamie MaKinster, Education/Office of Academics and Faculty Affairs
Kirin Makker, American Studies
Whitney Mauer, Environmental Studies
H May, Theater
James McCorkle, Africana Studies
Renee Monson, Sociology
Ani Mukherji, American Studies
Robinson Murphy, Environmental Studies
Jennifer Nace, Library

Paul Passavant, Politics
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 Colby Ristow, History
 Richard Salter, Religious Studies
 Leah Shafer, Media and Society
 James Sutton, Sociology
 Angelique Syzmanek, Art and Art History
 Craig Talmadge, Management and Entrepreneurship
 Michael Tinkler, Art and Art History
 William Waller, Economics
 Maggie Werner, Writing and Rhetoric
 Cynthia Williams, Dance
 Anastasia Wilson, Economics
 Chris Woodworth, Theater
 Lisa Yoshikawa, History
 Jinghao Zhou, Asian Studies

The Department of Gender, Sexuality, and Intersectional Justice, comprised of three programs in Gender and Feminist Studies, LGBTQ+ Studies, and Bodies, Disability, and Justice, offers courses at all levels to inform the study, understanding, and instantiation of the related theories, values, and actions of these interdisciplinary fields. Coursework in the department is heavily transdisciplinary as these programs arise from work being done in multiple, interconnected fields. Within one unified department that houses related major/minor programs, students benefit from specialization in one focus area as they also work to recognize interconnections and build connections with their peers and faculty in a unified, synergistic department.

Building on the historical distinction of HWS in the teaching of justice-oriented programs, each major/minor in the GSIJ department focuses on developing students' critical thinking skills and, perhaps more importantly, critical action skills to promote social justice. Thus, the Department's core mission is to foster the thinking, compassion, and abilities of students to enact the Colleges' mission to prepare students to live "lives of consequence." Pathways through each program develop critical thinking, persuasive argumentation, analysis, oral presentation, body literacy, and writing skills to prepare students for an expansive range of fields for work or further study.

The department's three major/minor programs are linked through shared coursework. All students, regardless of major/minor, take a GSIJ intro course and capstone. Within each major, students take a range of electives specific to their majors and focusing on both theory and praxis. Finally, each major in the department has the ability to function as an integrated major that melds the coursework in GSIJ with another field of study.

Mission Statement

The Department of Gender, Sexuality and Intersectional Justice is dedicated to fostering the thinking, compassion, and abilities of students to build a better world through critical attention to the often inequitable structures and contexts in which we experience our diverse lives.

GENDER AND FEMINIST STUDIES

Gender and Feminist Studies is an interdisciplinary field showcasing how social movements and political activism can reshape how we know and make change in the world. The center of Gender and Feminist Studies is intersectionality and justice, critical tools of inquiry to examine race, gender, sexuality, and class in the workings of the world as we know it and in the ones we want to imagine anew.

Over the past five decades (and more), women's, gender, sexuality, trans and social justice studies have flourished as a central and consequential interdisciplinary set of fields. Our dept/program has been part of that significant development as one of the earliest programs in the country offering a major and a minor in what was called in those early field-shaping days Women's Studies. Today, the field's social justice significance is understood through interlockings of race, sexuality, gender, and class in tackling and intervening in matters of decolonization, anti-racism, disability, politics, law, medicine, science and economics at scales of time and space that crosscut pressing everyday and global issues. As an interdisciplinary field, Gender and Feminist Studies connects with what was traditionally known as the divisions of humanities (e.g., philosophy and history), social sciences (e.g., sociology and political sciences), arts (e.g., performance and fine arts), and STEM and connects the practices of higher education to the activist practices of the world beyond higher education. Today, the world relies ever more on the field for its capacity to address vital and complex questions in ways that reorder and sometimes revolutionize future possibilities. Gender and Feminist Studies is understood as one of the most important interdisciplinary endeavors in higher education's

history, bringing students into close study of big questions and debates, inviting creative ways to inquire into practices of living here together well. Graduates of the program have pursued a wide variety of careers, from medicine and law to social work, media, education, and the arts.

LGBTQ+ STUDIES

Our mission is to provide students with a rigorous grounding in the lives and experiences of LGBTQIA2+ folks transhistorically and globally, providing them with a queer perspective towards addressing the social challenges that emerge from heteronormative and heterosexist societies.

LGBTQ+ Studies students explore the history of LGBTQ+ social justice and political movements across the globe, including their erasure in traditional historical accounts. The program asks students to critically examine the role of socially constructed sexualities and genders within an intentional, intersectional framework of historical and contemporary representations of marginalized groups. The program questions the role of power and privilege in limiting the political formations and creative expressions of queer and transgender people. Additionally, the program provides students with the tools of queer theory, allowing students to apply a queer analytical lens to a host of artistic and social objects.

The history of LGBTQ+ peoples are a component, but not the entirety, of this academic discipline; fundamentally, students will provide a critical analysis of sex, gender, and heteronormativity, how they each shape historical and contemporary societies, and how social justice advocacy has challenged aggressive marginalization. Students in the program engage in introductory and advanced coursework that provides theoretical and practical knowledge in the concepts of sex, sexuality, and gender, juxtaposed with individually selected coursework across the Gender, Sexuality & Intersectional Justice program.

BODIES, DISABILITY, AND JUSTICE

At the core of the Bodies, Disability, and Justice program's mission is a desire to help students understand the central role of the body in our ongoing struggles for justice. The body is the place in which all of the complexities of the world intersect to form a unique and always changing self. We believe that an interdisciplinary approach to the body will allow our students to become critical thinkers and practitioners who will be well-positioned to lead with empathy, nuance, and creativity.

The Bodies, Disability, and Justice major draws on the emerging and interrelated fields of embodiment studies, disability studies, integrated mind-body studies, and critical health and wellness studies to provide students with a transdisciplinary approach to examining the human body. Students focus in particular on bodies of difference and the enabling and disabling discourses, attitudes, practices, and built environments that shape our understanding of the body. Students will explore the human body and embodiment through coursework in racial justice, disability and mental health, embodied praxis, and critical theory.

Students in this major will gain an understanding of the body that is informed by both theory and experience via a range of courses from multiple disciplines that place the body central. The interdisciplinary paths through the major prepare students for further work in medicine and public health, social work, education, politics, public advocacy, as well as graduate study in a broad range of fields and subfields including women and gender studies, queer and trans studies, disability studies, communication, sociology, and law.

GENDER AND FEMINIST STUDIES MAJOR (B.A.)

interdisciplinary, 11 courses

Learning Objectives:

Majors in the Gender and Feminist Studies Program will be able to:

- Inquire into how knowledge is produced, for whom and in what ways.
- Locate the interconnections amongst social and political movements (locally and globally) and their capacity to transform how we come to know and reimagine the world.
- Raise and explore questions about practices of how to live well together.
- Tackle contemporary issues with contemporary tools and practices.
- Explore the historical making and remaking of gender, race and sexuality, and implications of these historical

shift-changes in institutions (e.g., law, medicine, environment).

- Understand relations of power in gender, race, and sexuality and workings of colonialism.
- Experiment with voice, in writing, speaking and debating.
- Undertake written critical analyses of topics and issues.
- Engage diverse scholars' intellectual work.
- Identify one's own unique interests and begin to chart one's own role in making change.

Requirements:

GSIJ 100, GSIJ 300 or PHIL 345, GSIJ 401, one course in Understanding Race, one course in Global and/or Transnational Perspectives, a Praxis/Methods course, and five electives, up to three of which may be an integration, in consultation with the advisor. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the major.

GENDER AND FEMINIST STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

GSIJ 100, GSIJ 300 or PHIL 345, and four electives. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the minor.

LGBTQ+ STUDIES MAJOR (B.A.)

interdisciplinary, 11 courses

Learning Objectives:

Majors in the LGBTQ+ Studies Program will be able to:

- Explore the history of LGBTQ+ social justice and political movements across the globe, including their erasure in traditional historical accounts.
- Critically examine the role of sexuality and gender within an intersectional framework in historical and contemporary representations of marginalized groups.
- Analyze the intersectional forces at work in systems of power and privilege that impact LGBTQ+ individuals and communities.
- Interrogate the ways in which feminist, queer, and trans theories have been invoked across academic disciplines to deepen our understanding of human experience.
- Engage collectively with LGBTQ+ activist traditions and contemporary efforts of social transformation.
- Develop lines of inquiry which provoke new understandings of the phenomena of gender and sexuality through emerging scholarship and fields of study.
- Understand how heteronormativity shapes historical and contemporary societies and how queer activists and theorists have combatted this legacy.
- Critique social justice movements' inclusion or erasure of LGBTQ+ identities, needs, and advocacy.
- Consider our location in the Finger Lakes as both a historical and contemporary hub of abolition, social justice, and revolution as well as the site of injustice and oppression.
- Examine the role of the body and embodied learning in working towards a more just and equitable world.
- Applying queer theoretical approaches across the curriculum.

Requirements:

GSIJ 100, GSIJ 310, GSIJ 401, one course in LGBTQ+ Histories/Movements, one course in Trans Studies, one course in Queer of Color Lives and Experiences, and five electives, up to three of which may be an integration, in consultation with the advisor. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the major.

LGBTQ+ STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

GSIJ 100, GSIJ 310, and four electives. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the minor.

BODIES, DISABILITY, AND JUSTICE MAJOR (B.A.)

interdisciplinary, 11 courses

Learning Objectives:

Majors in the Bodies, Disability and Justice Program will be able to:

- Understand how social norms about bodies shape understandings of difference.
- Apply interdisciplinary analytic tools for evaluating representations of bodies in a range of cultural texts.
- Articulate the ways that material bodies are socially constructed and contested.
- Critically examine ideas and practices of bodily health and wellness.
- Understand how structural inequities produce uneven experiences of body and health.
- Theorize the body in its discursive and material complexity.
- Recognize the self as a contextual and relational phenomenon.
- Attend to the critical importance of racial and transnational perspectives to the promotion of embodied justice.
- Explore the linkages and synergies between the fields of disability studies, queer and trans studies, and embodiment studies.
- Explore the role of disability activism and advocacy in shaping alternative futures.
- Appreciate the interdisciplinary nature of body-centered scholarship.
- Build body literacy through embodied theory and praxis.
- Understand and engage the body as an important, intersectional location for justice.
- Develop informed, creative approaches to advocacy.

Requirements:

GSIJ 100, GSIJ 362, GSIJ 401, one course in Racial and Transnational Perspectives, one course in Queer and Trans Perspectives, one course in Embodied Praxis, two courses in Disability, Diagnosis, and Mental Health, and three electives, all of which can be an integration in consultation with the advisor. All courses must be passed with a C- or better. No more than one credit/no credit course may be counted towards the major.

BODIES, DISABILITY, AND JUSTICE MINOR

interdisciplinary, 6 courses

Requirements:

GSIJ 100, GSIJ 362, one course in Disability, Diagnosis, and Mental Health, and three electives. All courses must be

passed with a C- or better. No more than one credit/no credit course may be counted towards the minor.

COURSE CONCENTRATIONS

GENDER AND FEMINIST STUDIES CORE COURSES

Understanding Race

AFS 110 Introduction to African Experience
 AFS 115 Demythologizing Race
 AFS 150 Foundations Africana Studies
 AFS 203 African Voices
 AFS 208 Growing Up Black
 AFS 211 Black Earth
 AFS 305 African-American Autobiographies
 AMST 221 Immigrant Arts
 DAN 110 Introduction to Dances of the African Diaspora
 ECON 243 Political Economics of Race
 EDUC 201 Schooling and Social Equity
 EDUC 220 Gender and Schooling
 ENG 152 American Revolutions
 ENG 215 Recovering African-American Literature
 ENV 360 Environmental Afrofuturisms
 GSIJ 219 Black Feminisms
 GSIJ 250 Introduction to Chicana Feminism and Visual Culture
 HIST 208 Women in American History
 HIST 227 African-American History I
 HIST 228 African-American History II
 HIST 317 Women's Rights Movements in the US
 HIST 348 Black Women and the Struggle for Rights in America
 MUS 215 Music & Race in US Popular Culture
 SOC 221 Race & Ethnic Relations
 SOC 223 Inequalities
 THTR 310 African-American Theater
 WRRH 215 Rhetorics of Marginalized Educational Experience
 WRRH 364 Suffrage and Citizenship in American Discourse

Global and/or Transnational Perspectives

AFS 110 Introduction to African Experience
 AFS 150 Foundations Africana Studies
 AFS 203 African Voices
 AFS 208 Growing Up Black
 AFS 211 Black Earth
 AMST 221 Immigrant Arts
 AMST 222 American Empire
 ANTH 221 Human Rights of Indigenous People
 ANTH 282 North American Indians
 ANTH 354 Food, Meaning, and Voice
 ARTH 210 Women Artists in Europe and Asia
 ARTH 303 Gender and Painting in China
 ARTH 306 Telling Tales: Narrative Art Asia
 ASN 212 Women in Contemporary Chinese Culture
 DAN 107 Introduction to Jamaican Dance
 ENV 126 Economics of Immigration
 ENV 347 Decolonial Environmentalisms
 GSIJ 213 Transnational Feminisms
 HIST 283 South Africa in Transition
 HIST 284 Africa: From Colonial to Neocolonial
 HIST 392 Women in Japan
 INRL 208 Gender and Politics in the Middle East and North Africa
 INRL 260 Human Rights and International Law

INRL 283 Political Violence and Non-Violence
 INRL 360 Post-Conflict Justice and Resolution
 INRL 380 Theories of International Relations
 REL 236 Gender and Islam
 REL 347 Gender and Identity in the Muslim World
 SPN 304 Body/Border
 SPN 316 Voces de Mujeres
 SPN 355 Contemporary Theater

Praxis/Methods

AMST 270 Storytelling with Data: Quantitative Tools for the Humanities
 AMST 312 Critical Space Theory and Practice
 AMST 349 Gender, Space, and Narrative Reparation: The Womb Chair Speaks
 DAN 107 Introduction to Jamaican Dance
 DAN 110 Introduction to Dances of the African Diaspora
 DAN 230 Community Arts: Activism Embodied
 DAN 305 Somatics
 DAN 325 Movement Analysis: Laban/Bartenieff Theory
 EDUC 220 Storytelling
 GSIJ 211 Place & Health
 GSIJ 220 Body Politic
 GSIJ 250 Introduction to Chicana Feminism and Visual Culture
 GSIJ 305 Food, Feminism, and Health
 GSIJ 308 Chicana and Latina Art
 GSIJ 309 Stormy Weather: Ecofeminism
 GSIJ301/ARTS272 Visualizing Oral History
 PHIL 162 Ethics of Civic Engagement
 THTR 290 Theater for Social Change
 THTR 480 Directing
 WRRH 365 Rhetorics of Feminist Activism

LGBTQ+ STUDIES CORE COURSES

LGBTQ+ Histories/Movements

AFS 305 African American Autobiographies
 ARTH 308 Art and Censorship
 CLAS 230 Gender and Sexuality in Antiquity
 GSIJ 205 Queer and Trans Social Movements
 GSIJ 218 Queer Representation in Theater and Film
 GSIJ/RUSE 251 Sexuality, Power, and Creativity in Russian Literature
 GSIJ 303 Disability and Sexuality
 ENG 115 Literature and Social Movements
 ENG 360 Sexuality in American Literature

Trans Studies

GSIJ 302 Trans Studies

Queer of Color Lives and Experiences

AFS 305 African American Autobiographies
 GSIJ 209 Queer of Color Critique
 GSIJ 219 Black Feminisms
 GSIJ 250 Introduction to Chicana Feminism and Visual Culture

BODIES, DISABILITY, AND JUSTICE CORE COURSES

Racial and Transnational Perspectives

AFS 110 Introduction to African Experience
 AFS 115 Demythologizing Race
 AFS 150 Foundations Africana Studies
 AFS 203 African Voices

AFS 208 Growing Up Black
 AFS 211 Black Earth
 AFS 305 African-American Autobiographies
 AMST 221 Immigrant Arts
 AMST 222 American Empire
 ANTH 221 Human Rights of Indigenous People
 ANTH 282 North American Indians
 ANTH 354 Food, Meaning, and Voice
 ARTH 210 Women Artists in Europe and Asia
 ARTH 303 Gender and Painting in China
 ARTH 306 Telling Tales: Narrative Art Asia
 ASN 212 Women in Contemporary Chinese Culture
 DAN 107 Introduction to Jamaican Dance
 DAN 110 Introduction to Dances of the African Diaspora
 ECON 126 Economics of Immigration
 ECON 243 Political Economics of Race
 EDUC 201 Schooling and Social Equity
 EDUC 209 Gender and Schooling
 ENG 152 American Revolutions
 ENG 251 Recovering African-American Literature
 ENV 347 Decolonial Environmentalisms
 ENV 360 Environmental Afrofuturisms
 GSIJ 213 Transnational Feminisms
 GSIJ 219 Black Feminisms
 GSIJ 250 Introduction to Chicana Feminism and Visual Culture
 HIST 208 Women in American History
 HIST 227 African-American History I
 HIST 228 African-American History II
 HIST 283 South Africa in Transition
 HIST 284 Africa: From Colonial to Neocolonial
 HIST 348 Black Women and the Struggle for Rights in America
 INRL 208 Gender and Politics in the Middle East and North Africa
 INRL 260 Human Rights and International Law
 INRL 283 Political Violence and Non-Violence
 INRL 360 Post-Conflict Reconstruction and Peacebuilding
 INRL 380 Theories of International Relations
 MUS 215 Music and Race in US Popular Culture
 REL 236 Gender and Islam
 REL 347 Gender and Identity in the Muslim World
 SOC 221/AMST 221 Race & Ethnic Relations
 SOC 222/AMST 222 Inequalities
 SPN 304 Body/Border
 SPN 316 Voces de Mujeres
 SPN 355 Contemporary Theater
 THTR 310 African-American Theater
 WRRH 215 Rhetorics of Marginalized Educational Experience
 WRRH 364 Suffrage and Citizenship in American Discourse

Queer and Trans Perspectives

AFS 305 African-American Autobiographies
 ARTH 308 Art and Censorship
 CLAS 230 Gender and Sexuality in Antiquity
 ENG 360 Sexuality in American Literature
 GSIJ 205 Queer and Trans Social Movements
 GSIJ 303 Disability and Sexuality
 GSIJ 209 Queer of Color Critique
 GSIJ 218 Queer Representation in Theater and Film
 GSIJ 247 History, Feminism and Psychology
 GSIJ 251 Sexuality, Power, and Creativity in Russian Literature
 GSIJ 302 Trans Studies

GSIJ 310 Queer Theory and Methods

Disability, Diagnosis, and Mental Health

ANTH 260 Medical Anthropology
 ANTH 341 Making Babies
 EDUC 203 Children and Disabilities
 EDUC 221 Understanding Autism
 EDUC 306 Technology and Disability
 EDUC 330 Disability and Transition: Life After High School
 ENG 114 Sickness, Health, and Disability
 GSIJ 204 Politics of Health
 GSIJ 220 Body Politic
 GSIJ 247 History, Feminism, and Psychology
 GSIJ 303 Disability and Sexuality
 PHIL 156 Biomedical Ethics
 REL 292 Deviance and (De)Medicalization
 THTR 290 Theater for Social Change
 THTR 480 Directing

Embodied Praxis

AMST 270 Storytelling with Data: Quantitative Tools for the Humanities
 AMST 312 Critical Space Theory and Practice
 AMST 349 Gender, Space, and Narrative Reparation: The Womb Chair Speaks
 DAN 101 Introduction to Dance: Body and Self
 DAN 107 Introduction to Jamaican Dance
 DAN 110 Introduction to Dances of the African Diaspora
 DAN 230 Community Arts: Activism Embodied
 DAN 305 Somatics
 DAN 314 Dance Criticism: Embodied Writing
 DAN 325 Movement Analysis: Laban/Bartenieff Theory
 EDUC 220 Storytelling
 GSIJ 211 Place and Health
 GSIJ 220 Body Politic
 GSIJ 250 Introduction to Chicana Feminism and Visual Culture
 GSIJ 301/ARTS 272 Visualizing Oral History
 GSIJ 305 Food, Feminism, and Health
 GSIJ 308 Chicana and Latina Art
 GSIJ 309 Stormy Weather: Ecofeminism
 PHIL 162 Ethics of Civic Engagement
 THTR 290 Theater for Social Change
 THTR 271 Directing
 WRRH 365 Rhetorics of Feminist Activism

Electives (for all three majors)

AFS 305 African-American Autobiographies
 AMST 222 American Empire
 AMST 270 Storytelling with Data: Quantitative Tools for the Humanities
 AMST 312 Critical Space Theory and Practice
 AMST 349 Gender, Space, and Narrative Reparation: The Womb Chair Speaks
 ANTH 110 Introduction to Cultural Anthropology
 ANTH 220 Sex Roles
 ANTH 221 Human Rights of Indigenous People
 ANTH 282 North American Indians
 ANTH 319 Life Histories
 ANTH 341 Making Babies
 ARTH 205 Gender and Display
 ARTH 210 Women Artists in Europe and Asia
 ARTH 214 Introduction to Critical Museum Studies
 ARTH 237 Princely Art
 ARTH 241 Performance and Installation Art

ARTH 303 Gender and Painting in China
ARTH 305 Renaissance Men and Women
ARTH 306 Telling Tales: Narrative Art Asia
ARTH 308 Art and Censorship
ASN 212 Women in Contemporary Chinese Culture
CLAS 230 Gender and Sexuality in Antiquity
CLAS 275 Decolonizing Ancient History
DAN 101 Introduction to Dance: Body and Self
DAN 107 Introduction to Jamaican Dance
DAN 210 Dance History I: Perspective on Ballet
DAN 212 Dance History II: Perspectives on Modern Dance
DAN 214 20th Century Dance History: Gender, Race, and Difference
DAN 230 Community Arts: Activism Embodied
ECON 112 Economics of Caring
ECON 305 Political Economy
ECON 310 Economics of Gender
EDUC 209 Gender and Schooling
EDUC 220 Storytelling
ENG 114 Sickness, Health, and Disability
ENG 115 Literature and Social Movements
ENG 152 American Revolutions
ENG 213 Environmental Literature
ENG 246 Literature of Decadence
ENG 251 Recovering African-American Literature
ENG 252 American Women Writers
ENG 287 Jane Austen in Film
ENG 300 Literary Theory
ENG 304 Feminist Literary Criticism
ENG 310 Power, Desire, Literature
ENG 360 Sexuality in American Literature
ENV 345 Decolonial Environmentalisms
ENV 360 Environmental Afrofuturisms
GSIJ 204 Politics of Health
GSIJ 205 Queer and Trans Social Movements
GSIJ 206 Reading Feminisms
GSIJ 209 Queer of Color Critique
GSIJ 211 Place and Health
GSIJ 212 Gender and Geography
GSIJ 213 Transnational Feminisms
GSIJ 218 Queer Representation in Theater and Film
GSIJ 219 Black Feminisms
GSIJ 220 The Body Politic
GSIJ 247 History, Psychology, and Feminism
GSIJ 250 Introduction to Chicana Feminism and Visual Culture
GSIJ 251 Sexuality, Power, and Creativity in Russian Literature
GSIJ 300 Who's Afraid of Gender?
GSIJ 301 Feminist Oral History
GSIJ 302 Trans Studies
GSIJ 303 Disability and Sexuality in US Culture
GSIJ 305 Food, Feminism, and Health
GSIJ 308 Chicana and Latina Art
GSIJ 309 Stormy Weather: Ecofeminism
GSIJ 310 Queer Theory and Methods
GSIJ 362 Theories of The Body, Health, and Wellness
HIST 112 Soccer
HIST 208 Women in American History
HIST 209 History of Medieval Women
HIST 283 South Africa in Transition
HIST 284 African: From Colonial to Neocolonial
HIST 317 Women's Rights Movements in the US

HIST 348 Black Women and the Struggle for Rights in America
 HIST 354 Lives of Consequence
 HIST 392 Women in Japan
 INRL 208 Gender and Politics in the Middle East and North Africa
 INRL 260 Human Rights and International Law
 INRL 283 Political Violence and Non-Violence
 INRL 360 Post-Conflict Justice and Reconstruction
 INRL 380 Theories of International Relations
 MUS 209 Women in Music
 PHIL 152 Contemporary Issues: Philosophy and Feminism
 PHIL 250 Feminism: Ethics and Knowledge
 PHIL 345 Power, Privilege, and Knowledge
 POL 175 Introduction to Feminist Theory
 REL 236 Gender and Islam
 REL 291 The Ethics of Identity
 REL 292 Deviance and (De)Medicalization
 REL 347 Gender and Identity in the Muslim World
 RUSE 120 Sport and Ideology: Gender, Race, and National Identity
 SOC 205 Men and Masculinity
 SOC 206 Kids and Contention
 SOC 221/AMST 221 Race and Ethnic Relations
 SOC 223/AMST 223 Inequalities
 SOC 225 Working Families
 SOC 226 Sex and Gender
 SPN 304 Body/Border
 SPN 316 Voces de Mujeres
 SPN 355 Contemporary Theater
 THTR 290 Theater for Social Change
 THTR 309 Feminist Theater
 THTR 310 African-American Theater
 WRRH 215 Rhetorics of Marginalized Educational Experience
 WRRH 240 Writing and the Culture of Reading
 WRRH 364 Suffrage and Citizenship in American Discourse
 WRRH 365 Rhetorics of Feminist Activism

COURSE DESCRIPTIONS

GSIJ 100 Introduction to Gender, Sexuality, and Intersectional Justice Race. Gender. Sexuality. Ability. How do these intersectional social categories determine access to rights, resources, and power? In this course, we examine the notion that sex, gender, sexuality, ability, race, and other categories of identity shape the social world in a myriad of ways, from how we organize our families and communities and how we spend time, to how we conceptualize the self and make meaning, to how we interact with our environment and create and re-create the body. This class seeks to challenge conventionally held "truths" and offer creative alternatives, including even how we conceive of and practice classroom learning itself. The course serves as a gateway to three justice-oriented majors: LGBTQ+ Studies, Gender and Feminist Studies, and Bodies, Disability, and Justice. Students are encouraged to think through the histories and impulses of each of these overlapping fields, and to raise their own questions about the meaning and practice of justice and how we can achieve it. The course invites students into a collective dialogue about how we can utilize critical theory and feminist, queer, and crip critique as a method of creatively re-imagining a more just world. No Prerequisites. Offered each semester. This course substantially addresses the Social Inequalities and Ethical Judgement Goals.

GSIJ 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. (Formerly WMST 204) (Hayes-Conroy)

GSIJ 205 Queer and Trans Social Movements This course traces and analyses the history of LGBTQ+ social

movements, from the debated origins of LGBTQ+ identity in psychological and medical context, through to homophile social and art movements and contemporary activism around personhood, employment discrimination, AIDS, housing, marriage and kinship, to name a few. (Formerly CSQS 205)

GSIJ 206 Seminar: Reading Feminisms This course invites students to engage a signature feminist theory/history thinker's major work and to delve into it in some depth; signature works are those regarded as prompting a sea-change in ideas, thinking or ways of living. Students will be asked to situate the work in time, place and intellectual debate. They will be asked: What does a thinker's work look like across the span of their life's work and in the context of its field(s) of influence? With whom is this thinker's work in dialogue? How does one follow the journeys of a thinker's ideas? How does this author speak to us? Students will be asked to use one or more digital tools to engage questions and prompt wider discussion of the course topic. (Formerly WMST 206)

GSIJ 209 Queer of Color Critique Queer of color critique explores the relationships between embodiment, social location and knowledge production by examining how the confluence of race, sexuality, and gender operate to create unique forms of social inequality in the context of nation and capitalism. Focusing on how queer people of color have used theory as a survival tool, discursive intervention and platform for social justice, students will examine how and why specific social inequalities exist in contemporary U.S. culture. Dis-identifying with the unity of terms such as "people of color," this course interrogates the specific circumstances affecting the production of theory by a diverse set of racial groups within the U.S. context while centering an understanding of cultural difference as inherently inflected by sexuality and gender. (Formerly CSQS 209)

GSIJ 211 Place and Health This class focuses on exploring the role of place in the production of health and well-being, beginning with the questions: what is place? And, how can the study of place help us to better understand human health? We will take an interdisciplinary approach to these questions, drawing from the fields of geography, women's studies, disability studies, architecture, and landscape studies, among others, and exploring questions of place and health through various texts and forms of media. Specific topics include the role of nature in wellness rhetoric and practices, landscapes of recreation and sport, the concept of therapeutic landscapes, spaces of illness and healing, and more. In exploring these topics, we will foreground how intersectional structures of power and inequity shape the way that people move through and experience and stake claim to these places. (Formerly WMST 211) (Spring semester, alternating years)

GSIJ 212 Gender and Geography As a point of entry to discussions of gender, place and culture, this course will explore the diverse ways in which geographers have conceived of, analyzed and redefined gender as a contested spatial practice. In particular, using contemporary geographic texts, we will explore the gendered dynamics of geographic research methods, nature discourse, resource management, embodiment and health, agriculture and food, and globalization, among other topics. Emphasis will be placed on recognizing and researching cultural difference across these various topical areas. Readings and class discussion will build through individual and group assignments toward a final research paper/presentation. (Hayes-Conroy, Formerly WMST 212)

GSIJ 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 a wide variety of national, diasporic, and global media contexts, from theater and film, to politics and popular culture. Prerequisite: GSIJ 100 or permission of instructor. (Formerly WMST 213) (Martin-Baron, offered alternating years)

GSIJ 218 Queer Representation in Theater and Film How have LGBTQ artists explored the construction and contestation of lesbian, gay, bisexual, transgendered, and queer personhoods? How has the mainstream media explored - and exploited - queer identities? This course explores the interplay between representation and identification via the rapidly developing fields of queer performance and media studies. Throughout, we will investigate the meaning of "queer," as well as its intersections among and across a wide range of identifications. We will consider the role of theater, film, and performance not only in the creation of queer histories, communities, and identities, but also as a means of resetting what counts as normal and normative. Central to this course will be a number of dramatic and filmic texts. Methodologically, we will draw from both performance and film theory as well as the theoretical demands of queer and feminist scholarship. While sharpening their writing skills through a variety of shorter writing assignments, students will also engage in sustained semester-long original research project. (Martin-Baron, Formerly WMST 218, offered alternating years)

GSIJ 219 Black Feminisms In this course, we place black women's writings about their lives and factors that govern the health and well-being of black communities at the heart of our inquiry. Utilizing a wide range of texts, we will not only explore foundational texts and theories of black feminism in the US, but also the ways black artists have

communicated these theories artistically: as a mirror to a broken society and as a discursive intervention. Students will emerge from this course with an in depth knowledge of the foundations of black feminism and black feminist theory as well as the debates surrounding diversity in the contemporary American landscape. (Formerly WMST 219) (Martin-Baron, offered alternate years)

GSIJ 220 The Body Politic To inquire into "The body politic" is to inquire into the riddle of the relationship between the corporeal body and the social, political, economic, and environmental body. It is to ask oneself where one's own body begins and ends – does skin mark the boundary of the bodies? If so, what differentiates bodies such that some bodies are at the heart of political battles over rights and freedoms (including waging war in the name of women's bodies and access to reproductive rights or queer rights to love freely)? How is the idea of gender equality invoked to index non-violence and peace, economic well-being, or freedom? How do gendered bodies become the site of social and personal struggle? How do different traditions of thought and belief depict bodies? Do these different views carry consequences for how we inhabit our bodies and/or distinguish ourselves from animals? This course seeks to address some of these questions through theory, history, literature, film, guest speakers and movement – walking, dancing, and yoga – of the body. (Formerly WMST 220) (Bayer)

GSIJ 247 History, Psychology and Feminism Should the history of feminism and psychology be x-rated, as was asked once of science more generally? This question opens onto psychology's expressways where histories of feminism, gender, sexuality, race and what are sometimes called the 'psy' disciplines crosscut in the greater search for knowledge of who we are or might become. Running parallel throughout this history are the ways feminist and critical gender scholars tackled the very ways the science of psychology upheld cultural conventions of gender, race and sexuality. This course examines these tangled stories from early case studies of hysteria and spiritualism through to mid-century depictions of the "mommy pill," "how the clinic made gender" and to late twentieth and early twenty-first century concerns around gender, race and bodies. The course uses history, theory and research in psychology to appreciate psychology's changing views, treatment and study of diverse lives, and how feminism shaped psychology as much as psychology shaped feminism. This course also counts toward the major in psychology. (Bayer, Formerly WMST 247)

GSIJ 250 Introduction to Chicana Feminism and Visual Culture This course lays the foundations for the study of Chicana feminism, women of color feminism, feminist visual cultural studies, and arts-based activism. This course traces the emergence of Chicana as an identity category and its challenges to Chicano and feminist activism; the radical ways Chicanas have employed visual, performance, and graphic arts as a means of educating and catalyzing social change; and the rich body of indigenous folklore that has both defined gender and sexual roles and provided the platform for defying them. Throughout the semester, we will draw from primary texts from the beginning of the Chicano movement, a rich selection of visual, performance, and graphic arts, and contemporary scholarship in women's studies, Chicana/o studies, and visual cultural studies. (Formerly WMST 150) (Martin-Baron, offered alternate fall semesters)

GSIJ 251 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. (Formerly CSQS 251) (Lemelin, Offered every three years)

GSIJ 300 "Who's Afraid of Gender?" Questions of Freedom and Intersectional Feminisms Who could be afraid of gender? How did gender, race and sexuality come to be associated with fear, anger and politics? What drives the anti-gender and sexual democracy backlash? How have gender, race and sexuality become the lightning rod in battles over what counts as liberation and democracy? How did gender come to be called an ideology in the making of the anti-gender ideology movement? Taking its title from Judith Butler (whose book title alludes to illusions and fears in the play "Who's Afraid of Virginia Woolf?"), this seminar enlists intersectional feminisms' long history of thinkers and theory to engage matters of and movements for freedom, equality, justice and liberation. The course collects historically intersectional feminisms' theories and tools of intervention to cut through backlashes – now as before. It does so to address some of the most pressing questions today around bodies, freedoms and autonomy and around love, anger and justice. This course thus situates intersectional feminist theories as practices in the service of building intersectional feminist futures. (Staff, annually)

GSIJ 301 Visualizing Oral History Feminist oral history is a course concerned with how we narrate life stories and how we represent their narration in text, sound and image. This course operates as a methods workshop, investigating the theory underlying feminist oral history while putting the methodology to work through a class interviewing project using audio recording and image capture technologies. Students will learn how to develop interview questions, gather material and then put these into context to narrate and represent life stories. The workshop will develop interviewing skills as well as visual and audio artistic abilities. Students will learn the critical and analytical skills necessary to prepare life history for presentation to general audiences (such as museum exhibitions) and to prepare materials for deposit in an archive. (Formerly WMST 301)

GSIJ 302 Transgender Studies This seminar explores the lived experience, activism, and theories of transgender people, therefore introducing students to the interdisciplinary field of Transgender Studies. While Transgender Studies centers on the study and understanding of the lived experiences and oppression of transgender people, the field moves well beyond this focus, impacting philosophy, architecture and design, legal studies, science studies, public health, aesthetics, media, music, and more. The field moves beyond the borders of the United States and seeks an intersectional interrogation of the meaning and practice of gender in overlapping social contexts. Furthermore, Transgender Studies represents a methodology, a unique approach to a wide variety of social texts and contexts, much in the way queer theory emerged as an influential mode of inquiry, transforming academia in the 1990s.

GSIJ 303 Disability and Sexuality What is the relationship between sexuality and disability? How did we come to know and feel what we think we know and feel about these intersecting realms of knowledge and lived experience? Cultural ideals of beauty, youth, fitness, strength, sex appeal, social skill, mental acuity, and-most elusive-"health" all rely on norms of able bodiedness and heterosexuality, as well as middle-class whiteness. We will thus approach disability and sexuality not as fixed or singular categories, but as fluid, historically shifting, culturally-specific formations that intersect with race, class, gender, and nation. How do some bodies, minds, and psyches as well as sexual acts, desires, relationships, and identities come to be seen as deviant and others as normal? What are the national and transnational conditions or relations of power that form the context for these processes? Which cultural institutions have historically disciplined disabled, queer, and gender-non-conforming subjects? What legacies of resistance might we find in various forms of art and cultural production; in feminist and queer coalitions, activism and social movements for disability, racial and economic justice; and in scholarship including LGBT and Disability Studies? Where can we look for models of queer kinship, care collectives, and "alternative" familial and community structures based on practices of interdependence? We will approach these questions through a range of critical essays, books, films, artwork, and community engagement, working together to queer and crip – or further trouble – contemporary epistemologies of sexuality and disability. (Formerly WMST 303)

GSIJ 304 Queer Capture: Data as Memory Work This interdisciplinary course weaves together queer theory and critical data studies to investigate alternatives to the capture and representation of our daily lives through data. Through collaborative participation in weekly reading-based seminars, students will develop a more nuanced understanding of the stakes and challenges of data as a form or representation for marginalized peoples. Students will apply queer theory to the practices of information societies and question normalized forms of surveillance. We will reframe these modes of capture within a history of memory work. How do past and present forms of memory-work influence identity and social formations? What does queer memory work look, feel, sound like? How do we record queer histories while also preserving them from elite capture? We will collectively question the limits of "queering" modes of social control. Students will then apply these lessons in a praxis-oriented final project.

GSIJ 305 Food, Feminism and Health This class uses a feminist lens to explore a variety of topics arising at the intersection of food, health, and the body. The class addresses key material, epistemological, and methodological issues associated with food activism and intervention, and builds towards the enactment of student-led research projects. Class work includes seminar discussion that is dedicated specifically to learning and practicing social science research methods aimed at food-based research and intervention. The seminar 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. (Hayes-Conroy, Formerly WMST 305)

GSIJ 308 Chicana and Latina Art: Altars, Ofrendas, and Racial Acts What unique contributions to the multiple fields of artistic expression have Chicanas and Latinas made? What is the relationship between art and social justice? What is the relationship between social justice, spirituality, and identity? This course explores how Chicana and Latina

artists have used a variety of artistic media as an expression of intersectional identity, a challenge to racist and/or masculinist culture, an enactment feminist politics, a catalyst for social change, a redefinition of community, and an articulation of decolonial consciousness. (Formerly WMST 308) (Martin-Baron, offered alternate fall semesters)

GSIJ 309 Seminar: Stormy Weather Ecofeminism What is our relation with the earth? With animals, plants, water, technology, and air? With each other? With the wider universe? This course delves into the field of ecofeminism, a word first coined in 1974 by 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. (Formerly WMST 309) (Bayer)

GSIJ 310 Queer Theory and Methods This course functions as an inquiry into the processes of knowledge production and interdisciplinary queer scholarship within and beyond the university context. Through collaborative participation in weekly reading-based seminars, students will develop a more nuanced understanding of the stakes and challenges of queer research in the interdisciplinary context of critical race, gender, sexuality, citizenship, and (dis)ability studies as insurgent forms of knowledge production. What does it mean to 'do' queer theory? What specific questions, methods of inquiry, and objects of analysis constitute queer scholarship? How do queer theory and methods open space to challenge, intervene in, and transform state- and race- making processes? As a 300-level interdisciplinary seminar, we will be working on developing the kinds of questions students wish to pursue over the course of our semester together. As such, we will be focused on practical questions of research design, modes and genres of knowledge production, as well as broader theoretical questions regarding the transformative force of Queer Theory. In addition to tracing competing and converging genealogies of queer theory, we will also be work-shopping and discussing how Queer Theory and Methods applies to, shapes, and informs student work in progress. The questions students are pursuing will help to shape the readings and other texts we will study together in the latter weeks of the course. (Formerly CSQS 310) (Offered annually)

GSIJ 362 Theories of the Body, Health, and Wellbeing What is embodied knowledge, and what does it mean to know a body? How can one effectively and ethically intervene in human health without first tackling such questions? This course engages interdisciplinary scholarship on health, wellbeing and the human body in order to encourage students to creatively utilize and build theory toward the production of better health intervention strategies. Students will read a wide variety of theories related to human health, disability, and embodiment and will develop an appreciation for the complexities of the human body. Students will also learn how to synthesize these theoretical perspectives in order to imagine and enact new strategies for ethical intervention in human health. Topics covered include theories of affect, emotion, and feeling, new materialism, bodily debility, the more-than-human, critical animal studies, actor-network theory, queer/crip perspectives, phenomenology, corporeal feminism, critical dietetics, taste and viscosity, the bio-social body, critical psychology, the minded-body, and more. (Formerly WMST 362)

GSIJ 401 Capstone in Gender, Sexuality, and Intersectional Justice In this capstone seminar, students will reflect upon their education here at Hobart and William Smith Colleges and consider the role of gender, sexuality, and intersectional justice studies for the 21st century. In doing so, we will examine a wide variety of articulations of the use and value of feminist, queer, crip, and social justice theory for our contemporary moment, and interrogate conceptualizations of the fields' future. Thus our reading list will draw on texts published in the field and in the popular media within the last two years. As we reflect on the future of the academic discipline and activist movements, students will also reflect on their individual paths to gender, sexuality, and intersectional justice. This will entail thinking critically about the nature of interdisciplinarity and how it has shaped each student's pathway, especially for those with integrated majors. Additionally, students will consider how their experiences here at HWS provide them a platform for creating their own futures. The central aim of this course is to create an online portfolio, capturing the breadth and depth of each student's education and knowledge over the last four (or so) years and the ways they anticipate putting their degree to use. Not only will this portfolio bring together components of students' formal education but also provide a platform for them to take their justice-oriented perspective into a non-academic environment and to a wider audience. We will also consider questions of professionalization, which is to say how feminist, queer, crip, and other justice theories may serve as a platform through which one makes decisions about how to approach the world in one's professional life. Perhaps most importantly, though, we'll consider how one might live a justice-oriented life beyond the academy and the workplace. (Offered every spring)

GSIJ 456 1/2 Credit Independent Study

GSIJ 495 Honors

Geoscience

Department Faculty

David B. Finkelstein, Associate Professor, Chair
Nan Crystal Arens, Professor
Tara M. Curtin, Associate Professor
David C. Kendrick, Associate Professor
Neil F. Laird, Professor
Nicholas D. Metz, Professor

Geoscience is the study of our planet, its lithosphere, hydrosphere, and atmosphere. Geoscientists use their expertise to monitor changes in the environment, gain a greater understanding of our natural world, predict and evaluate how human activities may contribute to environmental change, and manage Earth's resources. The study of geoscience provides strong preparation for a variety of careers in government, industry, and academia, including environmental consulting; weather forecasting; natural hazards impact assessment; natural resource management; environmental law; petroleum exploration; science teaching; science journalism; and research in geology, hydrology, 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.

Mission Statement

The mission of the Geoscience Department is to provide a high-quality learning environment that cultivates understanding of the Earth System and its processes. This is accomplished by offering all students a breadth of knowledge in geology, hydrology, and atmospheric science and depth of knowledge within at least one of these three subfields. Where possible, the Geoscience Department emphasizes interrelationships within the Earth System providing students a holistic perspective needed for a world confronted by a dynamic, ever-changing environment. We are committed to advancing challenging, experiential and engaging avenues of study for our students. Geoscience Department graduates are well equipped to enter graduate and professional programs, the field of teaching, and a wide array of careers in government and the private and not-for-profit sectors.

Offerings

The department offers two majors, a B.A. in Geoscience and a B.S. in Geoscience, a minor in Geoscience, and a minor in Atmospheric Science. Only two courses transferred from another institution may count toward the major unless the student has previously been matriculated at another institution. Only those courses in which a student has obtained a grade of C- or better will be credited toward a major or minor. Credit/no credit options cannot be used for departmental or cognate courses counted for the major or minor except for GEO 299 Geoscience Field Studies. GEO 299 may be counted twice for a major and once for a minor.

GEOSCIENCE MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- The ability to demonstrate breadth in the field of Geoscience and depth in a subfield within Geoscience.
- The ability to collect, analyze, synthesize, judge the quality of, and interpret data.
- The ability to separate observations from interpretations.
- The ability to communicate effectively in the variety of venues used by scientists: oral, written, and graphic.
- A particular mastery of the mechanics, narrative, and analysis of scientific writing, integrating the proper use of the scientific literature and citations thereof.
- The ability to conduct scholarly research and think critically about scientific problems using previous work and applying this knowledge to a new place or topic.

- The ability to work effectively both independently and within diverse teams.
- The ability to work collaboratively with colleagues by supporting each other and practicing skills important for success-ful teamwork.

Requirements:

GEO 182, GEO 184, GEO 186; five additional geoscience courses at 200 or 300-level, not to include GEO 206, GEO 207, or GEO 299; two additional geoscience courses at 200-level or above (GEO 207 may count if not used for the quantitative requirement and abroad courses may count if approved by department); BIOL 167, CHEM 110, CHEM 190, CPSC 124, ENV 203, or PHYS 150; GEO 207, MATH 130, or BIOL 212; Geoscience capstone (GEO 489 fulfillment includes any two GEO 300-level or GEO 495 courses and capstone seminar presentation). Credit/no credit options cannot be used for departmental or cognate courses except GEO 299. No more than two courses from another institution may count toward the major.

GEOSCIENCE MAJOR (B.S.)

disciplinary, 15 courses

Learning Objectives:

- The ability to demonstrate breadth in the field of Geoscience and depth in a subfield within Geoscience.
- The ability to collect, analyze, synthesize, judge the quality of, and interpret data.
- The ability to separate observations from interpretations.
- The ability to communicate effectively in the variety of venues used by scientists: oral, written, and graphic.
- A particular mastery of the mechanics, narrative, and analysis of scientific writing, integrating the proper use of the scientific literature and citations thereof.
- The ability to conduct scholarly research and think critically about scientific problems using previous work and applying this knowledge to a new place or topic.
- The ability to work effectively both independently and within diverse teams.
- The ability to work collaboratively with colleagues by supporting each other and practicing skills important for success-ful teamwork.

Requirements:

GEO 182, GEO 184, GEO 186; five additional geoscience courses at 200 or 300-level, not to include GEO 206, GEO 207, or GEO 299; two additional geoscience courses at 200-level or above (GEO 207 may count if not used for the quantitative requirement and abroad courses may count if approved by department); PHYS 150; CHEM 110 or CHEM 190; MATH 130; GEO 207, MATH 131, or BIOL 212; BIOL 167, CHEM 120, CHEM 240, CPSC 124, ENV 203, or PHYS 160; Geoscience capstone (GEO 489 fulfillment includes any two GEO 300-level or GEO 495 courses and capstone seminar presentation). Credit/no credit options cannot be used for departmental or cognate courses except GEO 299. No more than two courses from another institution may count toward the major.

GEOSCIENCE MINOR

disciplinary, 6 courses

Requirements:

GEO 182, GEO 184, or GEO 186; four additional geoscience courses at the 200-level or above; any one additional geoscience course. Credit/no credit options cannot be used for departmental or cognate courses except GEO 299. No more than two courses from another institution may count toward the minor. No more than one of the following may count toward the minor: GEO 299, GEO 450, GEO 495, or study abroad.

ATMOSPHERIC SCIENCE MINOR

disciplinary, 6 courses

Requirements:

GEO 182, ATMO 245, ATMO 260, and three additional Atmospheric Science elective courses. Credit/no credit options cannot be used except for GEO 299. No more than one course from another institution may count for the minor. No more than three 200-level or above courses may be from any one department or program.

GEOSCIENCE MAJOR/MINOR COURSES**Introductory Courses**

GEO 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 206 Scientific Communication
GEO 207 Environmental Statistics
GEO 210 Environmental Hydrology
GEO 215 Hydrometeorology
GEO 220 Geomorphology
GEO 242 The Earth System
GEO 250 Oceanography
GEO 255 Global Climates and Oceans
GEO 260 Weather Analysis
GEO 275 Planetary Geology
GEO 276 Tectonics
GEO 280 Environmental Geochemistry
GEO 284 Mineralogy and Petrology
GEO 299 Geoscience Field Studies
GEO 320 Sediments and Sedimentary Rocks
GEO 325 Paleoclimatology
GEO 330 Limnology
GEO 350 Synoptic-Dynamic Meteorology I
GEO 351 Synoptic-Dynamic Meteorology II
GEO 355 Mesoscale and Severe Weather
GEO 362 Polar Meteorology
GEO 365 Environmental Meteorology
GEO 375 Earth History
GEO 380 Paleontology
GEO 450 Independent Study
GEO 495/496 Honors

ATMOSPHERIC SCIENCE MINOR COURSES**Required Courses**

GEO 182 Introduction to Meteorology
ATMO 245 Climate Change Science
ATMO 260 Weather Analysis

Elective Courses

ATMO 450 Independent Study
ATMO 495/496 Honors
GEO 215 Hydrometeorology
GEO 255 Global Climates and Oceans
GEO 299 Geoscience Field Studies (Severe Storms Only)
GEO 325 Paleoclimatology
GEO 350 Synoptic-Dynamic Meteorology I
GEO 351 Synoptic-Dynamic Meteorology II
GEO 355 Mesoscale and Severe Weather

GEO 362 Polar Meteorology
GEO 365 Environmental Meteorology
PHYS 285 Math Methods
CPSC 225 Intermediate Programming
MATH 237 Differential Equations
MATH 353 Math Models

COURSE DESCRIPTIONS

GEO 107 Statistics for Citizens Statistics surround us: Politicians tell us that "half of all Americans earn less than the median income..." The weather forecaster says "there's a 30% chance of rain..." This course will explore the path from data to inference using basic descriptive statistics, data visualization and inferential tests such as t-tests, ANOVA, correlation and linear regression. Students will experience these ideas through a series of hands-on experimental and observational projects. They will visualize and analyze data in the R statistical computing environment. This course substantially satisfies the general curricular goal to reason quantitatively and partially satisfies an experience in scientific inquiry. This course can be used for the statistics requirement in the Data Analytics minor. Offered summer session only.

GEO 142 Earth Systems Science Our planet is an integrated system in which rocks, water, ice and air interact and influence each other. This applied geoscience course investigates Earth and its systems for non-majors. The course focuses on global environmental change by exploring the complex links between the geosphere (Earth's rocky surface), hydrosphere (oceans, lakes, rivers and groundwater), atmosphere and biosphere (living things). This course examines each of these "spheres". What are they made of? How are they structured? How do they work? How do they interact with each other? We will consider how humans manipulate Earth's system, particularly considering climate change, nutrient pollution, ozone depletion and loss of biodiversity. We recognize that the geologic past is the key to the present and future, and explore how contemporary environmental change has analogues in Earth history. This course is designed to fulfill a student's curricular goal of experiencing scientific inquiry. It does not count toward the Geoscience major. (Arens, Finkelstein, or Kendrick, offered annually)

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

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

GEO 182 Introduction to Meteorology The influence of weather and climate affect our daily activities, our leisure hours, transportation, commerce, agriculture, and nearly every aspect of our lives. In this course many of the fundamental physical processes important to the climate system and responsible for the characteristics and development of weather systems will be introduced. We will examine the structure of the atmosphere, parameters that control climate, the jet stream, large-scale pressure systems, as well as an array of severe weather phenomena including hurricanes, tornados, thunderstorms and blizzards. Upon completion of this course, we will have developed: (a) a

foundation of basic scientific inquiry (b) a basic comprehension of the physical processes that govern weather and climate, and (c) an understanding of the elements of weather and climate that are most important to society. (Laird, 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. This course is a prerequisite for many geoscience courses. (Arens, 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. This course is a prerequisite for many geoscience courses. (Curtin, Finkelstein, offered fall)

GEO 206 Scientific Communication Scientists communicate to two primary audiences: other scientists and nonscientists. 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. Students should have a reliable laptop and understand its directory structure. Prerequisite: One 200-level course in the Natural Sciences. (Arens, Brubaker, Kendrick, offered spring)

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 scarcer 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 120, GEO 184 and GEO 186, or permission of instructor. (Curtin, Spring, offered alternate years)

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 examine the link between process, landform and deposit. We will evaluate fluvial, glacial, slope, eolian, weathering, and karst processes and the landforms that they produce and the deposits that are left behind. An understanding of surficial processes is critical to understanding the interaction of humans and their environment. Note: Weekend field trips are required. Prerequisites: GEO 184 and GEO 186 or concurrent enrollment (Curtin, Fall, offered alternate years)

ATMO 245 Climate Change Science Climate change is one of the greatest challenges of our society. What changes have the Earth's atmosphere undergone in the past? What changes are currently happening? What climate changes are likely to occur in the future? This course will explore these questions by establishing a foundation in climate science and examining the scientific evidence underlying climate change and global warming using lecture, discussion, data analysis, and climate modeling. The course will also compare past natural fluctuations in the Earth's climate to our current situation, discuss how scientists study climate using data and climate models, and examine the current thinking on future climate changes. (Laird, offered alternate years)

GEO 242 The Earth System Planet Earth is an integrated system in which the geosphere (rocky component), hydrosphere (water), atmosphere (air), cryosphere (ice) and biosphere (life) interact to produce changes in the planet's physical conditions. This course explores how each of these component "spheres" operates to influence and respond to Earth's overall energy budget and atmospheric greenhouse. The course teaches systems methods and uses quantitative models to explore the interconnections and feedbacks between these "spheres" and the emergent properties of these feedbacks such as climate and biodiversity change. The course explores how these systems have operated throughout Earth's geological history to produce dramatic changes in Earth's surface conditions. This course is designed for students with experience in the Earth sciences and counts toward the Geoscience major and minor. (Arens, offered alternate years)

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, offered spring)

GEO 255 Global Climates and Oceans The Earth has a large variation of climate regimes that are controlled by both landscape and atmospheric factors. The climate of a particular region is defined by annual and seasonal variations of temperature, precipitation, and winds. Regional climate is also greatly influenced by the spatial distribution of land masses and oceans, as well as ocean water characteristics and ocean circulation. This course examines the physical characteristics, processes, and mechanisms of both the atmosphere and oceans that regulate the Earth's climate system and the patterns of its variation across both space and time. In this course, students will use discussion and analysis of climate datasets collected from a variety of measurement systems to develop a comprehensive understanding of global variations of the Earth's atmosphere and oceans, regional climates (Tropic, Mid-latitude, and Polar regions), and climate teleconnections, such as ENSO. Prerequisite: GEO 182. (Laird, 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. (Laird, Metz, offered spring)

GEO 275 Planetary Geology A wealth of new data has ushered in a golden age of exploration of our solar system. Our understanding of the origin and development of planets, moons, dwarf planets, and asteroids, their unique histories, the active processes still shaping them today, and the possibilities of life on these different worlds is exploding with new information and new insights. This course introduces planetary geology through the examination of the origin of the solar system, the structure and development of the terrestrial planets, the diversity of moons and many of their unique features, the remarkable features of dwarf planets like Pluto, comparative tectonics, the nature of weather and climate on these disparate bodies, and prospects for habitability and life. We will finish with

an examination of the current state of knowledge of exoplanets planets around other stars including how we detect them, what we know of their compositions and atmospheres, and speculations about habitability. May include one required weekend field trip. (Kendrick, spring, offered alternate years).

GEO 276 Tectonics Tectonics encompasses the large-scale processes that determine the properties, distribution, and structure of the Earth's crust and its evolution through geologic time. This discipline is key to understanding large and small-scale geologic patterns across the Earth, including what governs the origin and growth of continents, the location and lifecycle of mountain belts, the geometry of plate boundaries, the formation of sedimentary basins, ore deposits, erosional patterns, the maintenance of planetary habitability, the distribution and intensity of geological hazards, and more. This course will examine the foundations of tectonic theory, spherical geometry and plate boundaries, large-scale plate motions, paleogeography, and elements of structural geology the recognition, representation, and genetic interpretation of the folds and faults that result from tectonic collisions. May include one required weekend field trip. Kendrick, spring, offered alternate years).

GEO 280 Environmental Geochemistry Water is an agent of geologic change because it is ubiquitous, mobile and chemically reactive. Chemical interactions between water and rock, soil, or aerosols have a direct impact on biological productivity, drinking water quality, and the chemical evolution of the hydrologic cycle. We will explore the origins of the earth, the relationships between water and minerals and weathering, examine the processes governing the concentration of dissolved substances in precipitation, rivers, lakes, and groundwater. Chemical processes will be investigated using kinetic and equilibrium thermodynamic models. Projects will emphasize the collection and analysis of surface or near surface waters, possible impact of changing land use and climate change on local water chemistries, and the interpretation and presentation of data. Note: There will be required weekend field trips. (Finkelstein, spring, offered alternate years)

GEO 284 Mineralogy and Petrology Humanity relies on minerals, rocks, sediments and soils for agriculture, life and industry. Because minerals are the basic components of all rocks, sediments and soils, and are commonly in chemical equilibrium with natural waters, an understanding of minerals is crucial to many fields in geoscience. This course introduces students to the chemical and physical properties of some of the most important and common minerals and rocks, the occurrence of minerals in rocks, their economic importance and potential health hazards. It also familiarizes students with the techniques used in mineral and rock identification and characterization. Laboratory work emphasizes the systematic description of minerals and rocks in hand specimen and thin section, and the interpretation of rock origin from mineralogy and texture. Techniques covered include crystallographic, X-ray diffraction, and optical microscopy. Laboratory and one extended field trip are required. Prerequisites: GEO 184 and CHEM 110. (Finkelstein, spring, offered alternate years)

GEO 299 Geoscience Field Studies The course is designed to introduce students to field-based scientific investigations in an intensive 2-week course. We will conduct several mapping and data collection projects that will provide students experience with field observations in areas of geology, meteorology, and climatology. Students completing the course receive one full course credit. The course is offered as credit/no credit and can be counted toward a Geoscience major or minor. (Offered annually)

GEO 320 Sediments and Sedimentary Rocks Sediments and sedimentary rocks are the most common of the geologic materials on the Earth's surface. Found in them are many of the raw materials used in our industrial society, the record of life in the past and the record of ancient environmental change. Sedimentary rocks preserve evidence for sea level change, global climate change, tectonic processes, and geochemical cycles. Laboratories involve the description, classification, correlation, and interpretation of sediments and sedimentary rocks to decipher that evidence. Field and lab projects provide opportunities for students to collect and analyze their own datasets. Note: There are required weekend field trips. 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 are important for interpreting the geologic record and evaluating contemporary climate change. After an overview of Earth's modern ocean-atmosphere system and energy balance is presented, dating methods and techniques for reconstructing past climates are discussed. Field and lab projects include working with existing paleoclimate datasets in addition to collecting and interpreting archives of climate change such as tree rings, bog and lake cores, and speleothems from the local area. Note: There are required weekend field trips. Prerequisites GEO 184 and GEO 186; or permission of instructor. (Curtin, spring, offered annually)

GEO 330 Limnology Limnology is the study of inland waters from a chemical, biological, physical, and geological perspective. We will examine the geological processes governing the formation of the lake basins to the biological and geological controls on the dissolved substances in these systems. We will investigate how lakes form,

environmental controls on phytoplankton and zooplankton succession over the course of a year, and the physical and chemical characteristics of lakes and ponds. We will explore how lakes will be impacted by climate change and nutrient dynamics. Weekly laboratories are conducted on Seneca Lake and at the HWS Hanley Biological Preserve. (Finkelstein, fall, offered annually)

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/ATMO 260 and MATH 130. (Metz, fall, offered alternate years)

GEO 355 Mesoscale and Severe Weather Many of the most destructive, severe and awe-inspiring weather events, such as tornadoes, squall lines, hurricanes, and lake-effect snow occur with spatial and temporal dimensions described as mesoscale. Mesoscale meteorology typically encompasses atmospheric phenomena that are smaller than 1000 km in size. Thus, in addition to severe weather systems, this course will investigate fronts, mountain wind systems, land sea breezes, and precipitation bands, with a focus on the processes and dynamics that govern their formation and distribution. Mesoscale weather is inherently difficult to predict given the relatively small size and complex nature of the various phenomena. In order to facilitate investigation of mesoscale meteorology and severe weather, this class will regularly utilize archived meteorological measurements, mesoscale computer models, and current observations of the atmosphere, which continuously provides interesting and dynamic situations to learn from. Prerequisite: GEO/ATMO 260. (Metz, 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 and precipitation processes in the atmosphere. Additional topics that will be discussed include Polar lows, interactions between the atmosphere, cryosphere, and ocean, and stratospheric ozone. Related to many of these topics, we will analyze current, relevant data sets from Polar Regions. Prerequisite: GEO 182 and any 200-level GEO course. (Laird, offered alternate years)

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. Prerequisite: GEO 182 and any 200-level GEO course. (Laird, offered alternate years)

GEO 375 Earth History This course develops the methods by which Earth's history is deciphered. We consider how to rigorously test scientific hypotheses in the geological record. We investigate tectonics, sedimentary rocks and their structures, the fossil record, biological and climate evolution and a variety of ways of understanding geological time, using in-depth analysis of key moments from Earth's past. Laboratory focuses on a detailed analysis of the Devonian rocks of the Finger Lakes region. Students will read and write extensively in the primary literature. 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. May include one required weekend field trip. Prerequisite: GEO 184 or BIO 167. (Kendrick, spring, offered alternate years)

GEO 450 Independent Study

GEO 456 1/2 Credit Independent Study

GEO 489 Capstone Experience The Geoscience Department comprises three programs of study (Geology, Hydrogeology and Meteorology), which allows students to blend coursework tailored to their unique interests. The Capstone Experience in the Geoscience Department requires students to complete (a) any two 300-level courses or an Honors Project and (b) one public presentation based on original research. 100- and 200-level course work in Geoscience confers a solid understanding of how to collect, analyze and interpret data, as well as how to test hypotheses. In 300-level courses, students are required to demonstrate a suite of key skills critical in the practice of science: (1) gathering, analyzing, and interpreting data, (2) reading and interpreting primary literature, (3) refining work through the peer review process, (4) creating scientific graphics, (5) applying previous knowledge to new places/ideas (conduct original research), and (6) communicating via original scientific writing and presentation. To accommodate student need, multiple 300-level courses will be scheduled each semester. Involvement in the two-semester Honors Program also constitutes a capstone experience since students engage in original research and writing and must defend/present their findings to scholars in their chosen field. All students must give a 'conference style' oral presentation in our Departmental Seminar Series; these seminars are scheduled during both fall and spring semesters. Capstone seminar presentations may be based on a research project completed during (i) a 300-level Geoscience course, (ii) an REU or HWS-summer research project, (iii) a Geoscience Independent Study, or a Geoscience Honors project. The Capstone Experience is required for all students in the major.

GEO 495 Honors**ATMO 495 Honors Atmospheric Science****GEO 499 Geoscience Internship**

GEO 725 Grad: Paleoclimatology Paleoclimatology is the study of climate prior to the period of instrumentation. Understanding how and why climate changes are important for interpreting the geologic record and evaluating contemporary climate change. After an overview of Earth's modern ocean-atmosphere system and energy balance is presented, dating methods and techniques for reconstructing past climates are discussed. Field and lab projects include working with existing paleoclimate datasets in addition to collecting and interpreting archives of climate change such as tree rings, bog and lake cores, and speleothems from the local area. Note: There are required week-end field trips. Prerequisites GEO 184 and GEO 186; or permission of instructor. (Curtin, spring, offered annually)

German Area Studies

Program Faculty

Eric Klaus, German Area Studies, Chair
Jodi Dean, Political Science
Michael Dobkowski, Religious Studies
Matt Kadane, 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. Thus, instruction in the German program at all levels, for courses taught both in German and in English, fosters the following skill sets: functional language abilities, critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception. The program's curriculum fosters literacy of skepticism; central here is translinguistic and transcultural competence. While translinguistic and transcultural competence still contribute to the core philosophy of German instruction and programming, literacy of skepticism develops skills to probe social and cultural structures in which we are enmeshed, especially those which seem set in stone or create hierarchies of power. This Socratic posture yields information that needs to be processed, then integrated into leading meaningful and constructive activity both locally and globally.

Mission Statement

The German Area Studies Program prepares students to navigate cultural differences in academic, professional, and social settings by providing comprehensive and rigorous instruction in linguistic and cultural competence. Students develop linguistic competence by gaining proficiency in four skill areas, writing, reading, listening, and speaking, and by studying abroad. Cultural competence resides in becoming acquainted with values and behaviors of German-speaking Europe so that they can anticipate cultural differences and build cross-cultural understanding.

Offerings

GERMAN AREA STUDIES MINOR – DISCIPLINARY

disciplinary, 6 courses

Requirements:

The disciplinary minor in German Area Studies is comprised of six courses originating from the German curriculum. Students wishing to complete a disciplinary minor in German area studies must take two semesters of German language beyond GER 102 or its equivalent; GER 301; and three further courses in German literature and culture. One of these culture courses may be a GERE course (German culture taught in English), while the other culture course must be an upper-level German course. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

GERMAN AREA STUDIES MINOR – INTERDISCIPLINARY

interdisciplinary, 6 courses

Requirements:

The interdisciplinary minor in German Area Studies is made up of six courses: three required courses and three electives. The required courses would originate from the German curriculum. Students choosing an interdisciplinary minor in German area studies must take at least two semesters of German language beyond GER 102, GER 201 and 202, or their equivalent. Moreover, students are required to take GER 301 Introduction to German Area Studies I. Beyond these courses, students are expected to take GLS 201, plus two electives. The two electives must come from any one or a combination of the three topic areas (cultural legacies, historical heritages, and intellectual traditions). All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

CROSS-LISTED COURSES

Cultural Legacies

ARTH 250 Modern Art 1900–1960
 MDSC 313 Global Cinema
 REL 371 Literary and Theological Responses to the Holocaust

Historical Heritages

HIST 103 Early Modern Europe
 HIST 108 The Making of Modern Europe
 HIST 237 Europe Since the War
 HIST 238 The World Wars in Global Perspective
 HIST 276 The Age of Dictators
 HIST 325 Medicine in Modern Europe
 POL 243 Mysteries of Eastern Europe
 REL 270 Modern Jewish History
 REL 271 The Holocaust

Intellectual Traditions

HIST 253 Renaissance and Reformation
 HIST 301 The Enlightenment
 PHIL 373 Kant
 POL 265 Modern Political Philosophy
 POL 267 20th Century Political Theory

COURSES TAUGHT IN GERMAN (GER)

GER 101 Beginning German I German instruction endeavors to foster inter-cultural competence by infusing historical knowledge, cultural artifacts, and social structures into the very first lesson. *Auf geht's!*, the instructional materials for German 101 through 201, is a communicative-based text that offers many opportunities for intercultural investigation. Instruction is designed to improve all skill areas of language acquisition through level-appropriate reading, writing, listening, and oral assignments. (Offered every semester)

GER 102 Beginning German II This course is a continuation of GER 101 and continues to pursue the goals established above. Prerequisite: GER 101 or the equivalent. (Offered every semester)

GER 201 Intermediate German I Instruction at the 200-level continues along the same lines as that on the 100-level in that functional linguistic and cultural abilities are the goals of the course. GER 201 will conclude the final chapters of *Auf geht's!* and will take students on a tour of key locations in German-speaking Europe to introduce them to the broad cultural offerings of these diverse regions. (Offered annually)

GER 202 Intermediate German II Fourth-semester German is designed to develop further the skills acquired in previous semesters. Students will work with authentic materials including texts, film, social media, and music to achieve these goals. (Offered annually)

GER 301 Introduction: German Area Studies I This course represents students' first exposure to the field of German Area Studies. In addition to improving the students' ability to express their thoughts clearly, concisely, and correctly in spoken and written German, the class will introduce students to core issues of the field, i.e. the culture of German-speaking Europe in various forms and expressions. Besides learning about canonical texts and figures, students will also explore film, music, politics, and pop-culture as contributors to the culture of central Europe. In addition, the skills that constitute intercultural competence are also developed and honed via projects, for example the role of geography in the construction of German culture. Prerequisite: GER 202 or its equivalent, or permission of instructor. (Offered annually)

GER 302 Introduction: German Area Studies II This class continues the work begun in GER 301, in that it investigates the seminal issues of German Area Studies. Topics covered will vary from instructor to instructor, but the goal will remain the same: to acquaint students with central questions of the field, yet will do so with more depth and rigor than in GER 301. Prerequisite: GER 301 or its equivalent, or permission of instructor. (Offered annually)

GER 495 Honors

COURSES TAUGHT IN ENGLISH (GERE)

GERE 214 Berlin: A Cultural Biography Berlin has been many things, has witnessed many things and has meant many things to many people. The capital of Germany has been built, expanded, razed, divided, and rebuilt again;

the space has collected and stored the past in its streets and alleys, in its buildings and monuments, in its core and environs. By reading these spaces as texts, one can learn the story of Berlin, and, by extension, an important chapter of the story of the German nation. This will be our task – examining locations throughout the city to trace the process of how the city came to signify German identity at different points in history. Driving questions for the course will include how does space inform identity, both collective and individual; how sites of memory function to provide cultural continuity and how that continuity factors into the idea of the nation; to what extent can Berlin stand for a German identity? (Klaus, Spring, offered every three years)

GERE 495 Honors

Greek and Roman Studies

Department Faculty

Jim Capreedy, Associate Professor, Chair
Leah Himmelhoch, Associate Professor

Greek and Roman Studies invites students to discover the literatures and cultures of ancient Greece, Rome, and the other Mediterranean societies with which they interacted. Courses in Greek and Latin focus on important texts in the original languages, aiming to develop students' facility in reading Greek and Latin and to sharpen their skills in literary criticism. Courses in classical civilization, on the other hand, use materials exclusively in English translation and require no prerequisites, offering students from the entire Colleges' community an opportunity to study classical literature and institutions in conjunction with a major, minor, or interdisciplinary work in the humanities.

Mission Statement

Offerings in the Department of Greek and Roman Studies investigate all aspects of ancient Greece and Rome: their languages and cultures, their interactions with the rest of the Mediterranean world, and their subsequent influence on modern society. Thus, the study of the classics reveals important aspects of these ancient cultures, raising new and fresh questions and insights about the ancient Mediterranean world, and exploring how later cultures and eras have interpreted, deployed, or responded to antiquity. In addition, the department's faculty are especially committed to understanding and explicating issues of gender, class, and race, both historically and theoretically.

Offerings

The department offers majors in Greek, Latin, and Classics (both Greek & Latin), as well as a new major called 'Greek and Roman Studies', which allows students to focus more on ancient culture courses in English (and less on ancient language acquisition). The Greek and Roman Studies major also allows students to create a degree-path blending ancient and modern course material (with departmental approval). Finally, the department also offers minors in Greek, Latin, Classics (both Greek and Latin), and Greek and Roman Studies (a minor requiring less language-study).

Students in Greek and Roman Studies develop significant skills in:

- close reading
- analytical and critical thinking
- foundational skills in foreign languages
- the ability to pursue independent research
- the ability to identify and to disentangle assumptions — their own or another's — as they interpret data
- how to assess and use different types of sources to formulate cogent arguments
- how to understand and contextualize information both culturally and historically.

Our department's majors and minors have become doctors, lawyers, software coders, business-people, pharmacists, veterinarians, members of the clergy, graphic artists, museum curators, military officers, college and university administrators, teachers, and college and university professors. What would you like to be?

GREEK AND ROMAN STUDIES MAJOR (B.A.)

disciplinary, 12 courses

Requirements:

Four courses in Greek and/or Latin, at least two at the 200-level. Seven additional classical civilization courses (or courses approved by the department) and one senior seminar (or another, approved course that serves as a capstone experience). Students may substitute any 200-level (or higher) Greek or Latin course for one of the seven classical civilization courses (with departmental approval), so long as it is not already being used as one of the four required language courses. No more than two 100-level CLAS (classical civilization) courses may count toward the major. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major.

CLASSICS MAJOR (B.A.)

disciplinary, 12 courses

Requirements:

Four courses in Greek and four in Latin, including at least one 300-level course in each language. Four additional classical civilization courses or courses approved by the department. No more than two 100-level CLAS (classical civilization) courses may count toward the major. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major. This major must include a capstone experience.

GREEK MAJOR (B.A.)

disciplinary, 12 courses

Requirements:

Seven courses in Greek language, at least four of which must be at the 200-level and one at the 300-level; five additional classical civilization courses or other courses with appropriate content approved by the advisor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major. This major must include a capstone experience.

LATIN MAJOR (B.A.)

disciplinary, 12 courses

Requirements:

Seven courses in Latin language, at least four of which must be at the 200-level and one at the 300-level; five additional classical civilization courses or other courses with appropriate content approved by the advisor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the major. This major must include a capstone experience.

CLASSICS MINOR

disciplinary, 5 courses

Requirements:

Three Greek and two Latin courses or two Greek and three Latin. No more than three 100-level language courses may count towards the minor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

GREEK MINOR

disciplinary, 5 courses

Requirements:

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

LATIN MINOR

disciplinary, 5 courses

Requirements:

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

GREEK AND ROMAN STUDIES MINOR

disciplinary, 5 courses

Requirements:

Two courses in either Latin or Greek language plus three additional classical civilization courses. All courses must be

passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

GREEK AND ROMAN STUDIES COURSES

The lists below are not exhaustive; for other possibilities, consult with the Greek and Roman Studies department.

History and Anthropology

ANTH 102 World Prehistory
 ANTH 206 Early Cities
 ANTH 210 Prehistoric Ecology
 CLAS 202 Athens in the Age of Pericles
 CLAS 209 Alexander the Great and His Legacy
 CLAS 230 Gender and Sexuality in Antiquity
 CLAS 251 The Romans: Republic to Empire
 CLAS 275 De-colonizing Ancient History
 CLAS 281 Fall of the Roman Empire
 CLAS 310 Sparta: Greece's Warrior Society
 CMST 218 "It Belongs in a Museum"
 HIST 220 Early Medieval Europe
 HIST 308 The Historian's Craft

Literature and Reception Studies

CLAS 108 Greek Tragedy
 CLAS 228 Classical Epic
 CLAS 240 Classics in Cinema
 CLAS 290 Classical Law and Morality
 CLAS 295 Power, Politics and Rhetoric in Democratic Athens
 FRNE 285 The Troubadours: Songs of Love, War, and Redemption
 ITAE 285 Dante's Divine Comedy
 POL 160 Introduction to Political Theory
 WRRH 312 Power and Persuasion

Religion and Philosophy

PHIL 215 Aristotle
 PHIL 370 Ancient Philosophy
 REL 253 Creation Stories, why they matter
 REL 254 The Question of God/Goddess
 REL 258 The Qur'an and the Bible

Art

ARTH 101 Ancient and Medieval Art
 ARTH 116 World Architecture
 ARTH 208 Greek Art and Architecture
 ARTH 303 Roman Art and Politics
 ARTH 332/432 Roman Art
 CLAS 330 Greek Archaeology
 THTR 220 Theatre History

GREEK AND ROMAN STUDIES COURSE DESCRIPTIONS

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

CLAS 108 Greek Tragedy This course reads selected English translations of tragedies written by Aeschylus, Sophocles, and Euripides. Their plays are not only important as fascinating stories in their own right, but because of the extraordinary influence they have exerted over the subsequent literature, art, philosophy, and even science of European and American culture. In this course, then, each play is read as a work of art in its own right and as cultural nexus connecting to broader issues, e.g., how it relates to its contemporary context as a religious, mythological, and political production; how it might have been received by its original audience (i.e., its cultural context); how ancient plays were produced and acted; or how these ancient texts were received over the course of history, and how they have been received and performed in the modern world. The course also considers possible definitions of 'tragedy' and why art is not 'just' entertainment or a peripheral concern, but a human practice of extraordinary cultural

significance (Offered every three years).

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

CLAS 209 Alexander the Great In 336 BCE Alexander acquired the throne of Macedonia but thirteen years later died in Babylon. In that time, Alexander had conquered the Persian Empire, been declared the son of the God Amun of Egypt, travelled past the Indus River, and had become involved in the acculturation of ancient cultures. Although Alexander had achieved a great deal his legacy achieved even more. 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 228 Greek and Roman Epic In this course, we will read epic texts from Ancient Greece and Rome to acquaint ourselves with one of the most entertaining and informative traditions in the history of Europe and America. We will also discuss epic poetry's significance to those who created, transmitted, and received it, as well as the different methodological approaches applied to epic texts. What makes an epic an epic? Are epics just stories, or are they something more? How reliable are epics as historical sources? Why has epic poetry gripped the imaginations of so many individuals for so long? Why do traditional epic heroes seem so unheroic to modern eyes? And how has the ancient epic tradition manifested in today's world? (Offered every three years)

CLAS 230 Gender and Sexuality in Antiquity Ancient Greek and Roman literature were powerful forces in shaping attitudes toward and expectations for men and women that have continued into the 21st century. Through readings (in English translation) of Greek and Roman literature from what were very patriarchal societies, students explore the attitudes of these ancient peoples toward issues of sex, sexuality, and gender. Students examine material written by both men and women from different classes and cultures, with a view to assessing how ancient attitudes towards sex and gender have informed our own. (Offered every four years)

CLAS 240 Classics in Cinema Films dealing with ancient subjects like history or mythology often fare quite well at the box office. In fact, throughout the history of film, movies dealing with Greco-Roman antiquity, in particular, have broken countless box office records. Why are we so fascinated with historical narratives describing events that happened millennia ago, or narratives recreating the fantastical worlds of mythology? Is it 'just' pure escapism, or is there another reason why these films draw audiences? What does it mean that films about ancient worlds still speak to us? The study of Classics in film is important for many reasons. From a Classicist's perspective, films about antiquity are important because – regardless of their historical accuracy – they are a chief source of popular knowledge about ancient Greece and Rome. But from an audience's perspective, we should ask: Why do films choose the stories they do (and which stories don't get told)? How accurate are films about the distant past? How can we verify their accuracy? To whom are these versions of the ancient world beholden? What interpretive decisions are made and why? Are films about ancient subjects really about the past? (Offered every three years)

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

CLAS 275 Special Topics: Decolonizing Ancient History The Mesopotamians, ancient Egyptians, and early

Indigenous Americans all built monumental structures, invented writing systems, and developed advanced mathematics and astronomy, yet many modern Americans and Europeans believe that they could only have accomplished these feats with the help of aliens. Why? Likewise, ancient Greece and Rome were Mediterranean – not European – cultures believing that they had more in common with the civilized peoples of North Africa, Egypt, Ethiopia, the Levant, and Asia Minor than the uncouth, “pale”, Northern barbarians of France, Britain, and Germany. Indeed, the Roman Empire was culturally and racially diverse; several emperors were North African and Syrian. Likewise, ancient Greece consisted of the entire Mediterranean coastline – thus many Greek mythological figures were from North Africa, the Levant, or Lydia. Why, then, do modern Americans and Europeans consider the ancient Greeks and Romans “white European males” who created a “Western civilization” allegedly superior to Eastern/African civilizations? This class investigates how modern European/American discourse distorts evidence for ancient civilizations to justify white supremacy, racism, and colonialism. We will also explore why ancient history matters to modern identity, and how racist revisions to Greco-Roman antiquity still haunt modern American culture and politics.

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 three years)

CLAS 290 Ancient 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 295 Power, Politics, and Rhetoric in Democratic Athens Whether it was convincing a state to support a war, mocking leadership, or convincing a jury, arguments, disagreements, and public discourse lay at the heart of the ancient Athenian democracy. In this course, we begin with the origins of the democratic system of the ancient Athenians and examine closely those powerful political and social discourses that shaped the ancient Athenian city-state during the 5th and 4th centuries BCE. This course is designed to examine closely the primary sources from ancient Athens and assess the ways in which the ancient Athenians distributed, exercised, and contested power. There are no prerequisites for this course, but students should be prepared to read and assess both primary and secondary sources and be willing to work together as we examine the public debates of the Athenians and investigate the so-called golden age of Athenian Democracy.

CLAS 310 Sparta: The Warrior Heroes of Ancient Greece When news of the battle of Thermopylae reached the rest of the Greek world the myth of the Warrior-Heroes of Greece was complete and over the next hundred years Sparta was a dominant culture within the Greek world. The Spartan culture has attracted many people to its study, both ancient and modern, but due to the reticent nature of the Spartans most of our understanding of their culture comes from outside their city-state. A history of Sparta, then, is as much an account of the rise and fall of the Spartan society as it is an examination of the mythic representation of this city-state by other Greeks and later writers. Dedicated classroom participation and preparation will be assumed as we explore the mirage and realities of this unique and powerful society. (Offered every three years)

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 460 Senior Seminar in Classics This Senior Seminar in Classics is designed for majors in Greek, Latin, Classics, and Greek & Roman Studies and, as such, provides a capstone experience in Classics. The seminar's focus is the senior thesis, but it will also examine past and current scholarship across the discipline of Classics. Students will lead discussions of sources, texts, and scholarship as they consider a common topic or theme. Although the content varies each year, in each seminar students will gain a familiarity with the methodologies, critical approaches and research tools used in classical scholarship. During the first half of the course students work together on a common topic or theme to become familiar with classical scholarship. Then, during the second half of the course, students pursue their own research and produce their own senior thesis.

CLAS 495 Honors (By arrangement)

GREEK COURSE DESCRIPTIONS

GRE 101 Elementary Ancient Greek The aim of the beginning Greek sequence (GRE 101 and GRE 102) is to provide students with the vocabulary and grammatical skills necessary to read ancient Greek authors as quickly as possible. This sequence also offers an interesting and effective approach to learning about the culture and thought of the ancient Greeks. No prerequisites. (Fall, offered annually)

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

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

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

GRE 223 Homer This course is a reading in Greek and discussion of passages from either Homer's Iliad or Odyssey, with the entire poem read in English. Attention is given to the cultural and historical setting and to the nature of Homeric language, but the course also aims at an appreciation, through readings in the original, of the Iliad or Odyssey as poetic masterpieces. Suggested prerequisite: GRE 102 or the equivalent. (Offered every three years)

GRE 250 Ancient Greek Historians In this course, students read selections from Herodotus, Xenophon, or Thucydides, examining both the authors' prose styles and the historical contexts in which they wrote. The course aims to develop the ability to read the original Greek text of an ancient historian with attention given to vocabulary, grammar and style. In addition, students will also examine how Greek historians recorded their history so as to be both aesthetically pleasing and useful.

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

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

GRE 301 Advanced Readings I This course is offered to students who have mastered the fundamentals of Greek and are now able to read substantial amounts appreciatively. Readings are chosen according to the interests and needs of the students. Suggested prerequisite: two semesters of 200 level Greek or permission of the instructor. (Fall, offered annually)

GRE 302 Advanced Readings II This course is parallel to GRE 301. (Spring, offered annually)

GRE 400 Senior Seminar in Greek (By arrangement)

GRE 495 Honors (By arrangement)

LATIN COURSE DESCRIPTIONS

LAT 101 Beginning Latin I This course is an introduction to the fundamentals of Latin grammar, accompanied by some practice in reading the language. The aim is to equip students to read the major Roman authors. No prerequisite. (Fall, offered annually)

LAT 102 Beginning Latin II This course continues and completes the study of basic grammar and introduces representative samples of Latin prose (e.g., Cicero, Caesar) and poetry (e.g., Catullus, Ovid). By consolidating their knowledge of grammar and building their vocabulary, students are able to read Latin with increased ease and pleasure and to deepen their understanding of ancient Roman culture. Suggested prerequisite: LAT 101 or the equivalent. (Spring, offered annually)

LAT 223 Medieval Latin At the end of the Roman Empire, as "classical" Latin grew more formal and artificial, vulgar Latin, the language of the "common people" and the parent of the Romance languages, emerged as a sophisticated literary instrument. Throughout the Middle Ages, an enormous literature was produced in this living Latin: works sacred and profane, serious and flippant. In this course, students read selections, in the original Latin, from works in theology, history, biography, fiction, and poetry. Attention is given to the differences between Medieval and "classical" Latin, but the course emphasizes the medieval authors' creativity as artists in a living language. Suggested prerequisite: LAT 102 or the equivalent. (Offered every three years)

LAT 238 Latin Epic (Vergil Or Ovid) This course is a careful reading in Latin of a significant portion of the Aeneid or the Metamorphoses, with the entire poem read in English, to enable students to appreciate the poetry and Vergil's or Ovid's presentation of Augustan Rome against the background of its historical and literary heritage. Suggested prerequisite: LAT 102 or the equivalent. (Offered every three years)

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

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

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

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. Suggested 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 Cicero, Seneca, Tacitus, Livy; poetry Horace, Juvenal, Lucretius, Ovid, Propertius, Vergil. Suggested prerequisite: Two terms of 200-level Latin or permission of the instructor. (Fall, offered annually)

LAT 302 Advanced Readings II This course is parallel to LAT 301. (Spring, offered annually)

LAT 495 Honors (By arrangement)

Institute for Global Studies

The Institute for Global Studies (GLS) at Hobart and William Smith Colleges brings together nine HWS departments and programs and more than 25% of the Colleges' full-time faculty. The Institute supports faculty collaboration on teaching and research while enhancing students' academic experience. Through its shared cohort courses, Global Studies strengthens the many points of contact among participating faculty and introduces students to a breadth of approaches to studying the global.

The Institute for Global Studies builds on the many well-established strengths of HWS, from its historic dedication to interdisciplinarity and collaboration, to its award-winning Center for Global Education. Programming promotes a broad outlook for students – lives of consequence writ large across the globe. Global Studies gives students a carefully guided academic experience, leaving them well-positioned for graduate study and professional opportunities.

Council of Directors

The heart of the Institute for Global Studies administrative structure is the Council of Directors, led by a Director and Associate Director. Each of the contributing programs have representation on the Council but remain autonomous entities within the Institute. A Fellowship Advisor and a representative from the Center for Global Education are ex officio members.

Contributing programs:

Africana Studies
 Anthropology
 Asian Studies
 European Studies
 French Francophone, and Italian Studies
 German Studies
 International Relations
 Latin American Studies
 Russian Area Studies
 Curricular Structure

Global Studies currently offers two levels of cohort courses. These courses count as electives or core courses in Global Studies member departments and programs; students should check with their advisor for details.

COURSE DESCRIPTIONS

GLS 101 Introduction to Global Studies This gateway course is designed as an introduction to ways of understanding "the global" in the 21st century. As a course designed collaboratively by faculty from across the Institute of Global Studies, students will encounter diverse tools and ways of knowing drawn from the humanities and social sciences as they learn to think across time and space about questions of concern in our shared world. These may include questions of how and why people join with others to form community, what different forms of belonging mean and do, and how these relate to institutions and systems of power. The substantive questions and themes will vary by section, but the course's focus on interdisciplinary tools and ways of knowing will prepare students to engage in more advanced coursework across the various departments and programs in the Institute of Global Studies. Offered each semester.

GLS 201 Global Cultural Literacies Global Cultural Literacies will examine cultural productions from around the world and the social/political/cultural forces that help shape world literature, such as socialism, anarchism, feminism, capitalism, migration, and various aesthetic movements. Students will develop an understanding of how cultural artifacts demonstrate and influence the production of meaning and worldviews. The course will present terms and techniques necessary for conducting literary analysis and offer insight into the fundamentals of language learning in languages other than English. This course is team taught by faculty from various Global Language departments. Students need either the prerequisite or the co-requisite to enroll. Pre-requisite: GLS101 or completion of any global language course at HWS -OR- Co-requisite: participation in a global language course while taking GLS 201. (Offered annually)

History

Department Faculty

Matt Crow, Associate Professor, Chair
Laura Free, Associate Professor
Janette Gayle, Assistant Professor
Mathew Kadane, Professor
Colby Ristow, Professor
Virgil Slade, Assistant Professor
Sarah Whitten, Assistant Professor
Lisa Yoshikawa, Professor

At HWS, history courses help students to understand the past and its many possible meanings and applications in the present. Because an understanding of the past is so vital to understanding our world, and because identities are so tied to differing narratives and memories, history can be controversial. Many issues have a multiplicity of interpretations and causes. History courses ask students to acknowledge controversy and understand the complexity of historical understanding and interpretation. In so doing, students learn to respect the diversity of perspectives that may emerge in any consideration of the past. They then learn to evaluate and assess historical interpretations and develop their own ideas about the past. Creative thinking and analysis, engaging with complexity, and respecting others' ideas also prepare students for their future careers and for living lives of consequence.

Mission Statement

The discipline of history is a "dialogue with the past," that helps us understand the rich and complex forces shaping who we are and how we got to this moment. Through the study of societies, cultures, and economies across a broad chronological and geo-graphical spectrum, history helps us to contextualize stories and facts, past and present, so that we can think about their broader significance. Ultimately, history is a fundamental part of the human experience, and everyone participates in creating it. Therefore, it offers essential tools for understanding ourselves and our place in the world.

Offerings

The History Department offers a disciplinary major and minor. History courses teach a core set of indispensable transferable skills, such as:

- Analytical thinking
- Careful reading of texts
- Effective argumentation and use of evidence
- Clear writing
- Tools for understanding complexity and controversy

A major in History prepares students for a wide range of careers. HWS History majors go on to work in the fields of:

- Business & Finance
- Education
- Government
- Law
- Marketing
- Non-Profit Administration
- Public Policy
- And many more...

HISTORY MAJOR (B.A.)*disciplinary, 11 courses***Learning Objectives:**

- The ability to describe and discuss historical facts, themes, and ideas, and analyze them within their historical context.
- The ability to identify, analyze, and evaluate primary and secondary source evidence, to conduct research independently using either or both, and to synthesize evidence into a coherent argument.
- The ability to think historically about the present, to appreciate the importance of historical knowledge for understanding our present world, and to recognize that our current realities are neither natural nor inevitable, but the product of relations of power.
- An understanding of the importance of the creation and distribution of knowledge in informing how different communities have experienced the world at different times.

Requirements:

All history majors select an area of concentration by their junior year. The area of concentration may be geographic (African, North American, Latin American, Asian, and European); thematic (for example: gender, race, revolutions); or chronological (medieval, early modern, modern, 20th century).

At least two 100-level introductory courses (EUST 102, ASN 101, ASN 120 and AFS 110 may substitute for one or more introductory history courses); four 200-level or higher history courses in one area of concentration (geographic, thematic, or chronological); three 300-level advanced courses, to include HIST 308 Historian's Craft and a seminar/capstone course or history honors project. Of the remaining two courses, only one may be at the 100-level. At least three courses of the required eleven must cover different geographical areas. All courses must be passed with a grade of C- or better; credit/no credit courses cannot be counted towards the major.

HISTORY MINOR*disciplinary, 5 courses***Requirements:**

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

COURSE CONCENTRATIONS**Introductory Courses**

HIST 101 Foundations of European Society
 EUST 102 European Studies II
 HIST 103 Early Modern Europe
 HIST 107/ASN 101 Trekking Through Asia
 AFS 110 Introduction to African Experience
 HIST 111 Topics in Introduction to American History
 HIST 112 Soccer: Around the World with the Beautiful Game
 HIST 120/ASN 120 Making of the Samurai
 HIST 151 World Food Systems

African and Middle Eastern History

HIST 112 Soccer: Around the World with the Beautiful Game
 HIST 283 South Africa in Transition
 HIST 284 Africa: From Colonialism to Neocolonialist
 HIST 353 Invention of Africa
 HIST 354 Lives of Consequence

Asian History

HIST 107/ASN 101 Trekking through Asia
 HIST 120/ASN 120 Making of the Samurai
 HIST 202 Japan Since 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: The Worlds of Civilized Barbarians
 HIST 392 Seminar: Japanese History-Topics

European History

HIST 201 Tudor-Stuart Britain
 HIST 209 History of Medieval Women
 HIST 211 Medieval and Renaissance Italy
 HIST 220 Early Medieval Europe
 HIST 237 Europe Since the War
 HIST 238 The World Wars in Global Perspective
 HIST 250 Medieval Popular Culture
 HIST 253 Renaissance and Reformation
 HIST 256 Technology and Society in Europe
 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 308 Seminar: The Historian's Craft
 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 431 Seminar: History of Original Sin
 HIST 473 Seminar: Britain in the Age of Industry and Empire

U.S. History

HIST 207 United States History in the Age of Revolutions, 1776–1848
 HIST 208 Women in American History
 HIST 212 Historical Research Methods
 HIST 215 American Urban History
 HIST 227 African American History I: The Early Era
 HIST 228 African American History II: The Modern Era
 HIST 229 Public History
 HIST 233 History of American Thought to 1865
 HIST 234 History of American Thought Since 1865
 HIST 235 Civil War and Reconstruction
 HIST 240 Immigration and Ethnicity in America
 HIST 244 US Legal and Constitutional History: Origins to the Present
 HIST 246 American Environmental History
 HIST 304 Seminar: The Early American Republic: 1789–1840
 HIST 306 Seminar: Civil War and Reconstruction: 1840–1877
 HIST 310 Rise of Industrial America
 HIST 311 20th Century America: 1917–1941
 HIST 317 Seminar: Women's Rights Movements in the U.S.
 HIST 345 Seminar: The Racial Construction of America
 HIST 348 Black Women in the Struggle for Rights in America
 HIST 352 Seminar: Wealth, Power and Prestige: The Upper Class in American History
 HIST 395 Ocean, Law, and Empire: Research in Oceanic 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

HIST 362 Seminar: The Mexican Drug Trade

LTAM 210 Perspectives on Latin America

Advanced Courses

HIST 450 Independent Study

HIST 495/496 Honors

HIST 499 History Internship

Seminars

HIST 304 Seminar: The Early American Republic: 1789–1840

HIST 306 Seminar: Civil War and Reconstruction: 1840–1877

HIST 308 Seminar: The Historian's Craft

HIST 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 324 Seminar: The Worlds of Civilized Barbarians

HIST 325 Seminar: Medicine and Public Health in Modern Europe

HIST 327 Seminar: Human Rights: Cold War and US Intervention in Central America

HIST 330 Seminar: The Mexican Revolution

HIST 334 Seminar: Pre-Modern Mediterranean

HIST 345 Seminar: The Racial Construction of America

HIST 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 431 Seminar: History of Original Sin

HIST 471 Seminar: Civil War in American Memory

HIST 473 Seminar: Britain in the Age of Industry and Empire

COURSE DESCRIPTIONS

HIST 101 Foundations of European Society With the decline of the Roman Empire, Europe's cultural heritage faced unprecedented opportunities as well as challenges. The "Dark Ages" were a time of recovery and synthesis, with Germanic and Pagan customs mixing with Roman and Christian culture to form a unique blend of religion, family life, politics, and economy. Through literature and art, this course discusses the origins of the Western ascetic spirit and the beginning of romantic love and the cult of chivalry. Through visual sources, it explores the construction and defense of castles and manors, and traces the embryonic development of agriculture and technology. (Flynn, offered alternate years)

HIST 103 Early Modern Europe This course explores a phase in Europe's history marked by religious conflict, intellectual crisis, social and cultural change, territorial expansion, economic and technological development, and political upheavals: the period from the mid-16th century to the fall of Napoleon. We will give special attention to the various forces and consequences of change and continuity; what makes this era "early modern"; what both seals it off in a state of otherness and recognizably ties it to the present; and what has led historians to conceptualize and characterize it as exceptionally revolutionary. (Kadane, Fall)

HIST 107 Trekking through Asia 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 re-nowned centers for scientific and medical innovation. Fifty percent of the declared nuclear-weapon states are also in

the region. Simply put, Asia matters a great deal! In this course, we trek through the Asian past and present, exploring this vast and vibrant region. Through writings and travelogues that documented the peoples and lands of places stretching from the Sea of Japan to Persia, and from Java to the Mediterranean Sea, we will learn about the cultural systems that helped shape Asian societies. We will consider how these traditions contributed to and were changed by historical interactions in Asia itself and in relationship to the rest of the world. Join us on the journey!

HIST 108 The Making of Modern Europe This course introduces students to modern European history by considering, from various angles, the complicated process that gave both "modernity" and "Europe" coherence. Starting with the events in the late fifteenth century, our major topics include the advent of printing, the Renaissance, the Reformation, the wars of religion, overseas expansion and empire, the scientific revolution, state formation, the Enlightenment, the age of political revolutions, the industrial revolution, the rise of liberalism, mass politics, the two world wars, fascism, decolonization, and the creation of the EU. Authors include Machiavelli, Luther, Montaigne, Bacon, Rousseau, Hobbes, Voltaire, Wollstonecraft, Maistre, Tocqueville, Mill, Marx, Mazzini, Nietzsche, Weber, Schmitt, Freud, Beauvoir, Woolf, Arendt, Foucault, and others.

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

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

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

HIST 151 Food Systems in History This course traces the historical emergence of the contemporary world food system. Students briefly examine the transition from hunter-gathering to Neolithic village agriculture, the differentiation between steppe agriculture and steppe nomadism in ancient Eurasia and the medieval agricultural systems of East Europe and Asia. In the second half, students examine the development of the present-day global food system since 1500. An important course goal is to understand the meaning of changes in the food systems for individual lives.

HIST 176 Western Civilizations and their Discontents This class provides a critical introduction to ideas of Western thought, and it focuses on a varying body of possible themes (including but not limited to self, state, body, other, city, nature, justice, decline and fall, and the sacred). Every iteration of the class will introduce students to some of the debates around the very idea of a Western canon and its complicated and often sordid history. Every iteration of the class will put core texts in conversation with the imperial origins and historically constructed nature of ideas

about civilization. Likewise, every iteration of the class will include a select set of texts, and every iteration of the class will focus on close reading, discussion, and both creative and analytical short, text-focused writing assignments. Generally, the method of evaluation will be what we call "ungrading," where students participate actively in their own evaluation in consultation with the professor. The class satisfies Goal 8 and has no pre-requisites of any kind. Offered annually. (Crow/Whitten/varying).

HIST 200 Quantitative Methods for Historians Historians use big data sets and quantitative tools to understand the past, especially in the fields of demography, economic history, and environmental history. This course provides an introduction to the quantitative tools used by historians including basic statistical methods, visual presentations of data sets, and regression analysis. Students will examine how this quantitative data is used to, make historical arguments as well as the limits of these methods. Lastly, students will explore how these tools and historical arguments are relevant to the contemporary world. Individual courses will investigate different topics, but all courses will have the same methodological approach. (Offered annually, Staff).

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 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 explores the social, economic, and political history of British North America from the eve of European settlement to the end of the Seven Years War and the beginnings of the imperial crisis that would ultimately lead to the American Revolution. The goal will be to get ourselves in a position to look at and understand American colonial history not simply as a prelude to the founding of the United States, but as a rich, complex, and multipolar world. We will endeavor to understand Native American history and the history of European and specifically British settlement of the North American continent in light of legal and constitutional pluralism, and the problems this condition posed to efforts at imperial governance. In the end, particularly given the importance of the institution of slavery and disagreements over its legacies today, we will consider the colonial period on its own terms while at the same time exploring its proximity and relevance to the present. Like ours, the early modern Atlantic world was one of multiple power centers, contested sovereignties, massive state and localized violence, and shifting boundaries and identities. (Offered occasionally)

HIST 207 United States History in the Age of Revolutions, 1776-1848 This course will trace the trajectory of United States history from the end of the colonial period to the eve of the Civil War. The critical framework for the course will be empire, as we trace the origins of the United States in a crisis of the British Empire in the Atlantic World to the construction of U.S. Empire over the North American Continent and the Pacific. Our focus will be on laws and institutions, politics and political economy, and the centrality of the institution of slavery to this history. We will also be concerned with the global imperial dimensions of this history, from Native Americans to the international revolutions that influenced the course of U.S. History, from the French and Haitian revolutions to Latin American independence movements and the first communist revolution of 1848 in Europe. Was the American Revolution a revolution like these others? Why or why not? What does it mean to see U.S. History in light of its origins in a contested world of revolutions and empires? (offered semi-annually. Crow)

HIST 208 Women in American History This class surveys four centuries of American women's experiences, focusing on how women's status was determined, maintained, and contested. It examines themes of patriarchy, power,

autonomy, dependence, and agency, and considers how issues of class, race, and sexuality have shaped women's interactions with each other and with men. It also explores the changing social rules that define gender roles, and investigates the way that women and men have dealt with those rules and expectations over time. (Free, Offered annually)

HIST 209 History of Medieval Women This class introduces the major historical questions, people, trends, and texts relating to women in the Middle Ages. Beginning with the end of the Roman world and ending in 1500 CE, this course will focus on four topics relating to women: marriage, work, the body, and religiosity. For each section, the class will explore how these categories change over time in the medieval period within Europe. Also in each section, an entire class period will be devoted to the life of a medieval woman whose life and writings reflected the questions of that period.

HIST 211 Medieval and Renaissance Italy This course will explore the history of Medieval and Renaissance Italy, introducing students to significant political, social, economic, and cultural changes. Specific themes include the creation of communal governments and urban culture in northern Italy, the rise of the papacy, the developing role of humanism in culture and politics, state-building and empire, the changing nature of warfare, and the emergence of concepts such as the individual, civility, and courtliness. Students will work with a wide variety of primary source materials, including literacy, historical, moralistic, and artistic works.

HIST 212 History of HWS Colleges This course uses the physical and social landscapes of the Colleges as a laboratory to help students refine their historical research, writing, and critical thinking skills. The course will be conducted as a seminar and as a workshop, with discussions of readings and research problems and with hands-on and in-depth historical investigations. We will visit local historical archives, hear guest speakers, and take a van tour of Geneva. We will put HWS in the larger contexts of the history of higher education and of Geneva itself. Working with primary historical materials, students will produce individual research projects on some aspect of the history of the Colleges. Possibilities include the history of: the coordinate system in different periods; campus unrest in the 1960's and 1970's; the experiences of the first William Smith graduating class; college buildings; curricula changes; student life; and the Navy V-12 program during World War II. (Hood, offered annually)

HIST 215 American Urban History This course examines the urbanization of American society from the colonial period to the present, with emphasis on the development of the physical city. It explores the establishment and growth of colonial cities; the impact of technological innovations such as mass transit and the automobile on urban spatial form; the changing responses to urban problems such as water, fire, pollution, housing, crime and disorder; the advent of city planning; the relationship between ethnic and racial conflicts and urban form, especially suburbanization; and the rise of the contemporary decentralized city. (Hood, Offered alternate years)

HIST 220 History of Early Medieval Europe and the Mediterranean, 300–1100 This is an essential course on the Middle Ages. Early medieval Europe and the Mediterranean shared an inheritance from the Roman world of Roman institutions, Christianity, and barbarian identities. The civilizations that developed in the West including the Merovingians, Lombards, Carolingians, Byzantines, and early Islamic dynasties were profoundly shaped by all these components in varied ways. Beginning with the later Roman Empire, the course is organized around political shifts but also covers developments in religious, legal, economic, social, and cultural history. Major themes of the class include the changing nature of religious authority, political fragmentation, and legal transformation.

HIST 226 Latin America: Colonial Period This course is a survey of the forces and events that shaped Spanish America, from pre-contact societies in the Americas and Europe, to the American independence movements of the nineteenth-century. Chronologically, this course will focus on five periods: pre-Columbian societies in the Americas and Europe; the violent conquest of the "New World" by Spanish conquistadores; the immediate aftermath of conquest and the consolidation of Spanish authority (c. 1530–1600); the establishment of stability and Spanish colonial rule (c. 1600–1800); and the fall of the Spanish Empire (c. 1730s–1810). The two key geographical areas of examination will be Central Mexico, and the Central Andes. Conceptually, this course will focus on the interrelated concepts of conquest and colonialism, paying close attention to the delicate balance of coercion and persuasion in the construction of the Spanish colonial regime. (Ristow, offered annually)

HIST 227 African-American History I This course traces the history of Africans and their descendants in America from the 17th century through the Civil War. Topics include the slave trade from Africa to the English colonies in North America; establishment of the slave system and slave laws in the 17th century; the evolution of slavery and slave culture in the 18th century; transformations in African American life during the Revolutionary age; the experience of free blacks in the North and South; black society in the Old South; black abolitionism; the Civil War; and Emancipation. (Harris, offered annually)

HIST 228 African-American History II This course examines the varied experiences of African Americans from Reconstruction to the present, focusing on class and gender differences within African American society as well as on the fight for social and political equality in America. Major topics include Reconstruction in the South; African American intellectuals; the Great Migration; the Civil Rights movement; black power; and contemporary problems. (Harris, offered annually)

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

HIST 231 Modern Latin America This course will trace out the historical construction of national and regional identities in Latin America through an examination of paradigms of modernity and marginality. It will focus on: the continuities and ruptures from Spanish colonialism to nation-state rule; the imposition of stability in Latin America, and the ideological foundations of the dominant, transnational paradigm of progress; identity politics and the rejection of European paradigms of progress; the coming and process of the global paradigm of Cold War, and its new models of anxiety, hope, and marginality in Latin America; the survival and even prosperity of Latin America's indigenous populations in the era of neoliberalism. In so doing, we will examine the possibilities for the most marginal of populations to represent themselves, and the limitations of such self-representation. (Ristow, offered annually).

HIST 233 History of American Thought to 1865 This class provides an immersion in the intellectual history of the United States from its colonial beginnings to the end of the Civil War. Major topics include law and constitutionalism, republicanism and the history of political thought, theology and religious history, literature, and philosophy. Contexts for the class include early modern and modern empire, settler colonialism, gender ideology, and the centrality of slavery to early American politics. The class will include a focus on close reading, critical reflection, and deep, respectful discussion. Offered semi-annually. (Crow)

HIST 234 History of American Thought from 1865 to Present This class provides an immersion in the intellectual history of the United States from the end of the Civil War through to the present moment. Major topics include racial ideology and civil rights, immigration, law and constitutionalism, liberalism, war and global power, science and technology, pragmatism, literary modernism, artistic expression, and the place of religion in a secular society. Contexts for the class include the industrial revolution, urbanization, civil rights struggles, the growth in the power of the federal government, American power around the world, the centrality of Black music, literature, and politics to American culture, liberalism, radicalism, and conservative critiques of liberal culture and higher education. The class will include a focus on close reading, critical reflection, and deep, respectful discussion. Offered semi-annually. (Crow).

HIST 235 Civil War America In America's mid-nineteenth century, rising tensions over slavery's expansion, diverging ideas about federalism, and polarizing sectional identities erupted into violence, leading to four years of protracted, brutal war. The outcome was nothing less than revolutionary: the nation's political structures, economic systems, and social hierarchies were transformed. Paying careful attention to Americans' lived experiences, in this course we will seek to understand how and why the Civil War began, what changes it wrought, whether or not its fundamental conflicts were solved by Reconstruction, and finally, why it continues to have such a profound impact on America's vision of itself even today.

HIST 237 Europe Since the War This course examines the remarkable revival and reconstruction of Europe in the post World War II era, exploring the division of Europe into two blocs, economic recovery, the formation of welfare states, decolonization, supra national associations, the Common Market (EEC), NATO, and the Warsaw Pact. Special emphasis is placed on European relations with the U.S. and the former U.S.S.R. Students explore consequences of the end of the Cold War, including attempts to construct democracies and market economies in Eastern Europe, political turmoil, and the resurgence of nationalism in Western Europe. (Linton, offered alternate years)

HIST 238 World Wars in Global Perspective The American century; the formation of Communist states; genocides, including the Armenian massacres and the destruction of European Jewry; the ongoing crisis in the Middle East; and the relative decline of Europe and decolonization were all closely linked to the two world wars. This course explores these two cataclysmic wars: their origins, conduct, and consequences. In addition to such traditional approaches as

military, political, and diplomatic history, students use literary, artistic, and cinematic representations to view these wars through personal experiences. (Linton, Fall)

HIST 240 Immigration and Ethnicity in America What is an American? This course examines this question by analyzing the sources of mass immigration to the United States, the encounters among various immigrant groups and natives, and the changing conceptions of ethnicity. The course covers the period from the 1840s to the present. It starts with the Irish and Germans who emigrated in the early 19th century, then consider the Russian Jews, Italians, and others who began arriving in the 1890s, and then investigates the post-1965 emigration from Asia, the Americas, and India that is remaking the country today. Reference is also made to the internal migrations of African-Americans. (Hood, offered alternate years)

HIST 244 US Legal and Constitutional History: Origins to the Present 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 through to the ratification of the US Constitution; the institution of slavery; the Marshall Court; expansion policy; the American Civil War and Reconstruction; Jim Crow segregation and the Gilded Age; 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; the constitutional implications of the threats of terrorism and great power rivalry and the resurgence of populism. Our major themes include the legacy of colonial and imperial governance for subsequent American history, the changing politics of constitutional interpretation, the politics of race and slavery, law, labor, and economic change, and the shifting grounds of legitimacy for the exercise of power on the national level. This course substantially addresses the Ethical Judgment Goal and the Social Inequality Goal.

HIST 246 American Environmental History In this course, historical place in the natural landscape is described through the methods of "environmental history," embracing three concerns: ecological relationships between humans and nature, political and economic influences on the environment, and cultural conceptions of the natural world. Drawing on methods from the natural and social sciences, and the humanities, students will survey 500 years of American environmental history, from the ecological conflicts of Indians and settlers to recent debates over endangered species and hazardous wastes. Topics range from urban pollution and suburban sprawl to agricultural practices and wilderness protection. (Hood, offered alternate years)

HIST 250 Medieval Popular Culture What is the relationship between "high" and "low" culture? How do "oral" cultures think, and how have literacy and electronic media transformed human consciousness in more recent times? Close exploration of the material conditions of peasant life, of the psychological workings of folklore, magic, witchcraft, and play in culture help students come to terms with these issues. We assess the historical consequences of oppression within the political structure of the "three estates" and evaluate the efficacy of various techniques of popular resistance. In the end, we assess the value of play in sustaining social cohesion, emotional stability and personal freedom in our historical heritage. (Flynn, offered annually)

HIST 253 Renaissance and Reformation This course explores the major intellectual, artistic, political, and religious events making up the "Renaissance" and the "Reformation," two of the most energetic and creative moments in western history. Students read the works of several principal architects of these movements, along with contemporary historians' attempts to explain the convergence of individual genius and collective cooperation that took place between 1300 and 1600. The period shattered medieval understanding of the nature of reality, the shape of the cosmos, and the relation between humanity and god. It was in this period that modern notions of individualism, freedom of conscience and national sovereignty began to shape the modern world. (Flynn, offered alternate years)

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 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.

HIST 284 Africa: From Colonial to Neocolonialism In the US media, the signifier 'Africa' has become synonymous with images of warfare, poverty, disease, and famine. Undeniably, these features are commonplace in some African societies. However, what is insidiously missing in most accounts of the challenges facing much of the continent is a historical perspective that traces a genealogy of these problems. Events like the Rwandan Genocide are unproblematically explained as having been caused by 'ethnic conflict,' a calculus that does not consider the manner in which colonial encroachment fundamentally altered the socio-political landscape of the continent. In short, to understand modern-day Africa we need to be attentive to the processes that created its everyday realities. To this end, students will investigate the legacies of colonialism in key sites dotted throughout Africa, and examine how contemporary power relations [neo-colonialism] continue to impact the continent.

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.

HIST 301 The Enlightenment Many people in the West no longer believe in the divine rights of monarchs or the literal meanings of ancient religious texts, but find meaning in civil society, material life, and science, and uphold the sanctity of human equality, which they experience through relatively unrestrained access to various news media, conversations held in accessible social spaces, and schooling premised on the belief that education and experience shape the human mind. How responsible is the 18th-century movement of rigorous criticism and cultural renewal known as "the Enlightenment"? Students examine its coherence as a movement, its major themes and proponents, its meaning for ordinary people, its varied interpretations, its spread throughout Europe and beyond, and the more sinister cultural institutions and projects that many Enlightenment figures were reluctant to interrogate. (Kadane, offered annually)

HIST 304 Early American Republic: 1789–1840 This course is a seminar that will allow students to explore current scholarship in the vibrant field of the early republic, from the end of the American Revolution through the antebellum period in the nineteenth century. Themes include western expansion and Native American history, race and slavery, political history and the rise of the party system, exploration and empire, gender and sexuality, the history of capitalism, and the rise of American literature and legal and political thought. By the end of the class, each student will develop and produce an independent research paper on a historical or historiographical question of their own.

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

HIST 306 Seminar: US Civil War and Reconstruction – America's 2nd Revolution This seminar-style course is a follow up to History 235, exploring in greater depth and complexity the causes and outcomes of the American Civil War. Some questions we may consider: Why did the War begin? What role did slavery's expansion play? How did Americans understand the idea of "Union"? Why did they engage in "total war"? How did the massive casualty rate change how people experienced and understood death? How did the formerly enslaved claim power in the post-war period? Was Reconstruction a failure? Why does the Civil War continue to matter? Ultimately, we will hope to better understand why Americans went to war with themselves in the mid-nineteenth century, and how that war

transformed the nation. (Free)

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

HIST 310 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 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 320 The Asia Pacific Wars This course attempts to survey the multiple memories and histories of the Asia-Pacific Wars among the people of North East Asia and the United States. We will examine changes and continuities in these views in the framework of regional politics and economy since 1945, focusing on such controversial issues as the Nanjing massacre, "comfort women," Pearl Harbor, war and racism, Hiroshima and Nagasaki, the Smithsonian Enola Gay exhibit, and history textbooks. In the broadest context, the course explores the history of imperialism and colonialism in Asia-Pacific since the late nineteenth century and the importance of "history" and "memory" in understanding its consequences. We will be reading a variety of secondary materials.

HIST 324 Barbarian Empires: Aborigines, Pirates, Sea Otters Asia's long eighteenth century saw imperial expansions as the Chinese Ming Dynasty fell and barbarian empires ascended. The Manchu Qing that conquered the Ming marched westward, colliding with the concurrent Russian expansion toward the north Pacific, and both encountered Tokugawa Japan as it encroached north into the Ainu lands. European and British maritime empires attempted to penetrate the region from the south with minimal success against these regional hegemons and even pirates, often becoming relegated to vassalhood. Motivated amidst the Little Ice Age by natural resource extraction, trade, security, and more, the changing regional order brought devastation to the indigenous populations, non-human animals, and the environment at large. Newly available technology, including mapping, and booming imperial populations exacerbated this trend that created frontiers and borderlands. This course examines this critical era of early modern state and empire formation in Asia that various regimes today often cite to affirm or challenge international relations of the region. (Yoshikawa, offered every other year)

HIST 325 Seminar: Medicine in Modern Europe This course traces the development of major ideas in a broad array of fields, including politics, religion, psychology, and history, through the Civil War era. While it focuses chiefly on formal thought, it also pays attention to trends in popular culture and to the social context. It relies heavily on primary source readings, a number of which are literary in character. Some questions examined involve the relationship between intellectual and social change, the distinctiveness of American thought, and the role of an intellectual elite in a democratic society. (Linton, offered alternate years)

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

repressive regimes in Central America also generated a powerful humanitarian response both within the United States and in the international community. Finally, this course will examine how humanitarian instruments and organizations sought to uncover the truth about human rights abuses, negotiate peace, and, less successfully, implement justice in Central America. Prerequisites: at least one course in Latin American studies or cross-listed, or instructor permission. (Ristow, offered alternate years, Spring)

HIST 334 Sources of the Pre-Modern Mediterranean This course explores the primary sources of the pre-modern Mediterranean world and how historians have used these texts to compose histories of the Middle Ages and understand the present. Topics include medieval biography, the relationship between science and history, Norman history writing and language, and medieval travel writing.

HIST 345 Race-ing America: An Exploration of Race in America Race is a central organizing principle in America. It intersects with social institutions such as government, family, and church and, in turn, shapes the lives of all Americans. This course is an exploration of the formation of race and its effects in the lived experience of Americans. Each week we will explore a different theme (such as race and medicine/health, the justice system, immigration, sports, real estate, travel, etc.). An example of texts we will read are: Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (1999), Deirdre Cooper Owens, *Medical Bondage: Race, Gender, and the Origins of American Gynecology* (2018), Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2014), and Toni Morrison, *The Bluest Eye* (2007). Each week one or more students will be responsible for presenting on the assigned reading/topic under discussion for that week. For the final, students will compose a ten-to-fifteen-page seminar paper.

HIST 348 Black Women in the Struggle for Rights in America: P. Wheatley to Black Lives Matter From the founding of the United States, the concept of rights and citizens bearing those rights were understood to be a central part of American democracy and belonging. And yet, not all people in the nation were accorded rights. For example, the right to vote, serve on juries, and travel were reserved almost exclusively for property-owning white males. Indeed it is not a stretch to say that the next two hundred years of American history can be seen as a struggle to expand both the scope of and access to those rights. Many courses examine the history of rights from the standpoint of white people (men and/or women), black men, or workers. Borrowing from the insights of these perspectives, this course examines the contributions that black women have played in shaping the struggle for rights in the changing political, social, and cultural contexts of the United States from the eighteenth through twenty-first centuries.

HIST 353 The Invention of Africa Africa, and by extension the African, is firmly rooted at the bottom of the present-day world order. In a world in which technological advancement and economic growth is valued above all else, this pecking order may seem objective, or even commonsensical. However, it is this mapping of place onto body – Africa is 'unmodern' therefore the African is 'unmodern' – that continues to have consequences for the black body, both on the continent and in the diaspora. For example the #BlackLivesMatter movement in the US bears testimony to how knowledge regarding the black body is configured differently within a Western context despite constitutionally-guaranteed rights to the contrary. This course therefore examines the conceptual architecture that has invented Africa, and by extension the African. Students will trace a genealogy of thought originally packaged as European colonialism's 'civilizing mission', and re-purposed since the end of formal colonialism to ensure the maintenance of a racial order congruent with colonial orthodoxy.

HIST 354 Lives of Consequence: A Historiographical Exploration of Ethical Citizenry What precisely is a 'life of consequence'? How can we inhabit this world, with all its inequities and divisions, in an ethical fashion? Our present, rather than emerging out of an 'inevitable path of human progress', is the product of a conceptual architecture which profoundly shapes how we experience the world. Resulting from a particular historical trajectory, notions of property, reason, race, gender, belonging, and violence inform both the limits and possibilities of ethical citizenry. To make this visible, this seminar will explore the political, economic, spatial, and historical moorings of our modernity and its filial formations, the nation-state, the modern university, and capitalism. However, rather than being prescriptive and proposing a 'universal ethics' for one to subscribe to, this course is designed to enable a self-reflexive exploration of the values each holds dear as individuals. This journey will be an intensely private one meant to facilitate the creation of a personalized ethical road-map, one the student creates for themselves in preparation for their future navigation of an increasingly polarized world.

HIST 355 American Suffrage: The History of Voting Rights in the United States The history of American voting rights is not a tidy story of steady progress toward greater freedom. The number of people permitted to participate directly in American politics has both expanded and contracted at different points in the past. Some of the contractions were driven by legal change, others by extralegal violence and oppression. But the question of who should have the right to vote in the United States has always been at the forefront of the American democratic imagination. This class

engages with the complicated history of voting rights, looking at the laws that shaped the American democracy, the ideas that determined the boundaries of the political community, and the activists who fought tirelessly for access to the ballot. Some themes we will consider the transition from a property-based to 'universal' white male suffrage, restrictions on Native American voting rights, the 14th, 15th, 24th, and 26th Amendments to the Constitution, the woman's suffrage movement, 'grandfather clauses,' poll taxes, and other methods of voter suppression, the Civil Rights movement, and immigrant voting rights, among others. Ultimately, we will seek to better understand the limits and possibilities of the American democracy.

HIST 362 A Narco History of Mexico: From Drug Trade to Drug War From the legal prohibition of narcotic drugs in 1914 to the current era, Mexico has become the central axis of the international drug trade, a global trade valued at over \$500 billion annually. Americans alone spend over \$150 billion on marijuana, cocaine, heroin, and methamphetamine's, the vast majority of which are produced in or transported through Mexico. The proceeds from el narco have subsidized the rise of massive drug trafficking organizations in Mexico, known popularly as cartels, which have, since the turn of the century, transformed Mexico into the scene of a bloody-drug war. Since 2006, over 150,000 people have been killed in connection to the trade; 73,000 more have disappeared; and 250,000 have been displaced. The rise of organized crime has also transformed violence in Mexico into a public spectacle: dozens of massacres and over two thousand decapitations have been recorded, as torture and mutilation are broadcast to the country daily, sowing terror and cultivating a completely militarized society. In this course, we will examine how we got to this point: how Mexico became the center of the global drug trade in the 20th century, and why its role in the trade translated into such spectacular violence in the 21st. We will look at five chronological periods: the prohibition era (1914–1960); the origins of the 'War on Drugs' (1960–1980); the 'Mexican trampoline' (1980–1990); the Golden Age of the cartels (1990–2006); and the Drug War (2006–present). For each period, we will trace the history of one illicit drug, opium, heroin, marijuana, cocaine, and crystal meth, respectively, from production, to distribution, to consumption, to better understand the historical logic's that have driven the drug trade and its staggering violence, and that have thwarted all attempts to bring it under control.

HIST 371 The Civil War in American Popular Culture and Memory Since the end of the Civil War Americans have sought to better understand the brutal struggle that divided families, neighbors and regions. Through the veterans' parades and public statues, films and novels, impassioned debates about the Confederate battle flag, battle reenactments, and public unrest over monument placement and removal, Americans, popular culture has 'remembered' the Civil War in varied ways, thereby assigning varied meanings to the conflict. This class explores these diverse meanings, interrogates why this particular moment in American history continues to fascinate and enrage Americans, and examines the complicated relationship between American history, memory, and culture. (Free, offered alternate years)

HIST 495 Honors

Holocaust Studies

Program Faculty

Michael Dobkowski, Religious Studies, Coordinator
 Scott Brophy, Philosophy
 Blaize Gervais, Religious Studies
 Richard Salter, Religious Studies

The Holocaust, 1933–1945, was a human disaster of unprecedented proportions. Mass murder by "lawful" decree reached extraordinary proportions when a faceless and mindless bureaucracy combined with passionate hatred to lay waste European Jewish culture and millions of its practitioners. As a result, concepts of civilization were undermined, cherished ideas such as rationalism and progress as the basis for societal conduct were challenged, and the power of the churches and their teachings were called into question. Intellect and goodwill accounted for little in the Nazi era.

The Holocaust Studies minor provides an opportunity to study the Holocaust and its impact on society. This enterprise must go beyond history and religion, because the Holocaust cannot be understood without knowledge of the dynamics of prejudice, of propaganda, of political and social organization, of social and psychological deviance, or of the history of Judaism and the Jewish people. Holocaust study is by its very nature interdisciplinary.

HOLOCAUST STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

Two courses from Core Group 1, one course from either Core Group 1 or 2, and three other courses from either of the Core Groups or the electives. At least two of the courses must be from the social sciences and at least two from the humanities; no more than three of the courses may be from any one department.

COURSES

Core Group 1

HIST 108 The Making of Modern Europe
 HIST 115 Demythologizing Race
 HIST 237 Europe Since the War
 HIST 238 The World Wars in Global Perspective
 HIST 345 Race-ing America
 REL 271 History of the Holocaust
 REL 290 Human Rights and Religion
 REL 291 The Ethics of Identity
 REL 371 Literary and Theological Responses to the Holocaust

Core Group 2

POL 267 20th Century Political Theory
 POL 333 Civil Rights
 POL 334 Civil Liberties
 PSY 221 Introduction to Psychopathology
 REL 270 Modern Jewish History
 REL 273 The Foundations of Jewish Thought
 REL 276 History of Eastern European Jewry, 1648–1945
 REL 278 Jewish Life and Thought in Modern Times
 SJSP 100 Foundations of Social Justice
 SOC 220 Social Psychology
 SOC 221 Race and Ethnic Relations
 SOC 223 Inequalities

Social Sciences Electives

ANTH 205 Race, Class, Ethnicity

ANTH 222 Native American Religions
ANTH 282 North American Indians
ECON 210 Inequality
ECON 243 Political Economy of Race
INRL 260 Human Rights and International Law
INRL 283 Political Violence and Non-Violence
SOC 205 Men and Masculinities
SOC 224 Social Deviance

Humanities Electives

AMST 204 Body-Minds of Difference
AMST 208 Race and Ethnic Relations
AMST 223 Inequalities
AMST 237 Environmental Justice in Indian Country
EDUC 201 Schooling and Social Equalities
EDUC 202 Human Growth and Development
ENG 111 Experience of War and Literature
ENG 316 Hearts of Darkness
PHIL 151 Philosophy and Contemporary Issues: Crime and Punishment
PHIL 154 Philosophy and Contemporary Issues: Environmental Ethics
PHIL 156 Ethical Inquiry: Biomedical Ethics
PHIL 159 Philosophy and Contemporary Issues: Global Justice
PHIL 210 Philosophy of Race and Racism
PHIL 236 Philosophy of Law
REL 108 Religion and Alienation in 20th-Century Culture
REL 292 Deviance and (De)Medicalization

Individual Majors

The Individual Majors program provides students the opportunity to design an individually tailored major when the focus of study lies outside an established department or program-based major, and/or combines multiple disciplines. To create an Individual Majors proposal, the student works closely with a faculty advisor and designs a specific curriculum of study (including a capstone course or experience), articulating the focus and goals of the major. The student's proposal and advisor's recommendation are submitted to the Individual Majors Committee, which reviews the proposal. The Individual Majors Committee consists of four faculty members from across HWS, two deans, and a representative from the Office of the Registrar. Once an Individual Major is approved, any subsequent changes to the student's curriculum or major must be pre-approved by the Individual Majors Committee and the student's advisor through a formal course change request.

The process of designing and submitting an Individual Major requires a substantial time commitment. Students who are interested in pursuing an Individual Major are encouraged to begin the process in their sophomore year by contacting a faculty advisor, reviewing the Individual Majors proposal form, and contacting the Individual Majors Committee chair for additional advice on submitting a proposal. Individual Majors can be designed as either disciplinary or interdisciplinary majors.

Course requirements: An Individual Major requires 11 courses if a double-major, or 12 courses as a single major, of which at least 6 courses must be unique to the major. Normally only one of the 11-12 courses may be an introductory course, with several of the courses at the 300- or 400-level. An Individual Major may include a course equivalent, courses from study abroad, Honors, and/or an independent study but normally does not contain more than two courses at the 450, 495, or 499 level. All course-work for the major must be passed with a grade of C- or better. Courses taken credit/no credit require special approval by the Individual Majors Committee to be applied to a student's program of study. Normally the Committee will not approve more than three courses taken at another institution, or more than three courses from any program or department offering its own major.

While most Individual Majors earn a B.A., it is possible to create an Individual Major with a B.S.; this requires a minimum of 16 courses, all from within the natural sciences division. The Individual Majors Committee takes the role of departmental/program chair for certifying the student's completed program of study (senior audit).

International Relations

Program Faculty

Christopher Annear, Anthropology
 Kevin Dunn, International Relations
 Alla Ivanchikova, English
 Matthew Kadane, History
 Feisal Khan, Economics
 Stacey Philbrick Yadav, International Relations, Chair
 Colby Ristow, History
 Richard Salter, Religious Studies
 Jennifer Tessoroff, Economics
 Vikash Yadav, International Relations
 Lisa Yoshikawa, History and Asian Studies

International Relations examines questions of power, order, cooperation, and conflict that emerge as national and international actors relate across state boundaries. Such factors include states as well as international organizations like the United Nations, transnational advocacy groups (such as environmental and human rights networks), multinational corporations, ethnic and racial groups, and individuals. Patterns include diplomacy and war, exchanges of commodities and ideas, ethnic conflict, transnational networking, and the flow of people and problems across borders.

The program also includes theoretical studies of why these actors do as they do—from the pursuit of national self-interest, to the promotion of universal standards of justice, to personal or group gain. The major 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 reconstructed by an increasingly diverse range of actors.

For its core curriculum, International Relations utilizes an interdisciplinary approach that encourages students to recognize that the collective “imagining” of international affairs is also expressed through a variety of perspectives, including economics, political science, history and anthropology, as well as literature, art, and music. As a result, the major is flexible in its design, and adaptable to students’ interests regarding relevant themes, world regions, and disciplinary perspectives.

Mission Statement

International Relations is dedicated to cultivating engaged, empowered, and reflective global citizens who are prepared to succeed in a range of professional careers. INRL faculty strive to enhance the educational development of students by offering academically challenging courses that develop students’ analytical, critical, and creative thinking. Our core curriculum is designed to provide a rigorous interdisciplinary foundation for students to develop the skills, sensibilities, and knowledge necessary to be active participants in discussions, debates, implementation, and administration of international policy matters. Each student focuses on a specific ‘thematic track,’ which enables students to focus on a specific set of issues and concerns, and to cultivate and develop active and dynamic means of addressing challenges in their given interest area. The global language proficiency requirement ensures that students have the competency necessary to communicate across cultures globally.

Offerings:

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.

INTERNATIONAL RELATIONS MAJOR (B.A.)

interdisciplinary, 11 courses

Learning Objectives:

- Understand and be able to summarize arguments by scholars and experts who address questions from a range of analytic and theoretical perspectives; identify and critically evaluate the evidence offered in support of these arguments.
- Identify and analyze a range of factors that generate prosperity, inequality, entrenched poverty, and externalities at various scales.

- Identify and analyze the complex forces that contribute to insecurity, contention, and solidarity at various scales.
- Design original research projects using relevant primary and/or secondary sources, utilizing appropriately formatted citations and bibliographies.
- Communicate effectively and formally in the written and spoken word through individual and collective assignments.
- Effectively communicate in a global language other than English.

Requirements:

Six core courses; a methods course; three courses in a thematic track, at least one from the list of keystone courses, with two courses at the 200-level or higher; and a capstone seminar course. IR majors must take at least three courses with content focusing on a region or regions outside of the United States (these can include courses taken in the thematic track and the capstone seminar course). In addition, IR majors must demonstrate competency in a foreign language equivalent to four semesters of language study. All courses must be passed with a grade of C- or better.

INTERNATIONAL RELATIONS MINOR

interdisciplinary, 5 courses

Requirements:

INRL 180 and two of the three core courses selected from POL/INRL 140, ECON 160, or ECON 240; two courses in a thematic track, at least one taken from the list of keystone courses; and at least one course with content focusing on a region outside of the United States (this can include courses taken in the thematic track). All courses must be passed with a grade of C- or better.

CORE COURSES

Students will take each of these four courses. (Please note that some courses may require a prerequisite.)

INRL 140 Introduction to Comparative Politics
 INRL 180 Introduction to International Relations
 ECON 160 Principles of Economics
 ECON 240 International Trade

Plus two from this list of core electives:

GLS 101 Introduction of Global Studies
 GLS 201 Global Cultural Literacies
 AFSD 150 Foundations of Africana Studies
 ANTH 110 Introduction to Cultural Anthropology
 ASN 101 Trekking through Asia
 ASN 102 Ottoman Worlds
 Any REL 100 or 200-level course dealing with global religions
 Any HIST 100 or 200-level course with a non-US focus

METHODS COURSES

ANTH 273 Research Methods
 DATA 101 Introduction to Data Analytics
 DATA 127 Mathematical Foundations of Data Analytics
 ECON 202 Statistics
 ENG 205 Narrative Methods
 HIST 308 Historian's Craft
 INRL 371 Research Design and Ethics*
 INRL 380 Theories of International Relations*
 SOC 211 Research Methods
 SOC 212 Data Analysis

* These courses contribute to the requirements for students seeking Leadership in Distinction in International Relations.

THEMATIC TRACKS

Students will take three courses in one of the thematic tracks. At least one must be drawn from the keystone courses listed below, while the other two are chosen in consultation with the advisor. The three courses must come from more than one discipline, and at least two of the courses in the thematic track should be at the 200-level or higher. Students also have the option of developing a self-designed theme in close consultation with their advisor and the approval of the program faculty.

Global Security and Diplomacy Keystone Courses

HIST 320 Asia Pacific Wars
 HIST 327 US Intervention and Human Rights in Central America
 HIST 362 Mexican Drug Trade
 INRL 260 Human Rights and International Law
 INRL 275 International Environmental Insecurity
 INRL 283 Political Violence and Non-Violence
 INRL 290 American Foreign Policy
 INRL 360 Post-Conflict Justice and Reconstruction

Political Economy and Development Keystone Courses

ECON 233 Comparative Economics
 ECON 344 Economic Development
 INRL 205 Capitalism: Theoretical Foundations
 INRL 248 Politics of Development
 INRL 254 Globalization
 INRL 387 Neoliberalism

Politics, Culture and Identity Keystone Courses

ANTH 205 Race, Class and Ethnicity
 ANTH 280 Environment and Culture
 ANTH 354 Food, Meaning and Voice
 ENG 376 Who Am I? Identity in Global Literature
 REL 237 Christianity and Culture
 REL 238 Liberating Theologies
 REL 350 Nationalism
 SOC 221 Race and Ethnic Relations

Transnational Issues and Cooperation Keystone Courses

ANTH 280 Environment and Culture
 ENG 213 Environmental Literatures
 ENV 200 Environmental Science
 ENV 201 Community and Urban Resilience
 INRL 254 Globalization
 INRL 260 Human Rights and International Law
 INRL 275 International Environmental Insecurity
 INRL 360 Post-Conflict Justice and Reconstruction

CAPSTONE COURSE

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 with content focusing on one or more regions outside of the United States. These courses may—but need not—include courses taken in a Thematic Track and as a Capstone Course. Some of these courses are offered in INRL and others are offered by affiliated faculty in other departments and/or through HWS programs abroad. Students should select these courses in consultation with their advisor.

COURSE DESCRIPTIONS

INRL 140 Introduction to Comparative Politics An ambitious introductory course, aimed at teaching students basic theoretical and empirical concepts necessary for comparison across the world's political systems. Student will be introduced to the fundamental tenets of diverse political and economic systems and ideologies, explore the foundations of political order and disorder (including discussions of nationalism, state-building, globalization, revolution, and more), and consider the myriad ways in which relationships between state, society, and market are ordered. Theoretical discussions will be supplemented with empirical case studies from around the world. Combining theoretical insights with political, social, and economic history and current events will help students as they endeavor to understand just why it is that the world's political systems are organized the way they are. Also listed as POL 140. (Philbrick Yadav, offered each semester)

INRL 180 Introduction to International Relations As a broad introduction to the study of international relations (IR), this course is designed to give students an understanding of the basic concepts of world politics, an appreciation of the evolution of the current state system, and a sampling of various approaches and theories of IR. Readings come from primary documents, as well as a standard text. The course is grounded in an awareness of current events. Students examine how the lens used to view the world shapes understanding of the world, its problems, and possible solutions. (Dunn and Yadav, offered each semester)

INRL 205 Capitalism: Theoretical Foundations What is capitalism? How did this mode of organization become both universal and particular? What are its consequences for human flourishing and political freedom? To what extent does the contemporary global economy still reflect the values of liberal political economy from the 18th century? What are the perennial threats and emerging challenges to a liberal economic order at local, national, and global scales? This course examines the historical, philosophical, and political foundations of liberal political economy with an intensive focus on the seminal work of Adam Smith. (Prerequisites: POL 180 or POL 140 or POL 160 or ECON 160; offered alternate years; Yadav).

INRL 254 Globalization Globalization is a process through which trans-boundary flows of goods, capital, labor, and ideas come to be increasingly interdependent on a planetary scale. The phenomenon of globalization affects core political institutions as well as multiple facets of cultural re-production, social practices, and conceptions of personal identity. Although technological innovations enhance processes of globalization, the legal and coercive authority of states ultimately underwrite the process of globalization. Globalization is a fragile phenomenon; it is neither inevitable nor unstoppable. This course investigates the political economy of the global order that has emerged in the post-Bretton Woods era. Prerequisite: INRL 180 or INRL 140 or ECON 160. (Yadav, offered alternate years)

INRL 258 State, Society, and Market in the Middle East and North Africa This course explores the complex and shifting relationships between state and society in the late colonial and post-colonial Middle East and North Africa. Paying particular attention to questions of state-building and development, it explores the ways in which state legitimacy is variously supported and challenged by alternative sites of authority in society. Course topics will address a variety of secular and religious movements, the role of state and anti-state violence, and the impact of economic and cultural globalization, among others. (Philbrick Yadav, offered alternate years)

INRL 259 African Politics The course traces the evolution of the African state from its colonial creation to its modern day "crisis" through an examination of how political, economic and social considerations have shaped and transformed African politics. The first section of the course examines the historical creation of contemporary African polities from the era of European colonization. In the second section, attention is paid to the creative solutions that African societies have employed as a response to both unique and universal problems of governance. (Dunn, offered alternate years)

INRL 260 Human Rights and International Law Where do "human rights" come from and how are they best defended within and outside of institutions? This course will consider the normative bases on which people claim human rights and will examine how and why international legal institutions have (and have not) created, expanded, and/or defended these rights. Historically, the course will locate legal institutions as central to the politics of the mid-20th century post-war settlement and will ask how these politics have related to the global movement for decolonization. The course will address the role of human rights in the rise and institutionalization of a "liberal international order," and will likewise ask why this order has so consistently failed to advance or protect human rights on a global scale. (Philbrick Yadav, offered alternate years)

INRL 261 Laws of War: Humanitarian Law and Its Limits As a distinct body of international law, humanitarian law governs armed conflict and outlines the obligations that warring parties owe to their adversaries and to civilians. This course will review the historical evolution of humanitarian law, its central achievements, and its limits.

Students will learn about the content of international humanitarian law, the process that led to the creation of the International Criminal Court, and some of the most important cases that have come before it and before the various tribunals the preceded it. A core aim of the course is to help students better understand of the role of law and its limits in the quest for accountability. Offered alternate years.

INRL 275 International Environmental Insecurity and Global Climate Change This course will focus on three major sources of international environmental insecurity: mass extinction and the loss of biodiversity; over-population and resource scarcity; and global climate change. The course will ask which actors and factors have been involved in the historical development of these crises. The course will also ask what options are there for global solutions, investigating the role of diplomacy, policies, international institutions and laws, and civic activism. How can transnational cooperation be realized around these three crises? What are the actors and factors involved in possible solutions? What challenges and opportunities exist? What are the normative bases upon which transnational cooperation can be achieved? (Dunn, offered alternate years)

INRL 281 International Relations of South Asia This course provides an introduction to the major contemporary political issues and trends in the region of South Asia (i.e. Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka). This course is organized thematically to address issues of finance, production, trade, poverty, an inequality, regional integration, and environmental concerns. (Yadav, offered alternate years)

INRL 283 Political Violence and Non-Violence Conflict has been a central issue in the relations among states since the advent of the modern nation-state system. Well before Sept. 11, 2001, terrorism had become a central feature of how conflict has been expressed in the modern international system. This course examines the causes of terrorism, the ways in which individuals and social groups have chosen to wage terrorism, the goals they have established, and the ways in which political and military leaders have chose to engage in counter-terrorist strategies. Using specific case studies, the course compares the motivations and implications of ethno-nationalist terrorism, political terrorism, and religious terrorism, and the future of terrorism in a post-Sept. 11 world. (Dunn, Philbrick Yadav, offered alternate years)

INRL 285 Borders, Belonging, and Rights in the Middle East and North Africa This course examines the politics that have produced and sustained the Middle East and North Africa as a region from the late-colonial to the contemporary period. The course examines the role of borders and bordering practices, the dynamics of migration and the construction of national and transnational publics. Placing particular emphasis on the many ways in which the high politics of states shape the lived experiences of different communities in the region, it works to better understand how and why borders shape the rights and rights-claims of different communities of belonging. (Philbrick Yadav, offered alternate years)

INRL 290 American Foreign Policy This course is an introduction to the study of American foreign policy. The first section provides an historical overview of American foreign policy since World War II, highlighting the important events, themes, and trends that have shaped – and continue to shape – the making and practice of American foreign policy. The second section explores the process of foreign policy making within the American political context. This section examines the “nuts-and-bolts” of how decisions are made and implemented. The third and final section presents key foreign policy issues facing the United States today. (Dunn; offered annually)

INRL 301 International Relations of India This course examines the history, domestic politics, and international relations of the modern state of India. The course will focus on the democratic-federal institutions, political parties, social movements, ideologies and identities that shape the contemporary Indian polity as well as India's foreign policy in its region and globally. (Yadav, offered alternate years)

INRL 350 International Relations of China This course examines the history, political economy, regional and international relations of modern China. The course will focus on economic policy making and implementation as well as China's relations with its domestic periphery, neighboring states, regional organizations, intergovernmental organizations, and the great powers. (Yadav, offered alternate years).

INRL 360 Post-Conflict Justice and Reconstruction Societies emerging from civil war and other forms of protracted conflict face a series of prodigious and interrelated challenges. Leaders face the daunting task of (re)building state institutions while promoting inclusive practices of nation-building, accountable governance, and comprehensive development. The order and means by which these interlocking objectives are pursued varies and is subject to a range of international and domestic constraints. This course explores some of the core features of the “post-conflict toolkit” promoted by international organizations, alongside a range of local and regional efforts to advance sustainable peace by addressing both the consequences and the underlying drivers of conflict. Case studies will vary by

year. (Philbrick Yadav, offered alternate years)

INRL 371 Research Design and Ethics Should the study of international politics be approached as a science? This course looks at how scholars approach the design and practice of research in the interdisciplinary context of International Relations. How and why is it that the questions we ask shape the answers we find? We look at empirical theories, linguistic theories, philosophy of science, critical theory, and other approaches to the study of world politics. Students will design do-able research projects employing interdisciplinary tools and methods common in the field of International Relations and will engage current debates over the ethical conduct of research, from field experiments to ethnographic and participatory action research. The goal is to enable students to become more sophisticated and critical in their understanding of knowledge production. (Philbrick Yadav, offered alternate years)

INRL 380 Theories of International Relations Why do states act the way they do? How do we explain conflict and cooperation between states? What about non-state actors, from terrorist networks and drug cartels to international organizations? How have social forces such as gender and race impacted the development of world politics? The objective of this course is to expose students to a wide range of theories and approaches to the study of international relations. Students will examine how the lens we use to view the world shapes our understanding of the world, its problems and possible solutions. (Dunn, offered annually)

INRL 387 Neo-Liberalism This course investigates and problematizes the war of ideas about the proper relationship between states and markets that shaped economic arrangements within and between states in the last century. Specifically, we will examine the running battles between Neo-Liberal thought collective, known as the Mont Pelerin Society, and their critics (e.g., Keynesians, Communists, Corporatists). The course will deal with country-level case studies from Asia that illustrate these policy debates. (Yadav, offered alternate years)

INRL 401 Capstone Experience Designed as the culminating experience for students in the International Relations major, students will bring insights and skill developed over the course of their program to bear on research that they design and carry out. This research may reflect a core question introduced in the student's thematic track, a question of pressing significance in the student's region of concentration, research initiated while studying abroad, or some combination of these. It will require students to employ the methodological skills developed in the major and, where appropriate, to rely on source material in the language(s) they have studied as part of their program. Students who share the same core theoretical foundation will be well prepared to serve as research interlocutors and offer peer guidance in workshops throughout the semester. A symposium of student work will communicate student research to the wider community. (Dunn, Philbrick Yadav, offered alternate years)

INRL 495 Honors

INRL 499 International Relations Internship

Latin American Studies

Program Faculty

Colby Ristow, Professor, History, Program Coordinator
 May Farnsworth, Professor, Spanish and Hispanic Studies
 Alejandra Molina, Instructor, Latin American Studies
 Audrey Roberson, Associate Professor, Education
 Fernando Rodriguez-Mansilla, Professor, Spanish and Hispanic Studies
 Richard Salter, Professor, Religious Studies
 Angelique Syzmanek, Associate Professor, Art and Architecture
 Caroline Travalia, Professor, Spanish and Hispanic Studies

Latin America is a region of nearly endless social, racial, cultural, and economic diversity, but one continues to maintain or claim some sort of unified identity. The Latin American Studies program emphasizes the myriad regional, sub-regional, and national identities that make up Latin America, while also examining the common bonds that make Latin America unique as a whole. As such, the program seeks to expose students to the many facets of Latin America: its art, literature and history, culture, economics, and politics. 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.

Mission Statement

To expand awareness and understanding of Latin America and the historical and cultural origins of its regional diversity.

Offerings

The Latin American Studies program offers an interdisciplinary major and minor. Cross-listed courses, and many courses taken abroad (in Brazil, the Dominican Republic, and Cuba among others) and elsewhere count for the major and minor. All courses must be passed with a grade of C- or better.

LATIN AMERICAN STUDIES MAJOR (B.A.)

interdisciplinary, 10 courses

Learning Objectives

- Develop a basic understanding about society in Latin America that accounts for differences in geography, politics, economics, and culture, and examines the historical origins of social inequality.
- Build the ability to think critically about culture, history, politics, and language in Latin America.
- Develop some proficiency in Spanish.

Requirements:

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.

LATIN AMERICAN STUDIES MINOR

interdisciplinary, 5 courses

Requirements:

At least two courses in a primary concentration of a) humanities, b) social sciences, history and psychology, or c) environmental studies; at least two courses outside the primary concentration; and at least one Spanish or Brazilian Portuguese language course at the second semester level or above.

LTAM COURSES

LTAM 210 Latin American Perspectives
 LTAM 232 The Latina Experience

CROSS-LISTED 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
 SPN 304 Latinx-Latin American Literature
 SPN 308 Culture and Identity in Spanish America
 SPN 316 Voces de Mujeres
 SPN 317 Arte y Revolucin
 SPN 321 Cuentos de Amrica Latina
 SPN 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

SPN 355 Contemporary Theater: Innovations in Hispanic Drama
 SPN 360 Special Topics: Hispanic Studies
 SPN 365 Literature and Music of the Hispanic Caribbean
 SPN 392 Dramaturgas
 SPN 420 Contemporary Latin American Novel
 SPN 490 Cervantes: Don Quixote
 SPNE 355 Garca Marquez: 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 210 The Latin American Terror State
 HIST 226 Colonial Latin America
 HIST 230 Race in Rio
 HIST 231 Modern Latin America
 INRL 248 Politics of Development
 POL 255 Latin American Politics
 PSY 245 Introduction to Cross-Cultural Psychology

Advanced Social Sciences, History and Psychology

HIST 327 Central America and the US
 HIST 330 The Mexican Revolution
 HIST 362 The Mexican Drug Trade
 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
 INRL 371 Research Design and Ethics
 PSY 210 Statistics & Design
 SOC 211 Research Methods
 SOC 212 Data Analysis
 SPN 231 Spanish for the Professions
 SPN 306 Lingstica Espanola

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. (Ristow, Spring)

LTAM 232 The Latina Experience Through the use of life stories (testimonies) and documentaries, students in this course will examine the experience Latinas in the context of the United States and the Geneva community. We will be exploring issues such as migration and immigration; biculturalism and bilingualism; labor and education, cultural production and social activism through the collection and analysis of testimonial texts, as well as the analysis and production of documentaries.

LTAM 495 Honors

Law and Society

Program Faculty

Eric Barnes, Philosophy
 Scott Brophy, Philosophy
 Matthew Crow, History, Coordinator
 Laura Free, History
 Janette Gayle, History
 Blaize Gervais, Religious Studies
 Beth Kinne, Environmental Studies
 Paul Passavant, Politics
 Ed Quish, Politics
 James Sutton, Sociology
 Sarah Whitten, History

The law permeates our lives, shaping both our behavior and our sense of right and wrong, often in ways we are not aware. But as law has an impact on society, so, too, does society have an impact on law. Law has an internal logic, represented by the rea-soning 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 under-standing of law in this broader sense. The Law and Society program offers an interdisciplinary minor; it does not offer a major.

Mission Statement

The mission of the Law and Society Program is to engage students in as broad an interdisciplinary study of law as possible. We want students to consider legal, political, interpretive, philosophical, ethical, historical, religious, environmental, economic, and cultural perspectives that have shaped how human societies build and debate principles of right, rights, and obligation. Whatev-er route through the program they take, a student with a Law and Society minor will be able to think critically about law, order, punishment, and legitimacy while also having an appreciation for the depth, complexity, and desire for justice that the study of law can inspire and inform.

Offerings

LAW AND SOCIETY MINOR

interdisciplinary, 6 courses

Requirements:

Three core courses, at least one in each category, and three electives. Of the six courses in the minor, at least two must be from the social sciences, two must be from the humanities, and no more than three may be in any one department. Courses in either of the core categories may also be taken as electives. Three courses must be unique to the minor, and all courses must be com-pleted with a C- or better. Courses taken for Credit/No Credit may not be counted toward the minor.

CROSS-LISTED COURSES

Political Perspective Core Courses

POL 207 Governing Through Crime
 BIDS 251: Sovereignty, Power, and the People
 POL 264 Legal Theory
 POL 289: American Political Thought
 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 176 Western Civilizations and their Discontents
HIST 201 Tudor-Stuart Britain
History 208 Women in America
History 209 Medieval Women
History 220 Early Medieval Europe
HIST 233 History of American Thought to 1865
HIST 234 History of American Thought from 1865 to Present
HIST 244 US Legal and Constitutional History
HIST 300 Race and Violence in American History
HIST 304 Early American Republic, 1789–1840
HIST 306 Civil War and Reconstruction, 1840–1877
HIST 311 20th Century America, 1917–1941
HIST 312 The U.S. Since 1939
HIST 348 Black Women in the Struggle for Rights in America
HIST 395 Ocean, Law, and Empire
PHIL 232 Liberty and Community
PHIL 234 Theories of Morality: Understanding Right and Wrong
HIST 297 Law in the Pre-Modern Mediterranean
REL 290 Human Rights and Religion
REL 292 Deviance and (De)Medicalization
WRRH 326 Legal Writing

Social Sciences Electives

ECON 198 Business Law
ECON 212 Environmental Economics
ECON 319 Forensic Economics
ENV 205 Intro to Environmental Law
ENV 320 Natural Resource Law
POL 204: Modern American Conservatism
POL 325 American Presidency
SOC 258 Social Problems
SOC 265: Penology
SOC 266: Sociology of Police and Policing
SOC 362 Criminology

Management and Entrepreneurship

Program Faculty

Thomas Drennen, Professor, Management and Entrepreneurship, Chair
 Elvis Avdic, Visiting Instructor, Management and Entrepreneurship
 Warren Hamilton, Associate Professor, Economics
 Joyce Jacobsen, Professor, Economics
 Craig Talmage, Associate Professor, Management and Entrepreneurship

Affiliated Faculty

Chris Annear, Anthropology
 Michelle Martin-Baron, Gender, Sexuality, and Intersectional Justice
 Kristen Brubaker, Environmental Studies
 Donna Davenport, Dance
 May Farnsworth, Spanish and Hispanic Studies
 Cheryl Forbes, Writing and Rhetoric
 Jonathan Forde, Mathematics and Computer Science, Data Analytics
 Kendralin Freeman, Sociology and Data Analytics
 John Halfman, Environmental Studies and Geoscience
 Jessica Hayes-Conroy, Gender, Sexuality, and Intersectional Justice, Public Health
 Michelle Iklé, Dance
 Kelly Johnson, Dance
 Beth Kinne, Environmental Studies
 Eric Klaus, German Area Studies
 Dewayne Lucas, Politics
 Charity Lofthouse, Music
 Whitney Mauer, Environmental Studies
 Robinson Murphy, Environmental Studies
 Mark Olivieri, Music
 Fernando Rodríguez-Mansilla, Spanish and Hispanic Studies
 Caroline Travalia, Spanish and Hispanic Studies
 Richard Salter, Professor of Religious Studies
 Angelique Szymanek, Art and Architecture and Critical Museum Studies
 Katherine Walker, Music
 Cynthia Williams, Dance

The Management and Entrepreneurship program directly challenges our students to explore solutions to a wide range of societal issues, to collaborate with their peers and faculty to propose solutions, and to act – solving problems by implementing their interdisciplinary and collaborative solutions to these societal issues, often through community engaged approaches. Specifically, the Management and Entrepreneurship program integrates courses in applied skills and theories with historically liberal arts disciplines, recognizing the necessary synergies between areas such as foreign languages, music, environmental studies, and entrepreneurial skills.

Mission Statement

The Management and Entrepreneurship program challenges students to become well-rounded leaders and resourceful innovators who are globally aware and community-centric. With an emphasis on the conceptual understanding, practical skills and ethical structure necessary for business or civic leadership, the Management and Entrepreneurship program cultivates agents of change across a wide-range of causes and careers. These future leaders of the 21st century explore and hone the analytical and critical thinking skills of a liberal arts education as they stoke their passions and animate their ideas – whether creating new non-profit or for-profit enterprises, or leading innovation within existing organizations.

Offerings

The Management and Entrepreneurship Program offers the interdisciplinary Management and Entrepreneurship Major, the Entrepreneurship minor, the Master of Science in Management, and a graduate-level Advanced Certificate of Management.

MANAGEMENT AND ENTREPRENEURSHIP MAJOR (B.S.)

interdisciplinary, 15 courses

Learning Objectives:

- Demonstrate knowledge of the theoretical foundation necessary for managerial and entrepreneurial leadership and strategies across multiple disciplines.
- Apply ethical, data-driven decision-making skills in both real-world and simulated contexts.
- Develop and demonstrate an understanding of importance of stakeholder involvement in the decision process.
- Consistently craft management and entrepreneurial strategies that incorporate diversity, equity, and inclusivity principles in a meaningful way.
- Demonstrate the ability to construct and interpret financial statements, including sensitivity analysis.
- Apply historical and contemporary theories of management to analyze real-world management scenarios.

Requirements:

The B.S. in Management and Entrepreneurship requires completion of 15 courses, including seven core courses; four courses within a concentration; one ethics course; two electives; and a capstone course (MGMT 400).

CORE COURSES

MGMT 101 Entrepreneurial Leadership
 MGMT 120 Economic Principles OR ECON 160 Principles of Economics
 MGMT 201 Quantitative Tools
 MGMT 210 Fundamentals of Marketing
 MGMT 215 Managerial Accounting
 MGMT 310 Managerial Finance
 MGMT 315 Organizational Management

ELECTIVES

MGMT 210 Social Enterprise in the Highlands
 MGMT 220 Social Innovation
 MGMT 320 Nonprofit Management
 MGMT 330 Ideation Laboratory
 ANTH 330 Anthropology of Creativity
 ARTS 115 Three-Dimensional Design
 ECON 198 Business Law
 ECON 300 Intermediate Macroeconomics
 ECON 301 Intermediate Microeconomics
 ECON 315 Managerial Economics
 ECON 316 Labor Economics
 ECON 338 Economics of Nonprofits
 ECON 344 Economic Development
 ECON 348 Natural Resource Economics
 ECON 415 Game Theory
 EDUC 225 Educational Leadership
 MDSC 200 Cultures of Advertising
 POL 254 Globalization
 SOC 242 Sociology of Business
 THTR 280 Stage Management
 WRRH 225 Professional Writing
 WRRH 311 Introduction to Publishing

ETHICS COURSES

MGMT 203 Doing Well and Doing Good
 MGMT 220 Social Innovation
 CLAS 290 Ancient Law and Morality
 PHIL 154 Environmental Ethics
 PHIL 156 Biomedical Ethics
 PHIL 157 Philosophy of Contemporary Issues
 PHIL 162 Ethics of Civic Engagement

PHIL 234 Moral Theories
 REL 226 Religion and Nature
 REL 228 Religion and Resistance
 SJSP 100 Intro to Social Justice
 GSIJ 204 Politics of Health
 GSIJ 212 Gender and Geography
 GSIJ 219 Black Feminism(s)
 GSIJ 305 Food, Feminism, and Health

CONCENTRATIONS

Climate and Resource Management
 Dance Administration
 Data Analytics
 Ecopreneurship
 Food and Culture
 Gender, Sexuality, and Intersectional Justice
 German for Management and Entrepreneurship
 Meanings and Values across Cultures
 Museum Management
 Music Administration
 Politics
 Public Health
 Spanish for Management and Entrepreneurship
 Strategic Communication and Professional Writing

Climate and Resource Management

This concentration provides students with the resources and knowledge to propose and develop solutions addressing inequalities in access to clean water, resource allocation and climate change across the globe. Students in this concentration will acquire a basic analytical skillset for data collection and analysis required of decision makers and stewards in control of resources impacting or impacted by modern climate change.

Students must complete one of three foundation courses (Geo 182: Introduction to Meteorology, Geo 184: Introduction to Geology, or Geo 186: Introduction to Hydrogeology) and three electives at the 200 level or above from the following list.

- ATMO 210 Climate and Health
- ATMO 245 Climate Change Science
- GEO 210 Environmental Hydrology
- GEO 215 Hydrometeorology
- GEO 220 Geomorphology
- GEO 250 Oceanography
- GEO 255 Global Climates and Oceans
- GEO 260 Weather Analysis
- GEO 276 Tectonics
- GEO 280 Environmental Geochemistry
- GEO 284 Mineralogy and Petrology
- GEO 330 Limnology
- GEO 365 Environmental Meteorology

Dance Administration

This concentration applies the skills and principles of Management and Entrepreneurship to the discipline of dance. It offers a career trajectory for students with a passion for dance, who can go on to pursue careers as arts administrators, agents, and managers, marketers, or fundraisers for performing arts organizations. The goal is to develop conscientious, creative performing arts administrators and entrepreneurs.

The concentration includes 2 required courses (DAN 450 and DAN 460) and two electives, which must be approved in consultation with a dance advisor.

- DAN 450 Independent Study in Arts Administration or Dance Production
- DAN 460 Senior Seminar: Advanced Topics in Dance

Electives:

- DAN 230 Community Arts
- DAN 250 Improvisation
- DAN 432 Dance Education Seminar
- EDUC 335 Arts and Education
- DAN 450 Independent Study (with a social justice focus)

Data Analytics

Data Analytics develops students into leaders comfortable making decisions based on facts rather than intuition or guesswork. By analyzing data, managers and entrepreneurs can identify patterns and trends they may have missed otherwise, leading to better decision-making. Students choosing the Data Analytics concentration should also declare a Data Analytics minor.

To complete this concentration, students must complete:

- Two (2) classes from this list: DATA 127 (Mathematical Foundations of Data Analytics), DATA 227 (Probability for Data Analytics), DATA 251 (Exploratory Data Analysis and Visualization)
- DATA 353 (Data Analytics Capstone)
- One additional data class from outside the minor. At present, students should complete ENV 203 (Fundamentals of Geographic Information Systems; additional options will be developed in the future.

Ecopreneurship

Students choosing this concentration gain a scientific understanding of various environmental issues and how individuals and societies are responsible for, and also impacted by, these environmental issues. The coursework provides students with the knowledge and skills necessary to propose meaningful solutions or to better manage our environmental resources.

To complete this concentration, students must complete ENV 102 (Topics) and three additional ENV courses at the 200 level or above.

Food Studies

Gastronomy, culinary production, and food systems are academic fields of inquiry and practice, which leverage experiential pedagogies. Geneva and the Finger Lakes act as our living (col)laboratory as productive spaces for wine, beer, dairy, cheeses, and a multiplicity of food labor, tourism, and gustatory production. This concentration focuses on the generation of primary qualitative data and the theoretical application of food in society and food justice knowledge. In today's fiscal and moral economies students must hold competencies around the modes, policies, and ethics of food security at the household, national, and international scales.

Students choosing this concentration must complete a methods/ethics course [ANTH 273 (Fieldwork Methods) or GSIJ 305 (Food, Feminism & Health)], a theory course [ANTH 306 (Theorizing Culture) or GSIJ 362 (Theories of Bodies, Health, and Wellbeing)], and two electives from the following list:

- FSEM 121: What's Eating You? Cooking, Cuisine & Me
- ANTH 102: Introduction to Archaeology
- ANTH 110: Introduction to Cultural Anthropology
- ANTH 217: Precolonial Africa
- ANTH 280: Environment & Culture
- ANTH 310: Experimental Archeology and Paleotechnology
- ANTH 326: Pre-Columbian Mesoamerica
- ANTH 354: Food, Meaning & Voice
- BIOL 160: Nutrition
- CHEM 304: Bonding with Food
- HIST 151: Food Systems in World History
- ROM 207: (Never) Basta! Edible Italy, Exploring Culture Through Food
- ROM 211: Terra Italiana: Environmental Studies in Italy
- ROM 219: Italian Food, Culture & Society
- GSIJ 211: Place and Health

Gender, Sexuality, and Intersectional Justice

Being conversant in issues of diversity, equity, inclusion, and social difference is an essential skill in today's workforce. The GSIJ concentration will signal this training to employers and allow students to develop relevant skills.

Students choosing this concentration must complete GSIJ 100 (Introduction to Gender, Sexuality, and Intersectional Justice), one theory course [GSIJ 300 (Intersectional Feminist Theory), GSIJ 310 (Queer Theory and Methods), or GSIJ 362 (Theories of Bodies, Health, and Wellbeing)], and any two GSIJ electives. Students choosing this option are encouraged to minor in Gender, Sexuality, and Intersectional Justice by completing three additional courses that fulfill the minor requirements.

German for Management and Entrepreneurship

Students who choose this concentration will develop a proficiency in German and an appreciation of the German culture, as well as a foundational level of competency in basic management and entrepreneurship. As part of this concentration, we encourage students to pursue off campus programs and internships that provide opportunities to practice their language and entrepreneurship skills.

To complete this concentration, students must complete four courses at the intermediate (GER 201, GER 202) and/or advanced level (GER 301, GER 302). Students can also complete this concentration through abroad opportunities offered through the Center for Global Education (CGE), including programs in Bremen, Freiburg, Leipzig, and Berlin. Students pursuing the abroad option will work closely with faculty in German Area Studies to identify appropriate courses to complete this concentration.

Students who also complete a minor in German Area Studies will complete the Management German concentration with an approved substitute for GER 302.

Meanings and Values across Cultures

Understanding cultural and religious differences is imperative for students aspiring to thrive in management. This insight fosters a respectful and inclusive work environment, essential for successfully navigating both the domestic and the international marketplace. Acknowledging these variations broadens one's worldview and sharpens interpersonal skills, enabling future managers to lead diverse teams effectively. Engaging with these differences allows for better communication and collaboration, laying the foundation for innovative problem-solving and decision-making strategies.

Requirements: Students choosing this requirement complete four classes within Religious Studies at the 200 level or higher.

Museum Management

This concentration is for students interested in careers in museums, other cultural institutions, arts administration, or nonprofit organizations. Students choosing this concentration should consider completing the Critical Museum Studies (CMST) mi-nor, which requires two additional electives and the capstone.

The four courses in the concentration include one foundation course (CMST 200: Indigenous Arts of the Americas in Museums or CMST 214: Introduction to Critical Museum Studies), two approved electives from one of the CMST tracks ("Art Museums and Galleries", "History and Cultural Museums", "Beyond Museums") and Social Innovation (MGMT 220).

Music Administration

This concentration applies the skills and principles of Management and Entrepreneurship to the discipline of music. It offers a career trajectory for students with a passion in music, who can go on to pursue careers as arts administrators, music agents, and managers, marketers, or fundraisers for music and arts organizations. The goal is to develop conscientious, creative performing arts administrators and entrepreneurs.

- MUS 214
- 2 Mus Electives from this list: MUS 215, MUS 194, MUS 209, MUS 311, MUS 205
- MUS 460

Politics

Whether interested in pursuing a career in the business community, the nonprofit sector, or creating a new venture, students will benefit from an understanding of the political landscape, contemporary issues, and the elements behind them.

To complete the concentration in Politics, students need to take POL 110 and three additional courses at the 2XX or 3XX level from this list:

- POL 201 Politics of Climate Change
- POL 209 Social Movements in American Politics
- POL 221 Voting and Elections
- POL 249 Protests, Movements, Union
- POL 289 American Political Thought
- POL 329 American Democracy Today

Public Health

Today's health care leaders need 21st Century management and entrepreneurship foundations amidst changing landscapes in technology, industry structure, labor relations, among other pertinent trends. With a public health concentration, students can embark on a transformative journey at the intersection of health and business. This unique program offers students an interdisciplinary educational opportunity spanning biology, chemistry, anthropology, economics, education, and other interdisciplinary studies. This concentration offers comprehensive opportunities for students to approach healthcare management and entrepreneurship within a liberal arts context.

Students choosing this concentration must complete the three core classes required for the minor: PBHL 100: Intro to Public Health, PBHL 201: Intro to Epidemiology, and GSII 204: Politics of Health, and one additional course from the list of core electives (<https://www.hws.edu/catalogue/public-health.aspx>).

Spanish for Management and Entrepreneurship

Students who choose this concentration will develop a proficiency in Spanish and an appreciation for the culture of the countries where it is spoken, as well as a foundational level of competency in basic management and entrepreneurship. This will allow them to collaborate with Spanish-speaking partners in the U.S. and beyond.

As part of this concentration, we encourage students to pursue off campus programs and internships that provide opportunities to practice their language and entrepreneurship skills.

For this concentration students must complete Spanish for the Professions (SPN 231) along with three other intermediate or advanced Spanish courses (from SPN 201 to SPN 260) or Hispanic culture, literature, and linguistics courses (from SPN 304 to SPN 399).

Strategic Communication and Professional Writing

The Strategic Communication and Professional Writing concentration responds to the imperative to equip 21st-century leaders with advanced communication skills in the dynamic for-profit, nonprofit, and public landscapes. This specialized track integrates courses such as "Writing in the Professional Workplace," "Introduction to Public Relations," and "Marketing Concepts," offering students a comprehensive skill set crucial for success in managerial roles. By exploring sociolinguistics, print journalism, and fashion discourse, students develop a versatile skill set that extends beyond traditional boundaries. Emphasizing strategic communication strategies tailored to ever-changing contexts, the concentration ensures graduates are well-prepared to lead teams, manage projects, and engage with stakeholders meaningfully and effectively. This concentration prepares students for diverse professions, aligning with the program's ethos of providing a forward-looking, interdisciplinary approach that empowers them to excel as communicative leaders in the evolving entrepreneurial and managerial landscape.

Students choosing this concentration must complete four electives from the list below, at least one of which must be at the 300 level. One of the electives can be either an independent study (WRRH 450), internship (WRRH 499), or Writing Colleague placement (WRRH 490). All students are encouraged to take WRRH 225 (Writing in the Professional Space) as one of their three lower-level electives.

Electives

- WRRH 207 Sociolinguistics
- WRRH 210 Introduction to Print Journalism
- WRRH 211 Introduction to Public Relations
- WRRH 212 Marketing Concepts
- WRRH 218 Getting Dressed: Discourses of Fashion
- WRRH 225 Writing the Professional Workplace

One Upper Core

- WRRH 311 Introduction to Publishing
- WRRH 325 The Science Beat
- WRRH 450 (with Permission from MGMT Dept. Chair)
- WRRH 490 (Writing Colleague Placement if in MGMT course)
- WRRH 499 (internship)

ENTREPRENEURSHIP MINOR

interdisciplinary, 7 courses

Requirements:

Three required core classes: MGMT 101 Entrepreneurial Leadership, MGMT 120 Economic Principles for the Entrepreneur OR ECON 160 Principles of Economics, MGMT 201 Quantitative Tools for the Entrepreneur; one ethics class from the list below; two electives from two different departments; and the capstone course MGMT 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:

CLAS 290 Ancient Law and Morality
 ENG 234 Chaucer: Topics
 ENG 235 The Once and Future King
 ENG 313 Bible as Literature
 ENG 432 Malory: Morte D'Arthur
 MGMT 203 Doing Good Doing Well
 PHIL 144/155 Morality and War
 PHIL 150 Justice and Equality
 PHIL 151 Crime and Punishment
 PHIL 152 Philosophy and Feminism
 PHIL 154 Environmental Ethics
 PHIL 156 Biomedical Ethics
 PHIL 157 Philosophy and Contemporary Issues: Ethical Inquiry
 PHIL 157 Philosophy and Contemporary Issues: A Multicultural Approach
 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 250 Feminism: Ethics and Knowledge
 PHIL 315 Social Justice
 REL 108 Religion and Alienation
 REL 219 Intro to Islam
 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 325 Japanese Philosophy and Religious Thought
 REL 345 Tradition Transformers
 REL 401 Responses to the Holocaust
 REL 461 Seminar: Theory in Religious Studies
 SJSP 100 Intro to Social Justice
 GSIJ 204 Politics of Health
 GSIJ 212 Gender and Geography
 GSIJ 219 Black Feminism(s)
 GSIJ 305 Food Feminism and Health
 WRRH 375 The Discourses of Rape in Contemporary Culture

Elective Courses

Students are required to take two electives. The two courses must come from two different departments/programs. Students are encouraged to take at least one elective at the 300 level or higher.

AEP 335 Arts and Human Development
 AFS 326 Black Popular Culture
 AMST 202/ARCS 202 Drawing for Study and Storytelling
 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 326 Mesoamerican Urbanism
ANTH 350 Food, Meaning and Voice
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
ARTH 212 Arts of Modern China
ASN 236 Contemporary China Literature
ASN 268 China Goes Global
BIDS 325 Creative Placemaking
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 Community and Urban Resilience
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 354 Lives of Consequence
HIST 473 Britain in the Age of Industry and Empire
MDSC 200 Cultures of Advertising
MDSC 206 Script to Screen
MDSC 209 Media Industries & Alternatives
MDSC 330 Special Topics: Propaganda, PR, and the News (MDSC 330)
MDSC 330 Special Topics: Global Video Game Cultures (MDSC 330)
PHIL 158 Debating Public Policy
PHIL 220 Semiotics
PHIL 230 Aesthetics
POL 180 Introduction to International Relations
POL 211 Visions of the City
POL 236/326 Urban Politics
POL 248 Politics of Development
POL 249 Protests, Movements, and Unions
POL 254 Globalization
POL 387 State and Markets
POL 401 Senior Research Seminar (topic: Varieties of Capitalism)

PSY 220 Intro to Personality
 PSY 227 Intro to Social Psychology
 PSY 231 Cognitive Psychology
 PSY 245 Intro to Cross Cultural Psychology
 REL 287 Asking Questions, Getting Answers
 ROM 219 Italian Food, Culture, and Society
 RUSE 112 Tsars, Mad Cats, & Comrades
 RUSE 209 Flora, Fauna, 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

MASTER OF SCIENCE IN MANAGEMENT (MSM)

Through our one-year program, students develop the skills needed to design solutions and implement strategic plans of action that solve local and global challenges. The Master of Science in Management program builds on the value of a student's under-graduate education, providing them with the additional skills, knowledge, and insight necessary to build a rewarding career and live a consequential life.

Requirements for the MSM Program

10 courses

4 core courses, 4 electives, a 1-credit (or two half-credits) internship, two ¼ credit online "skills" courses, and two ¼ credit experiential field trips, and a capstone experience in conjunction with one of their elective courses.

Core Courses

MGMT 501 Management Strategies for a Changing World
 MGMT 502 Management Accounting
 MGMT 503 Financial Management
 MGMT 504 Leadership and Innovation

Elective Courses

MGMT 511 Marketing and Communication
 MGMT 512 Organizational Development
 MGMT 513 Business Law
 MGMT 514 Data Analytics and Visualization
 MGMT 521 Nonprofit Management
 MGMT 522 Social Innovation

ADVANCED CERTIFICATE IN MANAGEMENT

4 ½ courses

Requirements:

The Advanced Certificate in Management (CiM) creates a pathway for HWS graduates to enhance their career entry opportunities, and a pathway for professionals to advance in their career. The CiM program can be completed in one or two semesters. The experience builds on the value foundation of a liberal arts education and helps students develop skills, knowledge and insight in strategic management principles. Our program is distinguished by a solutions-oriented approach and an emphasis on ethical decision-making. Students must complete four courses, including at least three core classes and either an additional core or one elective. Students also complete an Excel foundations course, and participate in a cornerstone of the CiM – the experiential field trip. With elective options that span data analytics and visualization, to nonprofit management, social innovation, or business law, students also tailor their studies to a unique career goal.

4 courses, 3 cores and either an additional core or an elective, one ¼ credit online "skills" courses, and one ¼ credit

experiential field trip.

COURSE DESCRIPTIONS

MGMT 101 Entrepreneurial Leadership As technology and globalization continue to spur interconnectedness, leaders must navigate tumultuous environments where change is rapid, discontinuous and unpredictable. Innovation, ingenuity and an ability to add value by solving problems are necessary. This course will examine the attributes required of successful entrepreneurs in contemporary leadership roles. Students will learn how to take an idea to impact. They will consider important concepts, such as ethics, sustainability, economic Darwinism, and managing uncertainty. They will discuss product invention, service implementation, economic choice, risk and return, scale and scope, value creation, and small business generation. As a significant course assignment, students will develop a strategic plan for a product, service, startup or organization that is worthy of implementation. No prerequisites required. (Forbes and Hamilton, offered annually)

MGMT 120 Economic Principles for the Entrepreneur The course seeks to provide students with the foundational understanding of microeconomic theory necessary to pursue entrepreneurial enterprises in contemporary markets. Students will acquire the analytical tools for solving complex organizational or policy issues. Key topics will include: economic principles guiding various types of organizations; rational behavior; competition vs. monopoly power; simple game theory; pricing strategies; and production costs and behavior in the short and long-term. This course will be more applied than a traditional intro to economics class, relying on entrepreneurial case studies and news reports as appropriate.

MGMT 201 Quantitative Tools for the Entrepreneur This course covers many basic skills necessary for success in the Management and Entrepreneurship program. The course includes a heavy emphasis on understanding and applying Excel skills. We will use actual start-ups and existing companies for assignments, labs, and projects. Topics covered include: customer discovery, market analysis, survey design, financial statements, financial ratios, data visualization, basic statistical methods, and company valuation.

MGMT 210 Fundamentals of Marketing This course provides students with a foundational understanding of marketing necessary for designing or evaluating marketing campaigns, whether for business or a nonprofit. Topics address customer and market analysis segmentation, targeting and positioning, product pricing, and placement, social media strategies, regulation, ethical considerations, and communication strategies. After completing this course, students will appreciate how marketing strategies have changed over time, whether because of cultural norms or advances in technology, and will demonstrate the design of effective and ethical marketing strategies.

MGMT 215 Managerial Accounting This course emphasizes the need and purpose of accounting information systems for any type of organization. Emphasis is placed on the interpretation of financial statements, terms, and accounting theories utilized by management to effectively participate in managerial activities such as long-range planning, capital budgeting, investments, internal control and various managerial scenarios. The class also covers key regulatory requirements, including the Financial Accounting Standards Board, the Securities and Exchange Commission, and the Sarbanes-Oxley Act of 2002. Students may take ECON 196 as an alternative to MGMT 215.

MGMT 220 Social Innovation for the Entrepreneur This course considers the two convergent streams of conceptual thought, activity, and impact associated with the emerging field of social innovation and entrepreneurship. First, we will discover who are social entrepreneurs defined as change agents and pioneers of social innovation. We will together try to understand the knowledge, courage, hope, dreams, personalities, cognition thought-patterns, behaviors, strategies, processes, and acumen of today's social entrepreneurs. Second, this understanding leads to our thinking about the application of entrepreneurship principles to social issues. Furthermore, the uniqueness of the nonprofit form in relationship to government and commercial enterprises is acknowledged, so that students may learn of the importance of social enterprise. Social enterprise – the second major stream of content for the course - utilizes earned income strategies to serve social missions. Students will explore, debate, and question whether purpose and profit can go together.

MGMT 223 Business Sustainability and Social Responsibility. Environmental sustainability means balancing today's ecological needs and society's needs without compromising our ability to meet tomorrow's needs. However, sustainability is a multifaceted concept that includes social and economic impacts. This course provides a unique focus regarding the burgeoning concern for sustainability and sustainable organizational practices. It will also explore successful sustainable business strategies and the management processes needed to support them.

MGMT 310 Managerial Finance This course provides managers and decision makers with the fundamental skills necessary to analyze and understand how businesses make investment and finance decisions. Topics covered include:

the concept of present value, discounted cash flow analysis, valuation techniques, capital structure, capital management and investment priorities, risk management, short- and long-term financing, and selected topics in international finance.

MGMT 315 Organizational Management This course offers majors the opportunity to engage materials that will enhance their knowledge of the art and science of management across sectors (i.e., for-profit, nonprofit, public, etc.). The course covers the many roles of managers across enterprises and begins with foundational/historical components of enterprise administration (e.g., Fayol's planning, organizing, coordinating, commanding, and controlling). The course continues with contemporary theories and practices in management (e.g., diversity, equity, and inclusion; lean management; sustainability; flexible work arrangements; data-driven decision-making; learning organizations; intrapreneurship; among others). This course draws on interdisciplinary perspectives on management spanning across nonprofit management, industrial/organizational psychology, sociology, among others. Students must have taken ENTR 201 to enroll. Offered annually.

MGMT 330 Ideation Lab In this course, students learn how to identify high-value entrepreneurial ideas, whether in the private or non-profit space. After brainstorming problems worthy of attention and proposing solutions, students work through a structured approach to determine the feasibility and value of each solution. By the end of the semester, student teams will vote on which ideas/solutions should be pursued, either in the capstone course (MGMT 400) or as a future endeavor.

MGMT 400 Capstone Students in this senior capstone experience will identify and tackle real-life challenges in the social, economic and global environment using skills developed in other courses in the major or minor. Capstone projects could include the development and launch of a product, service or organization (for-profit or non-profit). Projects will be required to demonstrate positive social and environmental impact regardless of legal structure. Students will be required to pitch their ideas for social, environmental, or economic innovation to HWS and local community experts. They will use this feedback to ensure their ideas and subsequent innovations have lasting community impact. This course will provide students with opportunities to think systematically and critically to identify and analyze real-world social, environmental, and economic issues. It will provide students with opportunities to brainstorm and construct sustainable and responsible solutions. This course not only focuses on the economic processes and outcomes (e.g., wealth generations and job creation) of entrepreneurship; but also, it explores other domains and bottom lines (e.g., social, environmental, etc.) that must be addressed for the betterment of our world and our diverse societies. Students will be challenged to discover where they fit in regarding bettering our world and society.

MGMT 450 Independent Study

MGMT 456 1/2 Credit Independent Study

MGMT 501 Management Strategies for a Changing World An interdisciplinary, team-taught approach to understanding the challenges and responsibilities managers must confront in any 21st Century organization, including principles of: diversity, equity, and inclusion (DEI); ethical decision making; and sustainability. By recognizing how past practices continue to afford privilege according to race, as well as ethnicity, religion, gender, sexuality, ability, age, and socioeconomic class and how current practices threatens the environmental health of our planet, students will learn how and where change is possible. 'Management Strategies for a Changing World' aims to empower a new generation of leaders impassioned to meet the challenge of combating the connected ills of environmental injustice and social inequality in its many forms. Offered annually.

MGMT 502 Management Accounting This course will provide a conceptual understanding of the skills necessary to understand and construct financial statements and for the planning and controlling processes of any type of enterprise. Students will learn to effectively manage and control capital assets and human resources and to increase operating income (profits) by setting sustainable goals and determining how to achieve them efficiently. Students will learn how to apply a budget to coordinate the business's activities with the strategic planning process by controlling operations through various costs/benefits analyses including Activity-Based-Costing, Cost-Volume-Profit analysis, and other cost management tools. Students will learn how to make capital investment decisions and why performance evaluation is an integral component in this process. The class will also cover key regulatory requirements, including the Financial Accounting Standards Board, the Securities and Exchange Commission, and the Sarbanes-Oxley Act of 2002. Offered annually.

MGMT 503 Financial Management This course provides decision makers and managers with the basic finance skills necessary to understand how businesses make investment and finance decisions. Topics covered include: the

concept of present value, discounted cash flow analysis, valuation techniques, capital structure, capital management and investment priorities, risk management, short- and long-term financing, and the growing reliance on environmental, social, and governance (ESG) factors. Offered Annually

MGMT 504 Leadership and Innovation Today's leaders must drive innovation by fostering inclusive workplaces with diverse teams, cultivating organizational cultures that allow for creative ideas and evidence-based solutions and tackling significant issues on a local and global scale. This course offers a vision of contemporary leadership concepts that can be applied in an array of professional contexts along with essential innovation principles necessary for undertaking real world challenges. Embedded within the liberal arts learning, this course is constructed with concepts, theories and models from multitude of disciplines and is designed for for-profit and non-profit leaders who want to strengthen their ability to generate ideas, solve problems, affect and manage change, think creatively, develop strategic plans and pitch and present to an audience. (Offered annually, A. Forbes)

MGMT 511 Marketing and Communication This course provides management students the marketing and communications skills necessary to run successful marketing campaigns, whether for a business or a nonprofit. The course begins with a general overview of basic marketing topics including customer and market analysis segmentation, targeting and positioning, product pricing and placement, social media strategies, and communication strategies. Using case studies, students will critique the effectiveness of various strategies, including consideration of principles of inclusivity, ethics, and sustainability (Staff, Offered Annually).

MGMT 512 Organizational Development This course provides a survey of issues and ideas in management theory and practice. A special emphasis is placed on understanding management as a scientific enterprise, one that is characterized by complex but systematic relationships with inputs and outputs that, if understood, can be applied to increase the performance of individuals, groups and organizations. This course will also consider critical perspectives (i.e., queer, multicultural, indigenous, historical, and others) of traditional approaches to understanding organizational development. While traditional approaches to management learning typically divide individual and organizational considerations between, respectively, "behavior" and "strategy" courses, the unique public administrative perspective taken here encourages students to consider individual and organization level issues as related interactions (Staff, Offered Annually).

MGMT 513 Business Law The main goal for this course is to provide management students with an in-depth understanding of the structures, rules, regulations, and principles related to operating different types of entities and organizations (sole proprietorships, LLC, corporation, and partnerships, non-profits). Topics include: corporate law topics (fiduciary duties, tax, merger & acquisition); legal business structures and the liability and tax issues associated with each; real estate law; torts (defamation, theft of trade secrets, fraud, tortious interference with contracts, etc.), and the protection of intellectual property (Staff, Offered Annually).

MGMT 514 Data Analytics and Visualization This course provides students with the skills they need to analyze and to visualize data sets and to communicate the results effectively. Topics include data collection and visualization, descriptive statistics and analysis, probability, survey design, inferential statistics, sensitivity and scenario analysis, and regression analysis – all aimed at providing critical insights for managerial decisions. Software used: Excel and Tableau (Staff, Offered Annually).

MGMT 515 Spatial Management Decisions This course provides students with the appropriate Geographic Information System (GIS) skillset to analyze and visualize spatial information as it relates to the business or nonprofit world. It uses location intelligence to achieve a competitive advantage and success in business. For example, businesses need to know where to source, operate, and market their product to grow their customer base, and GIS is the appropriate tool to solve these questions. Students will work through numerous, in-depth, real-world examples using GIS software to learn how location analytics are designed, deployed, and managed for successful outcomes. The course uses ArcGIS Pro. (Halfman, spring semester)

MGMT 516 Modern Managers: Essentials for Business Leaders Modern Managers is not a label but rather a path of development for future leaders that is progressive, reflective of lessons learned during the pandemic caused by COVID-19 and designed to withstand the inevitable turmoil, uncertainty, and rapid change that organizations consistently contend with. Modern managers are clear about their values so they can operate within their environments with authenticity; they care deeply about relationships with people and carefully work within and across differences; they are sound in their fundamentals of contemporary business know how; further, they cultivate excellence in service and understand what drives their clients' behaviors; and last, they value the sense of community they must create with all stakeholders, internally and externally. Modern managers are essential to the future of work. They need tools if they are to be exceptional leaders.

MGMT 521 Nonprofit Management This course introduces students to the world of nonprofit organizations, whether a governmental agency, academic institution, or one of the many organizations established to provide health services, social services, or public advocacy for environmental, social, or other interests. Topics discussed include the historical and legal contexts of the sector, governance and leadership issues, standards, accountability, and ethics in nonprofits, human resource and volunteer management, funding strategies, and marketing and strategic communications. The course relies heavily on case studies of a wide variety of nonprofits.

MGMT 531 Excel Skills

MGMT 532 Project Management Skills

MGMT 541 Experiential Field Trip I

MGMT 542 Experiential Field Trip II

Masters in Higher Education Leadership

Core Faculty

Becca Barile, Vice President for Campus Life and Director of the MHEL Program, chair

Jonathan Berhanu, Assistant Professor

Jenna Konyak, Director of Housing & Residential Life

Affiliated Faculty

Diana Baker, Associate Professor

Jamie MaKinster, Professor, Senior Associate Provost of Curriculum, Assessment and Strategic Planning

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

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

MASTER IN HIGHER EDUCATION LEADERSHIP

10 courses

Learning Objectives:

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

Requirements:

The MHEL requires completion of 10 courses including eight courses (4 core courses, 4 elective courses) and four half-credit assistantship or internship placements. In the spring of their second year, each student will also complete a graduate seminar tied to an assistantship or internship placement.

COURSE DESCRIPTIONS

MHEL 501 Student Development, Identity and Belonging College student development and identity theories are often used to explain, predict, and plan for "college-age" behavioral choices and learning needs of students. However, before using a theory to generalize about the needs or abilities of students, professionals must reflect on the applicability of the theory: who had access to higher education? What identities were accepted and supported, or suppressed? What type of identities were welcome at specific institutions of higher education? Answers to these questions may propose that early development theories overgeneralize the experiences of college students and deserve to be critiqued from a variety of lenses and perspectives. This course will provide an overview of widely

accepted theories while asking students to decide the applicability of these theories to a diverse student body attending college today. In addition, the course asks students to apply the (de)constructed theories into their potential practice. The course is offered biannually and is a core course requirement for the Master's in Higher Education program

MHEL 502 Leadership and Innovation in Higher Education Institutions of higher education exist in a rapidly changing landscape that is fraught with political, social and economic turmoil. It's leaders must drive innovation by fostering inclusive workplaces with diverse teams, cultivating organizational cultures that allow for creative ideas and evidence-based solutions and tackle significant issues on an individual, group and institutional level. This course offers a fusion of contemporary leadership concepts that can be applied in higher education contexts along with essential innovation principles necessary for undertaking higher education's most urgent concerns. Embedded within the liberal arts learning, this course is constructed with concepts, theories and models from a multitude of disciplines and is designed for emerging higher education leaders who want to strengthen their ability to generate ideas, solve problems, affect and manage change, think creatively, develop strategic plans and implement high-impact programs. (Forbes, spring semester, alternate years).

MHEL 503 Problems of Practice in Higher Education This course aims to deepen and advance the capacity of students to engage in meaningful and transformative work in higher education. It provides students opportunities to understand and effectively address contemporary problems in higher education. Students will explore a series of case studies focused on representative topics as they identify ways in which they can act on their professional and ethical commitments. Topics will include consideration of diversity, equity and inclusion in higher education. Ultimately, students will be able to identify and reflect upon practices, programs and policies that contribute to structural and/or institutional change.

MHEL 504 Topics In Higher Education Research (MHEL Project) This graduate-level course offers an exploration of higher education research, where students will critically analyze current quantitative, qualitative, and mixed methods research studies and conduct their own research proposal, data collection, and internal publication. Students will be exposed to a variety of methods for data collection, analysis, and interpretation, with participants and research questions focusing on advancing higher education contexts. Through hands-on exercises and projects, participants will design and execute their research projects, honing their skills in formulating research questions, selecting appropriate methodologies, and interpreting findings.

MHEL 551 History and Politics of Higher Education This course surveys the perennial forces (social, political, and economic) that have shaped America's colleges and universities from the colonial period to the present. Students will build a historical perspective and political acumen when considering topics such as how tenure came to be, why so many colleges are predominately white, how political activism became a staple on campuses and what generational drives enrollment. The course is divided into three sections. Section 1 provides a brief introduction to key social science theories that can explain the relationship between higher education and society at any point in time. Section 2 is dedicated to the study of historical issues in higher education. Section 3 focuses on contemporary issues such "how colleges work", specifically, the role of faculty (tenure and promotion), administration, leadership and board of trustees. Also, how colleges are organized, politics on the college campus, and the influence of internal and external constituents (such as Title IX, state policies, campus charters, NCAA, accreditation).

MHEL 552 Diverse Students on the College Campus This course considers issues of college student diversity broadly defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender, gender identity, and ability. Through an interdisciplinary social science lens, we will examine the following questions: How do we experience and understand diversity and difference? How do diversity and differences shape systems that affect our college campus communities? Students will explore the contours of difference and the dynamics of diversity, equity, and inclusion in domestic and global contexts. Building on standard models of multicultural competence that emphasize knowledge, awareness, and skills, students will be introduced to cultural humility, culturally specific approaches to practice, and frameworks for equity and empowerment. Additionally, this course will focus on multicultural competency development – of all students, their identities, and their experiences on the college campus. Students will benefit from the course where it examines hidden biases, use of microaggressions, campus climate, and how racism negatively impacts all students. The course will also address the decolonization of higher education.

MHEL 553 History of Disability in Higher Education This graduate level course will focus on deconstructing concepts of normalcy and deviance as social and educational mechanisms. Our goals are to think critically about science and medicine in relation to claims about human differences, and to deepen our understanding of the history of disability and ableism, especially in the context of Higher Education. We will use an intersectional lens to critically examine the ways institutions of higher education and the subsequent culture of "being educated" includes and

excludes people, bodies and perspectives. We will work to answer the question, how does disability as a category of analysis inform other social categories such as class, race, ethnicity, gender, and sexuality? This critical examination will be embedded in a history of disability in the US and its impact on higher education environments.

MHEL 555 Higher Education and the Law This course explores the relationship between legal frameworks and higher education institutions in the United States and globally. With a heightened focus on civil rights laws, the course examines constitutional, statutory, and regulatory frameworks impacting higher education. Substantive areas of law covered include the ADA, Title IX, the First Amendment, Equal Protection, Title VI and Title VII, and analogous state laws. The course examines the impact of these laws and structures on topical areas in the higher ed sector including equitable access and admissions, speech on campus, campus safety, global education, student rights, student mental health, governance, fundraising, and other emerging/novel legal challenges. Through case studies and discussions, students will develop a nuanced understanding of how legal principles intersect with the higher education landscape, with a particular focus on the impact of the law on social justice, diversity, and the fundamental mission of higher education.

MHEL 598 Master in Higher Education Internship I Graduate students pursuing the Master of Arts in Higher Education Leadership will be required to participate in four internships throughout the program. These internships are important immersion experiences for students who are getting ready for a career path in higher education and include an array areas at HWS such as Residence Life, ODEI, Athletics, the Centennial Center, CTL, CCESL, Advancement, Admissions, Institutional Research, Global Education, and Career Services. Internships are worth .75 credit and graded on CR/NCR basis. All students will enroll in one internship per semester and be expected to complete 12 hours a week. Students can maintain internship placements for more than one semester if there is interest and they have permission from their supervisor. (Fall semester, year one)

MHEL 599 Master in Higher Education Internship II Graduate students pursuing the Master of Arts in Higher Education Leadership will be required to participate in four internships throughout the program. These internships are important immersion experiences for students who are getting ready for a career path in higher education and include an array areas at HWS such as Residence Life, ODEI, Athletics, the Centennial Center, CTL, CCESL, Advancement, Admissions, Institutional Research, Global Education, and Career Services. Internships are worth 1 credit and graded on CR/NCR basis. All students will enroll in one internship per semester and be expected to complete 12 hours a week. Students can maintain internship placements for more than one semester if there is interest and they have permission from their supervisor. (Spring semester, year one)

MHEL 689 Graduate Seminar In the spring of your second year, as part of an assistantship or internship, you will be required to attend a weekly seminar that helps you reflect on and analyze your placement experience. Career development and readiness plans will be incorporated into the seminar to help you transition to the workforce.

MHEL 698 Master in Higher Education Internship III Graduate students pursuing the Master of Arts in Higher Education Leadership will be required to participate in four internships throughout the program. These internships are important immersion experiences for students who are getting ready for a career path in higher education and include an array areas at HWS such as Residence Life, ODEI, Athletics, the Centennial Center, CTL, CCESL, Advancement, Admissions, Institutional Research, Global Education, and Career Services. Internships are worth 1 credit and graded on CR/NCR basis. All students will enroll in one internship per semester and be expected to complete 12 hours a week. Students can maintain internship placements for more than one semester if there is interest and they have permission from their supervisor.)Fall semester, year two)

Mathematics

Chair of the Department of Mathematics and Computer Science

Yan Hao, Associate Professor, Chair

Mathematics Faculty

Jocelyn Bell, Associate Professor

Jennifer Biermann, Associate Professor

Jonathan Forde, Professor

Yan Hao, Associate Professor

Erika L. C. King, Associate Professor

Joseph Rusinko, Associate Professor

Computer Science Faculty

Stina Bridgeman, Associate Professor

Chris Fietkiewicz, Assistant Professor

Hanqing Hu, Assistant Professor

Emeritus Faculty

David Belding

Irving Bentson

Carol Critchlow

Kevin Mitchell

Ann Oaks

John Vaughn

Mathematics has always been one of the core subjects of a liberal arts education because it promotes rigorous thinking and problem-solving ability. Many students who major in mathematics go on to graduate school or to work in related professions. For other students, mathematics is popular as a second major or as a minor in combination with another major from any of the Colleges' academic divisions.

To meet the challenges, opportunities, and responsibilities encountered after graduation, the Department of Mathematics and Computer Science offers the opportunity to explore both theoretical and applied mathematics, and mathematics majors are encouraged to obtain a broad but firm foundation in the discipline. Majors acquire skill in the use of mathematical methods for dealing with problems from a variety of disciplines and complement these tools with some training in computer science.

Students are supported in this challenging course of study by strong student-faculty relationships, extensive office hours and an open departmental culture. The knowledge and abilities that Mathematics majors and minors learn in individual classes are woven together in an integrative capstone experience, as well as in the opportunities to conduct research in collaboration with faculty members in their areas of expertise, such as mathematical biology, graph theory, topology, and abstract algebra.

Mission Statement

As the logic and language of mathematics are integral to disciplines ranging from science and technology to art and philosophy, the skills of mathematics are essential to a liberal arts education and a variety of future careers. The mission of the mathematics program at HWS is to help students develop the habits of thought necessary to understand, analyze, and communicate complex ideas, and to instill in our students the willingness and confidence to explore and risk failure to make new discoveries.

Offerings

The Department of Mathematics and Computer Science offers two majors in mathematics (B.A. and B.S.), and a minor in mathematics. In addition to the specific courses listed below, other courses may be approved by the department for credit toward the major. To be counted toward the major or minor, all courses must be passed with a grade of C- or better; credit/no credit courses cannot be taken toward the major or minor.

MATHEMATICS MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Construct valid logical arguments and analyze the reasoning of others.

- Implement a variety of mathematical structures to model and analyze complex problems.
- Communicate mathematical ideas clearly, in verbal and visual form, by using appropriate mathematical terminology and notation.
- Develop the ability to independently read and understand written mathematics.

Requirements:

MATH 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.

MATHEMATICS MAJOR (B.S.)

disciplinary, 15 courses

Learning Objectives:

- Construct valid logical arguments and analyze the reasoning of others.
- Implement a variety of mathematical structures to model and analyze complex problems.
- Communicate mathematical ideas clearly, in verbal and visual form, by using appropriate mathematical terminology and notation.
- Develop the ability to independently read and understand written mathematics.

Requirements:

MATH 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.

MATHEMATICS MINOR

disciplinary, 5 courses

Requirements:

Five mathematics courses at or above MATH 131, at least one of which is 300-level or above.

COURSE DESCRIPTIONS

MATH 100 Elementary Functions Intended for students who plan to continue in the calculus sequence, this course involves the study of basic functions: polynomial, rational, exponential, logarithmic, and trigonometric. Topics include a review of the real number system, equations and inequalities, graphing techniques, and applications of functions. A problem-solving lab is an integral part of the course. Permission of instructor is required. This course does not count toward the major or minor in mathematics. (Offered annually)

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 grapple with the vast scale of the universe and the national debt. Mathematical topics will include randomness, basic statistics, linear regression, inference and nonlinearity. An

emphasis is placed on critical engagement with numerical evidence and mathematical thinking as deployed in the culture at large. This course has a significant writing component.

MATH 115 Foundations of School Math Students will study the mathematical foundations of elementary school mathematics. This course will develop a student's abilities to reason mathematically, to solve mathematical problems, and to communicate mathematical ideas effectively. Primary attention will be devoted to mathematical reasoning in areas drawn from number systems and algebraic structures, number theory, algebra and geometry, probability and statistics, and discrete mathematics. Students will gain a deeper understanding of the nature and structure of mathematics, and more specifically of how elementary school mathematics is embedded within the broader discipline of mathematics. 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 Math This course emphasizes the process of mathematical reasoning, discovery, and argument. It aims to acquaint students with the nature of mathematics as a creative endeavor, demonstrates the methods and structure of mathematical proof, and focuses on the development of problem-solving skills. Specific topics covered vary from year to year. MATH 135 is required for the major and minor in mathematics. Prerequisite: MATH 131, MATH 232 or permission of the instructor. (Offered annually)

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 Applications of Linear Algebra A continuation of linear algebra with an emphasis on applications. Among the important topics are eigenvalues and eigenvectors, diagonalization, and linear programming theory. The course explores how the concepts of linear algebra are applied in various areas, such as, graph theory, game theory, differential equations, Markov chains, and least squares approximation. 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 alternate years)

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 471 Mathematics Capstone While the subject matter varies, the writing enriched capstone seminar addresses an advanced topic in mathematics. The development of the topic draws on students' previous course work and helps consolidate their earlier learning. Students are active participants, presenting material to one another in both oral and written form, and conducting individual research on related questions or analyzing a specific mathematical concept from multiple perspectives. This course may be repeated and count toward the major more than once. Prerequisite: Complete MATH 331 or MATH 375 with a C- or above, and have either senior status or permission of the instructor. (Offered annually)

MATH 495 Honors

MATH 499 Math Internship

Courses offered occasionally or as demand warrants:

MATH 332 Foundations of Analysis II
MATH 360 Foundations of Geometry
MATH 371 Topics in Mathematics
MATH 376 Abstract Algebra II
MATH 446 Real Analysis
MATH 448 Complex Analysis

Media and Society

Program Faculty

Rebecca Burditt, Media and Society
 Christine Chin, Studio Art
 Jiangtao Harry Gu, Media and Society
 Charity Lofthouse, Music
 Kirin Makker, American Studies
 Michelle Martin-Baron, Gender, Sexuality, and Intersectional Justice
 Nicola Minott-Ahl, English and Creative Writing
 Robinson Murphy, Environmental Studies
 Lisa Patti, Media and Society
 Casey Puccini, Media and Society
 Ben Ristow, Writing and Rhetoric
 Leah Shafer, Media and Society
 William Waller, Economics
 Iskandar Zulkarnain, Media and Society

HWS was among the first liberal arts colleges in the country to offer a major in media studies in 1996. From its inception, the Media and Society Program has offered a highly innovative, original, and interdisciplinary degree that combines media production and analysis. Students in the program explore the relationship between media and society through a flexible, customizable curriculum that matches their academic and professional interests. The Media and Society Program helps students to develop the skills necessary for living and working in the 21st century. Students emerge from the program able to respond creatively and pivot quickly when faced with technological, institutional, economic, or social disruptions and challenges.

Mission Statement

Through a distinctively liberal arts and interdisciplinary approach to media studies, the Media and Society Program prepares students to produce and analyze media in a wide range of forms. By studying the media practices of states, corporations, activists, artists, and communities, we explore the connections between media and society, empowering students to question how media texts shape, and are shaped by, their material, socio-political, and cultural contexts. Our practice-based curriculum provides hands-on experience and equips students to adapt to technological transformations. Based in Upstate New York, we invite students to engage the region's rich histories in media and technology, while connecting them with emerging ideas and practices through our global education and professional development programs. We cultivate a nuanced and empathetic understanding of media's relation to power and social inequalities.

Offerings

The Media and Society Program offers an interdisciplinary major and minor.

MEDIA AND SOCIETY MAJOR (B.A.)

interdisciplinary, 12 courses, plus language competency

Learning Objectives:

- Deploy key media studies vocabularies, theories, and methodologies in order to analyze media objects within their aesthetic, material, socio-political, and cultural contexts.
- Critically reflect upon their own encounters with media and power.
- Produce persuasive critical arguments in written, visual, oral, and interactive formats.
- Design engaging media texts in print and digital formats, including articles, films, photographs, podcasts, games, and websites.
- Encode and decode media messages, drawing on robust digital media and information literacy skills to navigate an increasingly complex information ecosystem.
- Serve their communities as informed citizens by challenging media that reflect and enforce social inequities and by producing and promoting media that advance social justice.

Requirements:

Media and Society majors explore three core areas—theory, history, and production—and choose a selection of electives that reflect their interests. Majors are required to complete cognate courses in global history and social consciousness, and social or political theory. Majors are required to take one semester of a foreign language. The major culminates with a required capstone course. All courses to be counted for the major must be taken for a letter grade and completed with a grade of C- or better. The complete list of requirements for the major is:

- MDSC 100 Introduction to Media and Society.
- MDSC 400 Senior Seminar.
- In addition to MDSC 100 and 400, students must take at least four other MDSC classes.
- One course in each of three core competencies.
- Five electives.
- Two cognate courses. A cognate course is one that supports the study in the major but is not a course in mass media or the arts. One cognate course must be in global history and social consciousness. The second cognate course must be a social or political theory course.

Media and Society 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 advisor about this requirement.

MEDIA AND SOCIETY MINOR

interdisciplinary, 6 courses

Requirements:

MDSC 100 and five additional courses drawn from approved electives. At least two courses, not counting MDSC 100, must be MDSC courses or approved equivalents. All courses to be counted for the minor must be taken for a letter grade and completed with a grade of C- or better.

Approved Courses

The Media and Society Program draws upon courses offered in several different departments. Cross-listed courses listed below may be withdrawn by contributing departments for various reasons and new courses offered in departments may be accepted for the Media and Society major or minor. Listed below are the types of courses acceptable to fulfill the requirements, but students may consult their advisors to discuss other potentially suitable courses.

Core Competencies

Majors are required to take one course in each of three core competency areas. 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.

Core Competency 1: Techniques of Performance and Creativity (majors choose one):

MDSC 130 Intro to Global Animation
 MDSC 200 Cultures of Advertising
 MDSC 210 Compilation, Collage, and Appropriation: Video Production
 MDSC 305 Film Editing
 MDSC 312 The Art of Experimental Cinema
 MDSC 315 Introduction to Social Documentary
 MDSC 317 Branding as Cultural Practice
 MDSC 319 Listening to the Finger Lakes
 MDSC 333 Global Video Games
 MDSC 390 The Video Essay
 MDSC 415 Advanced Social Documentary

Cross-listed:

AMST 202 Drawing for Study and Storytelling
 AMST 302 Advanced Drawing for Study and Storytelling
 AMST 349 Gender, Space, and Narrative Reparations
 ARCH 110 Intro to Architectural Studies
 ARTS Any studio art course
 ASN 103 Intro to Asian Art
 BIDS 390 The Video Essay
 DAN 100 Introduction to Dance
 DAN 101 Introduction to Dance: Body & Self
 DAN 102 Introduction to Modern Dance
 DAN 107 Introduction to Jamaican Dance
 DAN 110 Introduction to Dances of the African Diaspora
 DAN 200 Dance Composition I
 DAN 210 Dance History I
 DAN 212 Dance History II
 DAN 214 20th Century Dance History
 DAN 230 Community Arts: Activism Embodied
 DAN 250 Dance Improvisation
 DAN 300 Dance Composition II
 DAN 314 Dance Criticism: Embodied Writing
 DAN 900 Series (full credit taken for a letter grade)
 ENG Any creative writing course
 MUS 120 How Music Works
 MUS 400 Orchestration
 PSY 385 Creativity in Context
 SPN 231 Spanish for the Professions
 THTR 130 Acting I
 THTR 160 Introduction to Stagecraft
 THTR 280 Stage Management
 THTR 330 Acting II
 THTR 340 Advanced Acting Styles
 THTR 360 Introduction to Lighting Design
 THTR 361 Sound Design for the Theatre
 THTR 370 Playwriting Workshop
 GSJ 301 Visualizing Oral History
 WRRH 210 Intro to Print Journalism
 WRRH 219 Sports Writing
 WRRH 311 Intro to Publishing
 WRRH 328 Small Book Publishing
 WRRH 330 New Media: Theory and Production
 WRRH 333 Digital Rhetoric and Writing with New Technologies

Core Competency 2: Critical Analysis or Media Theory (majors choose one):

MDSC 101 Information & Influence: Digital Media Literacies
 MDSC 120 Intro to Global Television
 MDSC 130 Intro to Global Animation
 MDSC 200 Cultures of Advertising
 MDSC 203 History of US Television
 MDSC 208 American Cinema
 MDSC 303 History of the Social Documentary
 MDSC 304 Media and Theory
 MDSC 309 Media Industries and Alternatives
 MDSC 313 Global Cinema
 MDSC 317 Branding as Cultural Practice
 MDSC 322 Stardom
 MDSC 329 Global Musicals
 MDSC 333 Global Video Games

Cross-listed:

AFS 219 Beyond Colonialism: North African Cinema and Literature
 AMST 312 Critical Space, Theory and Practice
 AMST 330 Digital Humanities
 AMST 349 Gender, Space, and Narrative Reparation
 ANTH 115 Language and Culture
 ASN 342 Chinese Cinema
 BIDS 390 The Video Essay
 CMST 214 Introduction to Museum Studies
 ENG 205 Narrative Analysis
 ENG 287 Jane Austen in Film
 ENG 301 Cultural Theory and Popular Culture
 ENG 335 Fashioning Identity: Clothing, Character, and Social Mobility in 19th Century British Literature
 ENV 202 Environmental Humanities
 ENV 360 Environmental Afrofuturism
 FRN 241 Prises de Vue
 FRNE 219 North African Cinema and Literature
 FRNE 254 French and Francophone Cinema
 ITA 204 Italian Cinema
 MUS 205 Music at the Movies
 MUS 214 Music Criticism in Theory and Practice
 PHIL 220 Semiotics
 PHIL 230 Aesthetics
 PHIL 260 Mind and Language
 PHIL 350 Theories of Reality
 SPNE 226 Screen Latinos
 SPNE 308 Latin American Cinema
 WRRH 250 Talk and Text: Introduction to Discourse Analysis
 WRRH 315 The Rhetoric of Memory
 WRRH 333 Digital Rhetoric and Writing with New Technologies

Core Competency 3: Cultural History of the Fine Arts or Mass Media (majors choose one):

MDSC 120 Intro to Global Television
 MDSC 130 Intro to Global Animation
 MDSC 200 Cultures of Advertising
 MDSC 203 History of US Television
 MDSC 208 American Cinema
 MDSC 303 History of the Social Documentary
 MDSC 309 Media Industries and Alternatives
 MDSC 313 Global Cinema
 MDSC 317 Branding as Cultural Practice
 MDSC 322 Stardom
 MDSC 329 Global Musicals
 MDSC 333 Global Video Games

Cross-listed:

AFS 219 Beyond Colonialism: North African Cinema and Literature
 AMST 349 Gender, Space, and Narrative Reparation
 ARTH Any art history course
 ASN 342 Chinese Cinema
 DAN 210 Dance History I
 DAN 212 Dance History II
 DAN 214 20th Century Dance History
 ENG 209 Graphic Novels/Graphic Forms
 ENG 310 Power, Desire, Literature
 ENG 353 Media in Early America
 EUST 101 Foundations of European Studies I
 EUST 102 Foundations of European Studies II
 FRNE 219 North African Cinema and Literature
 FRNE 254 French and Francophone Cinema
 FRNE 395 Race in the 18th Century French Culture

GERE 104 German Cinema
 GERE 214 Berlin, a Cultural Biography
 GSIJ 218 Queer Representations in Theatre and Film
 ITA 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
 MUS 207 Big Band to Bossa, Bop to Blues: A History of Jazz
 MUS 209 Women in Music
 MUS 210 American Musical Theatre
 MUS 211 Science, History & the Art of Video Game Music
 MUS 215 Music and Race in American Popular Culture
 RUSE 204 Russian Film
 SPN 226 Screen Latinos
 SPN 308 Latin American Cinema
 SPN 340 Spanish Cinema
 THTR 100 Page to Stage
 THTR 220 Theatre History I
 THTR 290 Theatre for Social Change
 THTR 300 American Drama
 THTR 308 American Experimental Theatres
 THTR 309 Feminist Theatre
 THTR 310 African American Theatre
 THTR 314 European Drama
 THTR 320 Theatre History II
 GSIJ 218 Queer Representations in Theatre and Film

Majors choose five electives from the list below. Minors choose any three courses from the following as electives, one of which must be in the creative arts.

Electives

MDSC 050 Teaching Assistant
 MDSC 101 Information and Influence: Digital Media Literacies
 MDSC 120 Intro to Global Television
 MDSC 130 Intro to Global Animation
 MDSC 200 Cultures of Advertising
 MDSC 203 History of US Television
 MDSC 208 American Cinema
 MDSC 210 Compilation, Collage, and Appropriation: Video Production
 MDSC 303 History of the Social Documentary
 MDSC 304 Media and Theory
 MDSC 305 Film Editing
 MDSC 309 Media Industries & Alternatives
 MDSC 312 The Art of Experimental Cinema
 MDSC 313 Global Cinema
 MDSC 315 Intro to Social Documentary
 MDSC 317 Branding as Cultural Practice
 MDSC 319 Listening to the Finger Lakes
 MDSC 390 The Video Essay
 MDSC 322 Stardom
 MDSC 329 Global Musicals
 MDSC 333 Global Video Games
 MDSC 415 Advanced Documentary
 MDSC 495/496 Honors

Cross-listed:

AFS 219 Beyond Colonialism: North African Cinema and Literature
 AFS 312 Digital Africana Studies

AMST 202 Drawing for Study and Storytelling
AMST 302 Advanced Drawing for Study and Storytelling
AMST 312 Critical Space, Theory, and Practice
AMST 330 Digital Humanities
AMST 349 Gender, Space, and Narrative Reparations
ANTH 115 Language and Culture
ARCH 110 Introduction to Architectural Studies
ARTH Any art history course
ARTS Any studio art course
ASN 103 Introduction to Asian Art
ASN 305 Showa Through the Silver Screen
ASN 342 Chinese Cinema
BIDS 390 The Video Essay
CMST 214 Introduction to Museum Studies
DAN 100 Introduction to Dance
DAN 101 Introduction to Dance: Body and Self
DAN 102 Introduction to Modern Dance
DAN 107 Introduction to Jamaican Dance
DAN 110 Introduction to Dances of the African Diaspora
DAN 200 Dance Composition I
DAN 210 Dance History I
DAN 212 Dance History II
DAN 214 20th Century Dance History
DAN 230 Community Arts: Activism Embodied
DAN 250 Dance Improvisation
DAN 300 Dance Composition II
DAN 314 Dance Criticism: Embodied Writing
DAN 900 Series (full credit taken for a letter grade)
ENG Any creative writing course
ENG 185 From Novel to Film
ENG 201 The MCU (in Theory)
ENG 205 Narrative Analysis
ENG 209 Graphic Novels/Graphic Forms
ENG 287 Jane Austen in Film
ENG 301 Cultural Theory and Popular Culture
ENG 310 Gender and Power in Literature
ENG 335 Fashioning Identity: Clothing, Character and Social Mobility in 19th Century British Literature
ENG 353 Media in Early America
ENV 202 Environmental Humanities
EUST 101 Foundations of European Studies I: Antiquity to the Renaissance
EUST 102 European Studies II
FRN 241 Prises de Vue
FRNE 219 North African Cinema and Literature
FRNE 254 French and Francophone Cinema
FRNE 255 Modern French Theatre
FRNE 395 Race in 18th Century French Culture
GERE 104 German Cinema
GERE 214 Berlin, a Cultural Biography
GSIJ 218 Queer Representations in Theatre and Film
GSIJ 250 Introduction to Chicana Feminism and Visual Culture
GSIJ 301 Visualizing Oral History
ITA 204 Italian Cinema
MUS 120 How Music Works
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
MUS 207 Big Band to Bossa, Bop to Blues: A History of Jazz
MUS 209 Women in Music

MUS 210 American Musical Theatre
 MUS 211 Science, History & Art of Video Game Music
 MUS 214 Music Criticism in Theory and Practice
 MUS 215 Music and Race in American Popular Culture
 MUS 216 Musics of Asia
 MUS 217 Folk & Traditional Music of Africa & America
 MUS 400 Orchestration
 PHIL 220 Semiotics
 PHIL 230 Aesthetics
 PHIL 260 Mind and Language
 PHIL 350 Theories of Reality
 PSY 385 Creativity in Context
 RUSE 137 Vampires: From Vlad to Buffy
 RUSE 204 Russian Film
 SPN 225 Hispanic Media
 SPNE 226 Screen Latinos
 SPNE 308 Latin American Cinema
 THTR Any theatre course
 WRRH 210 Introduction to Print Journalism
 WRRH 219 Sports Writing
 WRRH 250 Talk and Text
 WRRH 309 Talk and Text II
 WRRH 311 Introduction to Publishing
 WRRH 315 The Rhetoric of Memory
 WRRH 320 Op-Ed
 WRRH 327 Literary Journalism
 WRRH 328 Small Book Publishing
 WRRH 330 New Media Writing
 WRRH 333 Digital Rhetoric and Writing with New Technologies

COGNATE COURSES

Social or Political Theory:

(majors choose one; none of these courses can be counted for the minor)

ANTH 110 Intro to Cultural Anthropology
 ANTH 316 Visual Anthropology
 BIDS 200 Dialogues in Critical Social Studies
 ECON 120 Introduction to Economics
 ECON 122 Economics of Caring
 ECON 230 History of Economic Thought
 EDUC 370 Multiculturalism
 ENG 304 Feminist Literary Theory
 GSJ 100 Introduction to Women's Studies
 GSJ 300 Who's Afraid of Gender?
 INRL 180 Introduction to International Relations
 PHIL 151 Crime and Punishment
 PHIL 152 Philosophy and Feminism
 POL 160 Introduction to Political Theory
 POL 175 Introduction to Feminist Theory
 POL 212 Media and Politics
 POL 265 Modern Political Theory
 POL 267 Twentieth Century Political Theory
 POL 289 American Political Thought
 REL 105 Religion, Peace, and Democracy
 REL 236 Gender and Islam
 REL 255 Peace and Violence in the Qur'an
 REL 335 Jihad
 REL 236 Gender and Islam
 REL 271 The Holocaust
 REL 272 Sociology of the American Jew

REL 371 Responses to the Holocaust
 SOC 100 Introduction to Sociology
 SOC 221 Race and Ethnic Relations
 SOC 222 Social Change
 SOC 226 Sociology of Sex and Gender
 SOC 228 Social Conflicts
 SOC 249 Technology and Society
 SOC 256 Power and Powerlessness
 SOC 257 Political Sociology
 SOC 258 Social Problems
 SOC 259 Social Movements
 SOC 260 Sociology of Human Nature
 SOC 375 Social Policy
 THTR 290 Theatre for Social Change

Global History and Social Consciousness:

(majors choose one; none of these courses can be counted for the minor)

AFS 115 Demythologizing Race
 AMST 100 History of American Culture
 AMST 101 Myths and Paradoxes
 AMST 206 America through Russian Eyes
 AMST 353 Russian-American Writers
 ANTH 222 Native American Religions
 ANTH 354/454 Food, Voice, Meaning
 ASN 125 Japan: Supernatural Beings
 GLS 101 Intro to Global Studies
 GLS 201 Global Cultural Literacies
 GSIJ 100 Introduction to Women's Studies
 GSIJ 204 Politics of Health
 GSIJ 215 Feminism and Psychoanalysis
 GSIJ 220 The Body Politic
 GSIJ 243 Gender, Sex, and Science
 GSIJ 300 Who's Afraid of Gender?
 GSIJ 305 Food, Feminism, and Health
 GSIJ 362 Theories of Bodies, Health, and Wellbeing
 HIST 105 Intro to the American Experience
 HIST 111 Soccer Around the World
 HIST 208 Women in American History
 HIST 215 American Urban History
 HIST 227 African American History I
 HIST 228 African American History II
 HIST 235 History of American Thought from 1865
 HIST 240 History of Immigration and Ethnicity in America
 HIST 246 American Environmental History
 HIST 250 Medieval Popular Culture
 HIST 258 Transformation of Rural America
 HIST 306 Civil War and Reconstruction: 1845-1877
 HIST 310 Rise of Industrial America
 HIST 311 20th Century America: 1917-1941
 HIST 340 Faulkner and History
 INRL 140 Intro to Comparative World Politics
 INRL 180 Intro to International Relations
 INRL 380 Theories of International Relations
 POL 110 Introduction to American Politics
 POL 289 American Political Thought
 REL 108 Religion and Alienation
 REL 109 Imagining American Religions
 REL 236 Gender & Islam
 REL 237 Christianity and Culture

RUSE 101 Blood and Ice: Russian Empires
 RUSE 112 Dangerous Words: Russian Literature and Society
 RUSE 203 Russian Prison Literature
 RUSE 206 America through Russian Eyes
 RUSE 208 Fantastika
 RUSE 251/351 Sexuality, Power and Creativity
 RUSE 353 / AMST 353 Russian-American Writers
 WRRH 364 Suffrage and Citizenship in American Discourse
 WRRH 365 Feminist Rhetorics

COURSE DESCRIPTIONS

MDSC 100 Introduction to Media and Society This course provides an introduction to various media and their modes, methods, and themes. We will explore the role of the media in shaping social consciousness, global economies, and material culture. Examples drawn from film, television, print media, and digital environments will be contextualized, analyzed, and theorized as crucial elements of our media culture. Students will gain an appreciation for the social, cultural, economic, and political influences of global communications while performing close readings of conventional media objects. Writing assignments, exams, and projects will help to cement insights gained through close investigation of films, TV shows, advertisements, video games, music videos, and more.

MDSC 101 Information and Influence: Digital Media Literacies Information and Influence: Digital Media Literacies teaches strategies for critically apprehending the cultural, economic, technological, and political factors that shape our media-saturated culture. Students in this course will investigate a wide range of media objects including newspapers, magazines, TV shows, documentaries, podcasts, apps, newsletters, and memes. Learning how to assess the reliability and cultural context of the information that we encounter will be a focus of the class. Students will analyze and explore the repackaging of legacy media broadcasts for streaming networks and other online platforms, the proliferation of misinformation on social media, the structures and effects of influencer culture, algorithmic biases, and, the emergence of new outlets for independent, non-profit, and community journalism, among other subjects. This course highlights the acquisition of media production skills, such as creating content and applications as key strategies for developing diverse media literacies.

MDSC 120 Introduction to Global Television What role does television play in forming and connecting local, national, and global communities? How are television shows adapted from one country to another? What decisions inform the process of translating a television show through subtitles or dubbing for an international audience? How has the rise of global streaming services impacted how television shows are produced, distributed, and accessed? What role do scholars play in analyzing and archiving the global television landscape, and what resources and methodologies guide our analysis of television on a global scale? This course investigates the production, distribution, and reception of global television. We examine contemporary television shows from over a dozen global regions, exploring the differences between and among: local and regional television industries and cultures; television industries and film and other media industries; and broadcast, cable, satellite, and streaming television platforms. We explore practices of transnational adaptation, formatting, translation, marketing, and criticism.

MDSC 130 Intro to Global Animation This course will introduce students to the global culture of animation. Students will learn fundamental methods and approaches to analyze animation as an object and a culture through case studies and hands-on approaches. Overall, this course will help students to understand and appreciate the circulation of animation as a global media culture.

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.

MDSC 203 History of US Television An in-depth look at television history, from TV's theoretical beginnings to its current incarnation as a turbulent mirror for "reality," this course critically examines television texts and criticism of the medium as entertainment, and as a contested force in social and cultural practices. Students consider significant technical and aesthetic shifts in programming, and arguments about the negotiation of race, ethnicity, class, and gender in TV. While some attention is paid to other national industries, the chief focus of the course is on television

in the United States and western hemisphere.

MDSC 208 American Cinema American Cinema is an historical survey of the Hollywood studio system from its formation in 1914 to the present. It also surveys the complex, fluid interrelationships between the nonprofit and for-profit sectors of the film industry by exploring documentary and experimental work. The course analyzes ways that the economic practices, organizational structures, management hierarchies, marketing strategies, exhibition strategies, labor issues, and aesthetic formations of the studio system, documentary, and experimental film have changed over different historical periods and formations. The course investigates the rise of Hollywood, the golden age of the studio system, the advent of the Production Code, the relationship between Hollywood and the US government during the second World War, the Paramount decree and the break up of the studio system, the rise of the New Hollywood, the development of global Hollywood, and the corporatization of 'independent' cinema in the 1980s and 1990s. The course explores how Hollywood, documentary and experimental film are intertwined.

MDSC 210 Compilation, Collage, and Appropriation: Video Production In this course students will create videos that challenge and critique conventional media by exploring techniques of compilation, collage and appropriation. Working with preexistent media opens space for conversations between past and present, producing and consuming: students in this course will learn to question and recontextualize questions of evidence and authority by creating new works from "found" and "archival" footage. Using mostly low-tech tools and techniques, including xeroxes, free apps, public archives, and commercial content, students will explore techniques that have been deployed by artists from the elite avant garde to the everyday smartphone user. Focus will be pulled to projects that investigate media history, draw conventional media content into question, and reflect upon modes of consumption.

MDSC 303 History of the Social Documentary Photography and moving images have been used to enlighten those who do not suffer to the lives of those who do, to forward social change, and to influence social policy, sometimes progressively and sometimes not. This course examines visual social documentary's influence, largely confined to consideration of American social documentarians, including influence of photographers of immigrants' conditions in major cities during the early 20th century; government-sponsored documentation of rural Americans' lives during the Great Depression; and documentary films which have shaped social conscience from consciousness.

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 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.

MDSC 309 Media Industries and Alternatives At the end of a film, television show, or other media text, a credit sequence may list hundreds of individuals and companies. What roles do they play? How do changing economic conditions, labor practices, federal and state policies, new technologies, and consumer habits influence their work? How do media industries affect us as consumers and citizens? This course analyzes multiple contemporary media industries in the US (including film, television, streaming, social media, gaming, journalism, and marketing) and their points of intersection. We explore the impact of digitization, globalization, and corporate consolidation on the production, promotion, distribution, and reception of media, examining the roles of various institutions (including studios, networks, publishers, platforms, and unions) and individuals (including executives, directors, writers, publicists, agents, critics, and activists). Our case studies, drawn from recent and emerging media trends and issues, focus on the social inequalities generated, sustained, or challenged by the media industries. Students collect and analyze data that reflect current patterns of representation in the media industries and draft original policy proposals in response. Throughout the semester, we learn from alumni working in the media industries who share their perspectives during visits to our classes.

MDSC 312 The Art of Experimental Cinema This course introduces students to the philosophies and techniques of experimental and avant-garde cinema. Through practice, students will explore alternative forms of storytelling, cinematography, and editing techniques. The intersections between film/video and other art forms such as painting, dance, and photography will be part of this introduction. Students will also examine major movements in experimental/avant-garde cinema such as structuralism, post-structuralism, feminist, queer, and radical Black trends to

approach the art of film-making as a socially and critically informed practice.

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.

MDSC 315 Documentary Production for Social Change As documentary scholar Patricia Zimmermann once proclaimed, "documentary is not simply a genre." It is instead a conceptual practice that offers us strategies to think about how the world is organized and to imagine how we might organize it differently. More than passively "documenting" what reality is, documentary media has a unique power to challenge the status quo and to affect social change. Based on these premises, this course introduces students to the documentarian's toolkit through skills training in participatory ethnography, interviewing, proposal/grant writing, editing, promotion, community-based research and action. Students will learn to produce works of documentary across analog and digital forms. Taught as a method and practice-based course, students will also debate and interrogate the ethics of documentary in contexts such as anthropology, public education, propaganda, activism, and art. (Offered biannually)

MDSC 317 Branding as Cultural Practice Recent studies show that American children can identify 1000+ brand logos but not even 10 types of plant. How has our environment become so saturated with brands? And, what are the cultural, economic, interpersonal, and ecological effects of brand ubiquity? In this course, we will interrogate the ways that brands have become structuring elements of our everyday lives. Students will study the cultural and historical practices of branding by analyzing a range of brand examples from Spike Lee's Air Jordan commercials to Ikea's AR application to virtual influencers like Lil Miquela and Guggimon. Readings and screenings will contextualize the various histories and uses of branding as culture including, but not limited to, branding: as a manufacturing practice; as an expression of identity-based political movements; as a material example of economic systems; as a tool for propaganda; and, as a tool for activism. Project-based activities that engage televisual aesthetics, print media, and augmented reality will provide opportunities for practicing design thinking.

MDSC 319 Listening to the Finger Lakes This course introduces students to the principles of audio storytelling and production while immersed in the Finger Lakes region. We will consider Indigenous ecologist and poet Robin Wall Kimmerer's idea of "re-story-ation" and her argument that we can heal our relationship with our planet if we learn to hear its stories. We will collaborate with community members (Indigenous, local, or immigrant) to create a four-episode podcast about the Finger Lakes area. Each episode will take the form of a hike and chat with the invited guest through a nearby state park, farm, or conservation area, in the woods and meadows, along the lakes and streams. In producing this podcast, we will also examine concepts such as critical ecology, eco-feminism, and multi-species ethnography and their relevance to media and society. We will learn to appreciate the interconnectedness of human and non-human beings to enact reparative and ethical storytelling and listening in other contexts.

MDSC 322 Stardom Andy Warhol reportedly predicted, "In the future, everyone will be famous for fifteen minutes." This course explores the enduring resonance of that prophecy in contemporary media cultures. We situate an investigation of contemporary stardom and celebrity within the history of industrial star systems, focusing initially on the Hollywood star system in the 1950s. Our analysis of star images that define and critique that system – including Marilyn Monroe, Marlon Brando, and Michael Jackson – examines the production of star images, the politics of celebrity, and the reception and transformation of star images by fan cultures. We then investigate contemporary forms of 'spectral' stardom – from stunt performances in Kill Bill to digital performance capture in Avatar, from voiceover performances in Pixar movies to the rise of celebrity influencers. Students develop their analyses of stardom in print, visual, and interactive formats.

MDSC 329 Global Musicals What do song and dance bring to film narratives? Why, in spite of the musical genre's fantastic unreality have audiences around the world embraced it for so long? How does the seductive combination of movement, rhythm, image, and narrative operate in relation to social politics and history? In this course we will take a transnational approach to analyzing this foundational and yet quirky form. Together, we will learn about the industrial, cultural, and social factors that shaped the musical's place in popular culture's around the world: Hollywood in the United States, DEFA musicals in East Germany, Bollywood, New Taiwanese cinema, and Canadian queer cinema. In each of these case studies, we will discuss the genre's relationship to form and meaning, and what function this type of expression serves within the socio-historical context of its production. Finally, we will explore

how the musical has moved across different media platforms by examining its presence in television, flash mobs and viral videos, and commercials.

MDSC 333 Global Video Games: Cultures, Aesthetics, Politics This seminar course will explore the production, distribution, and consumption of video games as a global culture. Through thematic case studies and hands-on approach, we will consider how the juxtaposition of history, theory, and gaming practices operates in different geographical contexts. Several key questions that we will explore in this course include: – In what ways video games play and design are inflected by societal, cultural, and/or other factors? – How do video games and their players' experience change when they move from one cultural or historical context to another? – How do video games aesthetics and practices reinforce or confront national, ethnic, racial, and/or gender hierarchies in various parts of the world? Focusing on a combination between mainstream video game markets like the US and Japan and the peripheral regions not usually considered by the video games industry, this course will expose students to a nuanced and fluid picture of video games as a contemporary media and as a culture. While students will receive exposure to basic skills in video game production, no technical experience about it is required.

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

MDSC 400 Senior Seminar This course is required of all Media and Society majors, taken in the Senior year. This seminar is a capstone course for the major.

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.

MDSC 450 Independent Study

MDSC 495 Honors

Music

Department Faculty

Charity Lofthouse, Associate Professor (chair)
 Robert Cowles, Professor
 Mark Olivieri, Associate Professor
 Katherine Walker, Associate Professor

Ben David Aronson, Professor of Practice, Trombone, Baritone, Euphonium, and Tuba
 Anthony Calabrese, Professor of Practice, Percussion
 Charlie Carr, Professor of Practice, Trumpet and Horn
 Yi-Wen Chang, Professor of Practice, Piano
 Brian Donat, Professor of Practice, Cello
 Julianna Gray, Professor of Practice, Violin and Viola
 Wade McClung, Professor of Practice, Guitar
 Suzanne Murphy, Professor of Practice, Voice
 Chris Potter, Professor of Practice, Guitar and Jazz Guitar
 Jeananne Ralston, Professor of Practice, Piano
 Ryan Russell, Professor of Practice, African and Latin Percussion
 Rachel Singh, Professor of Practice, Voice
 Bill Straub, Professor of Practice, Woodwinds and Jazz Improvisation
 Rich Thompson, Professor of Practice, Drum Set
 Wendra Trowbridge, Professor of Practice, Voice
 Kyle Vock, Professor of Practice, Double Bass and Electric Bass

Music is a cornerstone of academics at HWS. With a flexible curriculum that is robust enough to challenge the most experienced musicians and at the same time ignite that initial spark in beginners, nearly a third of all HWS students will incorporate the study of music into their college careers. Our dedicated music instructors offer lessons on major Wind, Brass, String, Keyboard, and Percussion instruments as well as Voice. Performers may also choose to participate in one of our flagship choral or instrumental ensembles, whose performances fill the halls of the state-of-the-art Gearan Performing Arts Center.

In the classroom, interdisciplinarity is the focus. With curricular connections to Africana Studies, German Area Studies, History, American Studies, Dance, and Media and Society, music faculty encourage students to draw connections among multiple disciplines and research areas. With wide-ranging performance opportunities, a flexible curriculum with strong interdisciplinary connections, new state of the art facilities, and opportunities to train for careers in music education, music entrepreneurship, music therapy, and music performance, there is something for everyone.

Mission Statement

- To provide a professional education for music majors and minors that develops their competency in all aspects of the discipline and prepares them for various professional pursuits.
- To forge interdisciplinary connections across campus that allow students to bridge their music studies to other academic and intellectual pursuits.
- To provide an education for the greater Colleges community through general curriculum courses and performances, thus developing an informed group of advocates and affirming that music is an integral part of a liberal arts education.
- To foster an academic community that values music both as a fundamental part of one's education and as an essential expression of the human spirit.

Offerings

MUSIC MAJOR (B.A.)

12 courses

Learning Objectives:

- Describe how music works unto itself; how it works on us as listeners and humans; and how it works on communities and cultures.
- Employ practical skills in the service of making music with and for others.
- Identify music as a carrier of stories and attune oneself to stories of power, privilege, identity, and oppression.
- Support a lifelong relationship with music as a practitioner, collaborator, listener, and creator.

Requirements:

MUS 120; two musicology courses, MUS 208 and MUS 210; two analysis courses, MUS 211 and MUS 311; two performance labs, MUS 220 and MUS 221; two music electives; two performance course credits (one course credit earned through participation in a major choral or instrumental ensemble for two semesters, and one course credit earned through taking private lessons for two semesters); and the capstone course, MUS 460.

MUSIC MINOR

6 courses

Requirements:

MUS 120; one musicology course, MUS 210 or MUS 310; one analysis course, MUS 211 or MUS 311; one performance lab, MUS 220 or MUS 320; one music elective; and one performance course credit earned through participation in a major choral or instrumental ensemble for two semesters or through private lessons for two semesters, or a combination of both.

MUSIC ADMINISTRATION AND ENTREPRENEURSHIP MINOR

7 courses

Requirements:

MGMT 101, 120, and 201; one MGMT Ethics or Elective course; MUS 214; one approved MUS elective (MUS 215, MUS 194, MUS 209, MUS 311, MUS 205); and MUS 460.

NEW YORK STATE MUSIC 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 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 Professor Mark Olivieri as well as a faculty member from the Department of Education to ensure that all education requirements are being addressed.

COURSE DESCRIPTIONS

MUS 120 How Music Works How much of your day revolves around listening to music? Do you ever wonder why you can't stop singing the melodies to your favorite songs? What exactly are the reasons that one musical style sounds so different from another? Why do certain pieces of music evoke melancholy and nostalgia, while others make you want to get up and dance? This course seeks to answer these kinds of questions through a hands-on approach, showing students how music works by focusing on listening, analyzing, and playing music. Students 1) learn the basic elements of music and how they can be combined to form patterns and styles, 2) develop the theoretical knowledge and aural skills necessary to perceive musical details and concepts, 3) listen to music critically and play it musically, and 4) think artistically about musical form and content. By the end of this course, students will be actively integrating thinking, hearing, and playing, and they will be developing skills in musical notation, songwriting, keyboard proficiency, and musical analysis. (Offered each semester)

MUS 190 History of Rock & Roll This course provides a survey of rock and roll from its roots through contemporary times. Beginning with a study of the development of rock from earlier sources, such as mainstream popular music, rhythm and blues, and country and western, the course proceeds by considering the artists and trends that serve to define rock music through the decades. The course places a strong emphasis on hearing the music that is discussed: students receive guidance in listening to basic musical features such as form, rhythm and meter, and instrumentation. Attention is also given to content of lyrics and to the role that rock music plays as a general, sociological phenomenon. (Offered annually)

MUS 200 Introduction to Music Production and Recording This course introduces students to studio audio techniques and their applications in music production, including recording, editing, and mixing sounds. Students gain an understanding of recording equipment, room acoustics, critical listening, microphone placement, and signal processing and learn the hardware and software skills to edit and compile their recordings. Readings, discussions, and projects will focus on the ever-changing recording industry, acoustics and psychoacoustics, studio practices, tracking and multi-tracking, DAW and recording technology, workflows and processes, mixing and sequencing, best studio practices, autotune and autotimer, and the "loudness war."

MUS 205 Music at the Movies: Film Music from the Silent Era to the Present This course provides a comprehensive survey of film music from the silent era through the present day, exploring its role and relation to the plot and visual elements at small-scale and large-scale (narrative) levels. Topics covered will include general elements of music, musical forms and stylistic periods, as well as film score compositional developments including instrumentation, theme structures, diegetic (part of the film's narrative sphere) and non-diegetic (purely soundtrack) music, music as narrative participant, subliminal commentary, and music as iconographic character. Films viewed will include those with soundtracks by major 20th-century composers and specialized soundtrack composers. The course is designed for varying levels of musical knowledge; reading musical notation is helpful but not necessary. (Offered annually)

MUS 207 Big Band to Bossa, Bop to Blues: A History of Jazz This course studies the development of contemporary styles and techniques in jazz and American popular music of the Western hemisphere since 1900. (Offered annually)

MUS 210 Remixing Western Music History The word "remix" calls to mind the technological practice of altering, contorting or otherwise reconceiving a cultural artifact, appropriating and changing it to make something new. Remixes are spaces in which authorship is broadened, authority is questioned, power is redistributed, and the past is reinterpreted. If we can remix a song, why not a history? Reconceiving (or remixing) remix as an intellectual, rather than technological, practice, this course rewrites European music history with pluralistic, anti-racist! and anti-imperialist voices. Deconstructing the longstanding dichotomy between "the West and the rest," we'll examine the centrality of othering in the construction of European selfhood, as well as music's participation in that project. In the process, we will consider Western music's ambivalent relations with popular, folk, and non-Western music; its role in the formation of national and racial identities; and issues of representation and difference in jazz, blues, and world music. Remixes often claim to preserve the "aura of the original"; in this case, with reverence for the music itself, it is precisely the aura-of imperialism, patriarchy, colonialism, and slavery-that is being contested. (Offered annually)

MUS 211 Ready to Play: The Science, History, and Art of Video Game Music This course engages video game music by analyzing its history and effect on players and listeners through three interlocking and integrated viewpoints: music cognition and emotion; the history of video game music and game sound design; and the art of choosing and creating music for gaming. Students will learn about the history of video game music, including its journey from beep-boops to full-orchestra scores and choose-your-own soundtrack adventures. This history provides a framework for learning how video game music works on us – tools from the science of music cognition, including music's origins in human evolution; biological and neurological accounts of musical emotion; music and game processing and multimedia environments; musical anticipation; and music theories surrounding behavior and play will allow students to explore what specific parts of our human actions, feelings, and behavior are affected by games and music. Lastly, students practice the art of video game music by composing or choosing music for a game, applying the knowledge to a real-world gaming experience. MUS 110 or 120 and/or some background in music performance is helpful but not required. (Offered annually)

MUS 213 Philosophy of Music This course introduces students to the aesthetic tradition in music by examining its most important and enduring claims. Musical aesthetics is a branch of philosophy whose goal is to provide persuasive answers to questions about music's nature, purpose, and value: What is art? What is the nature of aesthetic experience? What is a musical work, and what determines its value? What is the relationship between music and other art forms? How would music function in an ideal society? Over the course of the semester, students will critically engage some of the most canonical answers to these questions, and learn to apply them to musical works from a variety of time periods and traditions. Offered periodically

MUS 214 Rock, Pop, and the Written World This course invites students into the professional world of music critics, journalists, agents, and publicists, who use language as a tool to characterize and promote music of all kinds. As emerging critics, students will learn to generate and articulate intellectually grounded responses to a variety of examples from the popular music canon, including commercial pop, indie, rock, hip hop, jazz, blues, and R&B, in dialog with the aesthetic principles studied over the course of the semester. As developing agents, publicists, and promoters, they will learn to harness the resources of social media, create one-sheets for record releases, gather content for crowdfunding, and draft press releases, bios, and website content. Through these combined efforts, students will deepen their appreciation and understanding of music, while enlisting that knowledge in a broader study of cultural and commercial enterprises that support it. (Offered annually)

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

MUS 220 Performance Lab I Can you see what you hear and hear what you see? Continuing from its prerequisite, MUS 120, this course integrates theoretical patterns and aural skills, and builds the practical musicianship abilities needed to take music from page to performance and from listening to understanding and notating. Students will gain fluency in playing all kinds of written music, from tabs and lead sheets to traditional and modern notation, and become discerning listeners who can hear and understand musical events, structures, and styles. They will also learn to be critical and artistic listeners who can visualize heard notes and rhythms, allowing them to think musically and to write down their compositions or favorite tunes with greater ease. Keyboard proficiency, ear training skills, and creative process will be prioritized. (Offered annually)

MUS 221 Introduction to Music Therapy Many of us can attest to the value of music in supporting well-being, whether we use it to get energized before an important athletic event, seek solace when grieving a painful loss, or calm our busy minds when it's time to sleep. Although all of these examples apply music therapeutically, none of them constitutes music therapy (MT), which involves the use of clinical, evidence-based musical interventions to accomplish non-musical goals. This course offers an introduction to this rich and diverse field. Over the course of the semester, students learn about the history, institutions, and characteristics of the field of MT; the diverse areas of human experience in which music therapists work, the array of physical, psychological, emotional, and social interventions employed through MT, and the outcomes that are achieved. The course also spends a lot of time trying out the techniques being studied: case studies, role plays, treatment plans, and music-therapeutic activities will bring all of this theory into practice. (No musical abilities? No problem-this course is appropriate for musicians and non-musicians alike.) (Offered annually)

MUS 305 Conducting This course serves as an introduction to the art of conducting. Exploration and development of the necessary skills involved in becoming a successful musical leader generally and conductor specifically are undertaken. Emphasis is placed on the development of a basic repertoire of gestures needed to beget a variety of musical responses. Physical technique associated with both the right and left hand (including baton technique) is emphasized. Topics related to programming, rehearsal technique, score reading, ear training, and mixed meter are also explored. The final project will normally involve each student recruiting players or singers and leading them in rehearsal of a pre-selected piece of music. Prerequisite: MUS 220 (Offered periodically)

MUS 310 People Making Music: An Introduction to Ethnomusicology This course steps back from the study of music as an art form to examine the social and cultural contexts that shape musical communities. After exploring the nature, history, and applications of ethnomusicology research, we will embark on a virtual tour across the seven continents to observe the social, historical, and cultural contexts that shape music as diverse as the Brooklyn drill and the Bhatiali of Bangladeshi fishermen. Along the way we will learn the methods, practices, and challenges of conducting ethnomusicological research and bring that knowledge to bear on our own musical observations. Students will have the option to conduct field research at one of dozens of music events at HWS and/or in the Geneva community. Alternatively, students will have the option to work with a recorded sample of music making from around the world. (Offered annually)

MUS 311 Global Popular Music Analysis From the first World's Fair in 1791 to the advent of sampling and the Internet,

music's movement around the globe has been thrilling and accelerating. This course focuses on analyzing global popular music and centers concepts of cultural tradition, timbre, style, harmony, rhythm, and form to look at how popular music from Tejano to K-Pop and from Arab dance orchestras to Afro-Cuban drum beats creates the sounds that move us to dance, to think, and to sing along. Students will develop nuanced and detailed knowledge of the ways global pop music is organized and structured, learn about the theories that describe popular music genres and styles, and create and discuss original analyses of popular music of various origins, times, and places. (Offered annually)

MUS 320 Performance Lab II How does jazz differ from rock, rap, and other contemporary new music? How can a performer make their timing more expressive? How can I sound like a certain genre or artist when I play or write music? Continuing from its prerequisite "How Music Works," this course focuses on music from the last hundred years and builds applied listening and musicianship skills to hear, play, compose, conduct, and notate modern music; improvise in various styles and genres; and lead bandmates, singing partners, and large groups in creating music together. This course prioritizes the creative process, conducting, listening, and integrating theoretical details with keyboard musicianship and improvisation. (Offered annually)

MUS 450 Independent Study

MUS 456 1/2 Credit Independent Study

MUS 460 Seminar in Music This seminar provides in-depth capstone study of a selected area within musicology, music theory, or composition, as well as research and bibliographic skills necessary for graduate study in music. Subjects vary, with topics ranging from the works of a single composer (e.g., Mozart's operas, Stravinsky's ballets, Bach's cantatas) or specific themes (e.g., text/music relationships,) to large-scale composition projects and studies, to interdisciplinary, theoretical, critical, analytical, or historiographical investigations. Requirements include active participation in discussion and research projects, as well as a substantive final paper and participation in the Senior Symposium, if eligible. Prerequisites: One of MUS 202, 203, or 204; as well as concurrent enrollment in, or completion of, one 300-level MUS course; as well as permission of instructor. (Offered annually)

MUS 495 Honors

PRIVATE INSTRUCTION COURSES

SEE THE DEPARTMENT OF MUSIC'S WEBPAGE FOR ADDITIONAL INFORMATION RELATED TO TAKING PRIVATE LESSONS.

MUS 903 HIGH BRASS

MUS 904 LOW BRASS

MUS 906 CELLO

MUS 907 JAZZ SAXOPHONE

MUS 908 VIOLIN/VIOLA

MUS 910 PIANO

MUS 911 VOICE

MUS 914 WOODWINDS

MUS 915 JAZZ IMPROVISATION

MUS 916 ORGAN

MUS 917 GUITAR

MUS 918 DRUMS

MUS 919 JAZZ PIANO

MUS 927 PERCUSSION

ENSEMBLES

MUS 920 COLLEGES JAZZ ENSEMBLE

MUS 930 COLLEGES CHORALE*

MUS 935 COLLEGES COMMUNITY CHORUS

MUS 945 COLLEGES STRING ENSEMBLE

MUS 950 COLLEGES COMMUNITY WIND ENSEMBLE

*Members of the Colleges Chorale may be considered for additional membership in the Colleges Cantori, a chamber vocal ensemble. Cantori is a not-for-credit ensemble.

Note: Students who take half-hour private lessons receive one-half course credit per semester; students who take

hour private lessons receive a full credit per semester (although this full credit does not count toward the student's standard course load in a given semester). Students who participate in any of the above-listed ensembles receive one-half course credit per semester.

Peace Studies

Program Faculty

Jeffrey Anderson, Anthropology
 Christopher Annear, Anthropology
 Etin Anwar, Religious Studies
 Betty Bayer, Women's Studies
 Michael Dobkowski, Religious Studies
 Blaize Garvais, Religious Studies
 Keoka Grayson, Economics
 Shalahudin Kafrawi, Religious Studies, Chair
 Sooyoung Lee, Economics
 Richard Salter, Religious Studies
 Stacey Philbrick Yadav, International Relations

Peace Studies focuses on the conditions that promote peace, social justice, and the non-violent resolution of conflict 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. Working with faculty from various departments and programs, the Peace Studies program designs the curriculum that enables students to have knowledge and vision for peace, skills to analyze conflicts through nonviolence, and experience in addressing social inequalities through internship and community service.

Mission Statement:

The mission of the Peace Studies program is to familiarize students with peace and peacemaking efforts by educating them with basic concepts and conditions for the realization of peace, providing them with tools and skills to analyze and offer potential non-violent remedies to conflicts, and channeling their commitment to peace through life experience. Students are strongly encouraged to take courses across disciplines that deal with the causes, implications, and solutions to war and conflicts and those that deal with conditions that enable the promotion and maintenance of peace.

Learning Objectives

Students of the Peace Studies program are expected to be able to:

- elaborate on the meanings and forms of peace and justice from various disciplines and socio-historical settings.
- analyze the leading conditions to conflicts and offer their potential remedies through non-violent means.
- identify the ways peace, justice, conflict, and peace-making initiatives interact in various worldviews at different historical and social contexts.
- utilize non-violent means to address the causes of social inequality and conflict.
- demonstrate deep commitment to creating conditions for peace, social equality, and respect for others.

Offerings

PEACE STUDIES MINOR

Interdisciplinary, 7 courses

- 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 examination relevant to the peace-maker 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 advisor 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 advisor. Projects may include creative works and performance and include summer projects judged to be of equivalent sustained commitment by the advisor.
- All courses must be completed with a C- or better. At least three courses must be unique to the minor.

Core Group A: Theoretical Foundations for the Study of Peace, Justice, and Conflict

AFS 110 The African Experience: Introduction to African Studies

ANTH 110 Introduction to Cultural Anthropology

ANTH 222 Native American Religions

ANTH 282 North American Indians

ANTH 340 Anthropology of the Global Commons

ECON 236 Radical Political Economy

INRL 180 Introduction to International Relations

INRL 380 Theories of International Relations

PHIL 152 Philosophy and Feminism

PHIL 157 Ethical Inquiry: A Multicultural Approach

POL 249 Protests, Movements, Unions

REL 211 Buddhism

REL 228 Religion and Resistance

REL 260 Religion and Philosophy from a Global Perspective

REL 290 Human Rights and Religion

REL 291 The Ethics of Identity: Being, Knowing, and Doing

REL 304 Buddhist Philosophy

REL 345 Seminar: Tradition Transformers

SOC 300 Classical Sociological Theory

Core Group B: Theory in Action

ANTH 218 "It Belongs in a Museum!": Controversy in Collecting Anthropological Objects

ANTH 260: Medical Anthropology

ANTH 273 Field Methods

ANTH 354 Seminar: Food, Meaning, Voice

ECON 126 Economics of Immigration

ECON 240 International Trade

GSIJ 309 Seminar: Stormy Weather Ecofeminism

REL 236 Gender, Sexuality, and Islam

REL 280 Negotiating Islam

REL 347 Gender and Identity in the Muslim World

REL 350 Seminar: Nationalism

Elective Group 1: Peace and Justice

ANTH 280 Environment and Culture

ECON 210 Economic Inequality

ECON 236 Radical Political Economy

GSIJ 309 Seminar: Stormy Weather Ecofeminism

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 347 Gender and Globalization in the Muslim World

THTR 290 Theater for Social Change

Elective Group 2: Peace and Conflict

ANTH 296 Africa: Beyond Crisis, Poverty, and Aid

ECON 302 International Trade Issues
ENG 276 Imagining the Middle East
HIST 103 Early Modern Europe
HIST 238 The World Wars in Global Perspective
HIST 284 Africa: From Colonialism to Neocolonialism
HIST 301 The Enlightenment
HIST 320 The Asia Pacific Wars
INRL 180 Introduction to International Relations
INRL 260 Human Rights and International Law
INRL 261 The Laws of War
INRL 283 Political Violence and Non-Violence
INRL 290 American Foreign Policy
INRL 360 Post-Conflict Justice and Reconstruction
INRL 380 Theories of International Relations
POL 249 Protests, Movements, Unions
REL 255 Peace and Violence in the Qur'an
REL 265 The West and the Qur'an
REL 271 The Holocaust
REL 274 Zionism, Israel, and the Middle East Conflict
REL 288 Religious Extremism
REL 335 Jihad
REL 371 Literary and Theological Responses to the Holocaust

COURSE DESCRIPTION

PCST 399 Peace Studies Internship A minimum of 150 hours of community service, internship placement, or other experiential learning, approved by the student's program advisor and documented by a weekly reflective journal and a final report.

PCST 450 Independent Study in Peace Studies Enacting Peace A self-initiated project that involves in some way a peacemaker role under the supervision of a Peace Studies program faculty advisor.

Philosophy

Core Faculty

Lisa Leininger, Associate Professor, Chair
Eric Barnes, Professor
Scott Brophy, Professor
Greg Frost-Arnold, Professor
Karen Frost-Arnold, Professor
Kelsey Ward, Assistant Professor
Affiliated and Adjunct Faculty
Eugen Baer, Professor Emeritus
Steven Lee, Professor Emeritus

Philosophy is concerned with the most fundamental questions that human beings can ask. What is the ultimate nature of the world? When are our beliefs justified? What can we know? Which actions are right and which are wrong? What is the best form of government? What is the good life? Is mind reducible to body? In addition, philosophy seeks to understand the bases of other areas of study, for example in philosophy of science, philosophy of language, philosophy of law, and philosophy of art.

The Philosophy Department welcomes both those who have an interest in continuing in philosophy and those who wish to use their philosophical training as a basis for other life pursuits. The study of philosophy has both intrinsic and instrumental value. The intrinsic value is the sense of satisfaction and self-discovery that comes from dealing in a careful and systematic way with basic questions. The instrumental value lies in the skill that the study of philosophy provides in critical thinking, a skill that helps a person to communicate better and to adapt more effectively to changing circumstances.

Mission Statement

Courses in the Philosophy Department provide students with a background in the history of philosophy and assist them in developing competence in the analysis and evaluation of philosophical problems and arguments that arise in making choices about their own lives and in participating in decisions about the future of our society.

Offerings

The Philosophy Departments offers a disciplinary major and minor.

PHILOSOPHY MAJOR (B.A.)

disciplinary, 10 courses

Learning Objectives:

- Express complex ideas in speech and in writing in a way that is clear, logical and coherent, thereby preparing students for innumerable careers;
- Recognize diversity in systems of thought and belief, discover the underlying assumptions of these systems, and deepen their own sensitivity to opposing points of view;
- Identify and formulate philosophical questions, and explore answers to them;
- Articulate and critique the role of ethical issues in public and academic debates, and thereby develop an increased moral sensibility;
- Recognize and analyze the historical origins of the modern versions of enduring philosophical questions;
- Perceive and appreciate the connections between knowledge, reality and what is good.

Requirements:

At least six courses must be unique to the major. No more than three 100-level courses may be counted toward the major.

The following three courses:

PHIL 370 Ancient Philosophy
 PHIL 372 Early Modern Philosophy
 PHIL 460 Senior Seminar

At least one course from each of the following two areas (at least one of which must be at the 300-level):

Area 1: Knowledge and Reality
 Area 2: Values and Normative Theory

The course description for each course states whether it satisfies Area 1 ("Knowledge and Reality") or Area 2 ("Values and Normative Theory").

Any five additional philosophy courses, at least two of which must be at the 200-level or higher.

Students majoring in philosophy may count a maximum of 2 CR grades toward the major.

PHILOSOPHY MINOR**DISCIPLINARY, 5 COURSES****Requirements:**

One course about Knowledge and Reality (Area 1)
 One course about Values and Normative Theory (Area 2)
 One of the courses labeled "Historical" in the Course Catalog
 Any two additional philosophy courses
 Students minoring in philosophy may count a maximum of 1 CR grade toward the minor.

COURSE DESCRIPTIONS

PHIL 100 Introduction to Philosophy This course seeks to provide an understanding of what philosophy is by discussing some of the main problems that philosophers examine and by developing skills in the methods used in philosophy. Among the kinds of problems considered in this course are: Is it always wrong to break the law? Can we prove God's existence? What is 'personal identity'? What distinguishes knowledge from mere belief? (Staff, offered every semester)

PHIL 110 Puzzles and Paradoxes Puzzles can be both fun and frustrating. In some places, working to solve them can also provide fascinating insights about our world. Philosophical puzzles and paradoxes are like that. This course will cover a variety of challenging puzzles about the nature of reality, morality, language and what we can know about the world. Some of these puzzles have been solved, but many are not yet solved, and we can learn much from both of these. Even if you don't solve a particular puzzle completely, working toward the answer can help you with future problems by giving you a set of tools that you can use again and again to get other answers. Puzzles and paradoxes make you a better thinker. (And, for some, they are lots of fun too.) (Barnes, offered alternate years)

PHIL 130 Moral Dilemmas A moral dilemma is a situation in which there are good reasons to do something and apparently equally good reasons for not doing it. In this course, students will see what kind of reasoning is appropriate when we are confronted with a moral dilemma. The work for the course will include (1) understanding different moral principles, (2) applying these principles to the "facts" of different cases, (3) evaluating different moral principles, (4) understanding, constructing, and evaluating arguments. Students acquire an understanding of moral concepts and how to make use of those concepts in everyday situations. Students develop the skills for making intelligent judgments about which of alternative courses of action is the morally right one. (Barnes, offered annually)

PHIL 151 Crime and Punishment This course explores the relationship between moral responsibility and criminal responsibility. It looks at some perennial problems in ethical theory, such as: What makes an act wrong? When is a person morally responsible for their actions? When is punishment an appropriate response to behavior that violates social norms? It also looks at some problems in legal theory and in public policy, such as: What sorts of acts ought to be criminal? When is a person legally responsible for her actions? Why should insanity be a defense to criminal charges? The following general question links all these problems: Which forms of behavior control are morally justifiable responses to which forms of social deviance? (Staff, offered annually)

PHIL 152 Philosophy and Feminism This course examines both the ways in which philosophical concepts and methodologies have influenced contemporary thinking about gender and the ways in which feminist viewpoints have

challenged many traditional philosophical ideas. Among the topics discussed are: marriage, sexuality, prostitution, human trafficking, affirmative action, and the connections between feminism and other liberation movements. (K. Frost-Arnold, offered alternate years)

PHIL 154 Environmental Ethics This course explores the ethical and philosophical issues that arise when we consider the relation between humans and the natural environment – issues made urgent by our current environmental crisis. Among questions examined are: Is the value of nature intrinsic or only instrumental? Do humans have obligations toward nonhuman animals? Why are animal species worth preserving? Is it individual animals or ecosystems that should be of moral concern? What can feminism tell us about our treatment of nature? Are economic efficiency and cost/benefit analysis adequate criteria for assessing our relation to the environment? (Ward, offered annually)

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 163 Philosophy of Sport This course explores the philosophical questions that underlie amateur and professional sports. It examines questions such as: What is the difference between sports and other games? Are e-sports actually sports? What is the value of participating in or watching sports? Is it ever okay to purposely commit a foul? What should be done about performance enhancing drugs? Are there some sports that should be banned? What role should gender play in creating competitions? Should technology replace humans in officiating some elements of sports? The goal of this course is to use these questions to gain insight into what it is to do philosophy, including how to approach both ethical and metaphysical questions. (Barnes, offered annually)

PHIL 205 Ideas of Self This class examines the nature and identity of persons. As a person, I am different from other animals. The same goes for you. But what is it that makes us different? In addition, I am the same person as I was when I was a baby, but what is it that makes me the same person over time? Is it having the same body? Would I be able to inhabit a different body? Is it my mind? Would I survive having all of my memories erased? What makes me me? Last, what kinds of things shape my unique identity and outlook on life? Am I fated to believe certain things due to my culture, economic status, or religion? In sum, this class focuses on three main issues: what it means to be a person; what makes me the same person over time; and what constitutes my self-identity. (Leininger, offered alternate years) [Area 1: Knowledge & Reality]

PHIL 215 Aristotle Aristotle is one of the most important philosophers of the Western tradition. His works include treatises on logic, metaphysics, physics, psychology, ethics, and biology. Medieval philosophers depend on his argumentation and concepts to ground their systems of thought, and the early modern philosophers are steeped in his philosophy, often dedicating their lives to respond to it. This course is a survey in Aristotle's works that explores for the power of his philosophical positions and his role in the history of philosophy, with particular emphasis on being and knowing, i.e., metaphysics and epistemology. Typical readings include Aristotle's *Categories*, *Posterior Analytics*, *Physics*, *De anima*, *Nicomachean Ethics*, *Politics*, and *Metaphysics*. Offered every other year. Prerequisite: PHIL 100. (Ward, offered alternate years)

PHIL 230 Aesthetics This course addresses a variety of philosophical issues relating to the arts, focusing on questions such as these: What is the nature of artistic creativity? What is the purpose of the arts? Is there a way for us to determine aesthetic value? Is there truth in art? How are emotions related to the arts? What role should art critics play? How are interpretations and evaluations of art influenced by factors such as culture, time period, race, gender, class? What role do the arts have in non-Western cultures? Are there aesthetic experiences outside of the arts? The course concludes by examining specific art forms chosen according to student interests. (Leininger offered alternate years) [Area 2: Values and Normative Theory]

PHIL 238 Philosophy of Natural Science We take up several questions central to the philosophy of science: What distinguishes science from non-science? When is data evidence for a theory? What is a law of nature? How does a scientific community modify theories or reject one theory and replace it with another? What role, if any, do values play in the scientific enterprise? Is science fundamentally biased? (G. Frost-Arnold, offered alternate years) [Area 1: Knowledge & Reality]

PHIL 240 Symbolic Logic This course is an introduction to the techniques and theories of formal logic. Topics include translation between English and artificial languages; formal techniques and procedures for demonstrating that certain argument forms are valid or not (natural deduction and truth tables). Along the way, we will discuss philosophical questions about logical truth and logical knowledge. (G. Frost-Arnold, offered alternate years)

PHIL 250 Feminism: Ethics and Knowledge This course examines various feminist critiques of traditional approaches to ethics and to knowledge. The first half of the course addresses moral issues. Are traditional moral theories adequate for addressing the problems that women face? Do women tend to think about morality differently than men do? What is "feminist ethics?" What moral obligations does it assign to individuals? What are its implications for governments and social policy? The second half of the course discusses issues in science and epistemology (i.e., theory of knowledge). Historically, how has science contributed to the subordination of women? Are social and political considerations relevant to science? Is it possible for science to be "objective?" What can be done to make science less biased? (K. Frost-Arnold, offered alternate years) [Area 2: Values and Normative Theory]

PHIL 254 Technology, Truth, and Trust This is an introductory course in the philosophy of technology, with a focus on contemporary digital technologies. We will study epistemic, ethical, metaphysical, and political questions raised by the internet, artificial intelligence, and other technologies. Issues explored include: disinformation and social media, privacy and surveillance, governance and democracy of online speech, hacker ethics, artificial intelligence and oppression (e.g., racism, sexism, ableism, and transphobia), and shifting notions of the self and others in a world in which the lines between online and offline life are increasingly blurred. (K. Frost-Arnold, offered annually) [Area 2: Values and Normative Theory]

PHIL 260 Mind and Language One fascinating feature of language and mind is that both are able to carry information: sentences and beliefs have content or meaning. In other words, sentences and beliefs are about something. This course investigates several questions involving linguistic and mental content. How do words and mental states acquire their content? What is the meaning of a word or sentence? For example, is the meaning of a proper name (e.g. 'Thomas Jefferson') simply the entity bearing that name, or must its meaning be more complex? What is the relationship between mental content and linguistic expressions: that is, do features of the language we speak determine which thoughts we can have, or vice versa? (G. Frost-Arnold, offered occasionally)

PHIL 271 Medieval Philosophy This course is a survey on common themes in Medieval philosophy. It explores issues elaborated in the works of major Christian, Muslim, and Jewish philosophers. Among these issues include Being and its modalities, Perfect Being and the world, free will and pre-determination, universals and particulars, and causality. It especially discusses the interplay between Platonic, Aristotelian and Neoplatonic views on the one hand and religious teachings on the other, as expressed in the works of medieval philosophers such as Augustine, Sa'adia, Ibn Sina, Maimonides, Averroes, Aquinas, and Ibn Tufayl.

PHIL 275 God This course examines both the nature of God and the foundation of rational belief in God. The traditional understanding of God, at least according to the Abrahamic religions, is a being that is omnipotent, omniscient, and omnibenevolent. However, each of these properties introduces classical philosophical problems. The puzzle of omnipotence challenges the idea that omnipotence is even a coherent notion. The dilemma of freedom and foreknowledge implies that God's omniscience is incompatible with human freedom. Last, the problem of evil gives reason to doubt that God is truly omnibenevolent. In sum, the class explores the following major questions: does God exist? What is God like? How do we know what God is like? Do we have good evidence for belief in God? If not, can we still have rational belief in God? (Leininger, offered alternate years) [Area 1: Knowledge & Reality]

PHIL 310 Cooperation, Competition, and Justice In the second half of the 20th century, game theory emerged as a powerful tool in economic theory. It helps us understand how people trust, threaten, and come to cooperative agreements. We will use mathematically simple game theory to understand how morality might be seen as an agreement by a diverse group of people, and what such a morality might demand of us and our government. Central issues will include: self-interest, fairness, rationality, redistribution of wealth, rights, and morality. We will begin with some classic texts by Hobbes and Mill, then quickly move into how contemporary economic thinking (esp. game theory) has influenced recent developments in utilitarian and contractarian theory. Upper level students from philosophy, economics, political science and public policy are encouraged to take this course (Barnes, offered alternate years) [Area 2: Values and Normative Theory]

PHIL 330 Foundations of Ethics Contemporary philosophers looking at the history of ethics generally see 4 primary types of moral theories: virtue theory, contractarianism, deontology and consequentialism. This course will take a close look at the classic texts that are seen as the primary origins of these theories, written by Aristotle, Hobbes, Kant and Mill. We will also read contemporary criticisms and refinements of these theories. (Barnes, offered alternate

years) [Area 2: Values and Normative Theory]

PHIL 342 Experiencing and Knowing Why should we believe what others tell us? How do we know the external world exists? How reliable are the inductive methods of science? How can we tell when we have achieved knowledge? What is the scope of human knowledge? What are its limits? This course examines some 20th century discussions of these and similar questions that have long intrigued thinkers wishing to understand the capacities of the human mind. (K. Frost-Arnold, Offered alternate years) [Area 1: Knowledge & Reality]

PHIL 345 Power, Privilege and Knowledge How is power used to shape the knowledge produced in a society? How does my race or gender influence my knowledge and ignorance? These are key questions in social epistemology, which is the study of the social dynamics of knowledge. In this course, students explore the historical beginnings of social epistemology in the work of Marx, Foucault and Goldman. Drawing on this history, students conduct a sophisticated study of contemporary work by feminists and philosophers of race. Among the topics discussed are: the corporatization of science, knowledge of the female orgasm, white ignorance, and strategies for becoming a responsible knower in a world of power and privilege. (K. Frost-Arnold, offered alternate years) [Area 1: Knowledge & Reality]

PHIL 350 Theories of Reality This course will focus on questions such as the following: What is real? Is the material world the only reality? Are properties, like being round, or being rational, as real as things? Is mind, awareness, consciousness, a different sort of reality? Are people simply complex machines? Are human beings free to create their own futures? With respect to physical reality, we will consider issues such as causality, space, time, and substance. For persons, we will examine the relationship between mind and body, the idea of personal identity, and the nature of human free will and responsibility. Both classical and contemporary perspectives will be considered. (Leininger, offered annually) [Area 1: Knowledge & Reality]

PHIL 370 Ancient Philosophy This course is a deep dive into the major themes of reality, morality, and knowledge at the origins of Western Philosophy. The great philosophers of the Classical period are studied in detail. The emphasis throughout this course is on understanding, analyzing, and evaluating the arguments and theories of these philosophers. Typical readings include: the Presocratics, Plato's *Phaedo*, *Alcibiades I*, *Meno* or *Protagoras*, and Aristotle's *De anima*. (Ward, offered annually) [Historical]

PHIL 372 Early Modern Philosophy This course is an introduction to the principal works and central theories of the early modern period (1600–1750). The philosophical thought of this period was closely tied to the newly developing sciences and also to profound changes in religion, politics, and morality. Accompanying the transformation of thinking in all of these areas was a renewed interest in skeptical theories from ancient sources, and what emerged was the beginning of uniquely modern approaches to philosophy. Each year this course focuses on a handful of texts from this period, to be selected from the works of Montaigne, Bacon, Galileo, Descartes, Hobbes, Arnauld, Gassendi, Mersenne, Leibniz, Spinoza, Boyle, Butler, Malebranche, Pascal, Newton, Locke, Berkeley, and Hume. (Brophy, offered annually) [Historical]

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)

Physics

Department Faculty

Theodore Allen, Professor and Chair
Ileana Dumitriu, Associate Professor
Leslie Hebb, Associate Professor
Steven Penn, Associate Professor
Donald Spector, Professor
Laurent Dumitriu, Director of Undergraduate Laboratories

Historically, the discipline of physics is identified as the branch of science that seeks to discover, unify, and apply the most basic laws of nature. Our curriculum introduces students to its principal subfields—electromagnetism, mechanics, thermal physics, and quantum mechanics—and provides the most extensive training in mathematical and analytical methods of any of the sciences. Since this is the foundation upon which all other sciences and engineering are based, the study of physics provides a strong background for students who plan careers in areas such as physics, engineering, astronomy, geophysics, environmental science, meteorology, operations research, teaching, medicine, and law. Because physics is interested in first causes, it has a strong connection to philosophy as well.

Increasingly in the modern era, physicists have turned their attention to areas in which their analytical and experimental skills are particularly demanded, exploring such things as nanotechnology, controlled nuclear fusion, the evolution of stars and galaxies, the origins of the universe, the properties of matter at ultra-low temperatures, the creation and characterization of new materials for laser and electronics technologies, biophysics and biomedical engineering, and even the world of finance.

Mission Statement

To contribute to the development of physics and the growth of the physics community, through education, research, and other scholarly activities.

Offerings

The Department of Physics offers two majors, a B.A. and a B.S., and a minor, as well as joint engineering degree programs with Columbia University and The Thayer School of Engineering at Dartmouth College.

PHYS 150 and 160 have a calculus co-requisite and are intended for students majoring in the natural sciences, or other students with a strong interest in science. Courses with numbers lower than 150 are particularly suitable for students not majoring in a physical science. Prerequisites for any course may be waived at the discretion of the instructor. Grades in courses comprising the major or the minor must average C- or better.

PHYSICS MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- Develop an understanding of fundamental concepts of physics.
- Develop critical thinking and problem-solving skills through the application of physics concepts to problems.
- Learn analytical, experimental, and mathematical skills and techniques that can be applied to analyze physical phenomena and solve problems.
- Develop strong communication skills to effectively convey scientific ideas and findings.

Requirements:

PHYS 150, PHYS 160, PHYS 270, PHYS 285, PHYS 383, MATH 130 Calculus I, MATH 131 Calculus II, five additional courses in physics at the 200-, 300-, or 400-level, including at least one capstone course (any course numbered 460 or higher), unless the student completes an approved personalized capstone experience. A course at the 200- or above from another science division department may be substituted for a physics course with the approval of the department chair.

PHYSICS MAJOR (B.S.)

disciplinary, 16 courses

Learning Objectives:

- Develop an understanding of fundamental concepts of physics.
- Develop critical thinking and problem-solving skills through the application of physics concepts to problems.
- Learn analytical, experimental, and mathematical skills and techniques that can be applied to analyze physical phenomena and solve problems.
- Develop strong communication skills to effectively convey scientific ideas and findings.

Requirements:

All of the requirements for the B.A. physics major, plus four additional courses in the sciences. Only those courses which count toward the major in the departments that offer them satisfy this requirement.

PHYSICS MINOR

disciplinary, 6 courses

Requirements:

PHYS 150, PHYS 160, PHYS 270, and three additional physics courses.

BINARY ENGINEERING PLAN

Joint-degree engineering programs are offered with Columbia University and The Thayer School of Engineering at Dartmouth College. 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.

COURSE DESCRIPTIONS

PHYS 110 Physics through Star Trek Can you really learn physics watching Star Trek? This course says "yes." Students consider such Star Trek staples as warp drive, cloaking devices, holodecks, and time travel, and learn what the principles of physics tell us about these possibilities – and what these possibilities would mean for the principles of physics. Anyone who has ever enjoyed a science fiction book or movie will find that using Star Trek offers an excellent context for learning about a variety of topics in physics, including black holes, antimatter, lasers, and other exotic phenomena. (Offered occasionally)

PHYS 114 Stars, Galaxies and the Universe This course provides an introduction to the general physical and observational principles necessary to understand stars, galaxies and the Universe as a whole. We will discuss light, optics and telescopes, properties of stars, black holes, galaxies, and cosmology. The course will culminate in a discussion of the formation of the Universe starting with the Big Bang. (Offered occasionally)

PHYS 115 Astrobiology and the Search for Life in the Universe Astrobiology is the scientific study of the origin and evolution of life in the Universe. It brings together perspectives from astronomy, planetary science, geoscience, paleontology, biology and chemistry to examine the origin of life on Earth and the possibility of life elsewhere in the Universe. This course is designed to help students understand the nature and process of science through the lens of astrobiology. We will explore questions such as: What is life? How did it arise on Earth? Where else in the Universe might life be found? How do we know about the early history of life on Earth? And how do we search for life elsewhere? We will evaluate current theories on how life began and evolved on Earth and how the presence of life changed the Earth. We will review current understanding on the range of habitable planets in our solar system and around other stars. And we will discuss what life might look like on these other planets and what techniques we could use to detect it. This course is designed to fulfill a student's goal of experiencing scientific inquiry and understanding the nature of scientific knowledge. It does not count toward the major in Geoscience or Physics. (Offered alternate years)

PHYS 116 Engineering Fundamentals: An Introduction to Engineering Engineering is a diverse discipline encompassing many specialized fields that applies physics, chemistry, biology, and mathematical principles to design and construct practical solutions to solve real-world problems. When choosing an engineering path, students may find themselves overwhelmed by the broad range of engineering fields, various pathways towards a career

in engineering, and the knowledge/skills required to be a successful engineer. This course will broadly introduce the engineering profession and highlight the socio-technical and interdisciplinary nature of engineering. It will help students to develop their identity as modern engineers who will collaboratively contribute to sustainable and equitable communities. Through a variety of team and project-based learning activities students will explore: 1. the branches of the engineering profession, the interface of the engineer with society, and engineering ethics; 2. the engineering education process and effective strategies to reach their full academic potential; 3. the methods of engineering analysis, design and problem solving. (Offered in J-Tern, Dumitriu)

PHYS 150 Introduction to Physics I: Classical Mechanics and Waves 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: Electromagnetism and Optics 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 225 Observational Astronomy This course provides a "hands-on" introduction to observational astronomy. Students will learn how the sky moves and the celestial coordinate systems necessary to plan and implement astronomical observations. They will become proficient using the new 17" telescope at the Perkin Observatory to observe celestial objects including the Moon, the planets, stars, star clusters, nebulae, and galaxies. Students will obtain digital images of the astronomical objects and learn basic techniques of digital image processing. Students will use their own data from astronomical databases to draw scientific conclusions about stars and planets. (Offered alternate years)

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: Understanding Sustainable Energy Production and Use The climate change crisis has spurred the need for and interest in sustainable energy technologies. In this course we will study the major green energy technologies: efficiency, wind, solar (photovoltaic and thermal), geothermal, current/wave energy, smart grids and decentralized production. The class will study each technology from the basic principles through current research. In parallel, students will work together on a green energy project. Project ideas include developing a green energy production project on campus, or a campus/Geneva self-sufficiency study. (Offered occasionally)

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 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 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 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 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 465 Classical and Quantum Information and Computing This course covers the intersection of physics with the study of information. There are two broad areas to this subject. One is the area of overlap with classical physics and the appearance of entropy in the study of computation. The other is the area of overlap with quantum physics, reflected in the explosive growth of the potentially revolutionary area of quantum computing. Topics will be drawn from Shannon's theory of information; reversible and irreversible classical computation; the no-cloning theorem; EPR states and entanglement; Shor's algorithm and other quantum algorithms; quantum error correction; quantum encryption; theoretical aspects of quantum computing; and physical models for quantum computing. Prerequisites: Two 300-level courses in Physics or Mathematics. (Offered alternate years)

PHYS 470 Relativity, Spacetime, and Gravity This course covers the ideas and some of the consequences of Einstein's special and general theories of relativity. Topics include postulates of special relativity, paradoxes in special relativity, geometry of Minkowski space, geometry of curved spacetime, geodesics, exact solutions of the field equations, tests of general relativity, gravitational waves, black holes, and cosmology. PHYS 470 satisfies capstone requirement. Prerequisites: PHYS 270 and PHYS 285 and one 300-level course in Physics, (Offered alternate years).

PHYS 495 Honors

Politics

Faculty

Jodi Dean, Professor
 DeWayne Lucas, Associate Professor, Chair
 Paul A. Passavant, Professor
 Edward Quish, Assistant Professor

The Department of Politics offers a disciplinary major and minor. The major is divided into three subfields: Foundations, Law and Government, and Power and Movements. Foundations courses provide insights into the fundamental questions and underlying values that have long animated political struggle and inquiry. Law and Government courses examine the structure, processes, and rules of political and legal systems in the United States. Power and Movement courses explore the various roles of citizens as political actors, as well as their motivating ideologies, in shaping and reshaping the political world.

For students who matriculated prior to Spring 2023, the Department continues to oversee the Political Science major and minor. The Political Science major and minor require courses listed in the International Relations program and will formally discontinue at the end of Spring 2026.

Mission Statement

The Politics Department provides students with the critical skills and analytical tools needed for understanding politics and government in a changing world and for identifying paths for being active and engaged citizens. Students are exposed to the foundations of politics, governments, and the uses of power; the processes, purposes, and policies of governmental actions; and the role of individual and collective action and power in advancing political interests and achieving collective goals. From careers in the law and government to those in political activism and engagement, majors graduate with the ability to critically analyze and understand actions on behalf of the public good; to comprehend and intervene in policy and ideological debates in meaningful and impactful ways; and to operate in political institutions, non-governmental organizations, and society on behalf of collective and individual interests.

Offerings

POLITICS MAJOR (B.A.)

Disciplinary, 10 courses

Learning Objectives:

- Articulate and explain key concepts, processes, and issues of politics, institutions, and civil society.
- Be able to communicate thoughts and ideas in a clear, professional, and coherent manner.
- Investigate and examine contemporary and historical political topics and controversies from multiple perspectives.
- Understand how citizens, including themselves, engage in political action in both formal (legalistic) and informal (advocacy and activist) public spheres.
- Develop an understanding and awareness of the racial, gender, and cultural divisions that shape all aspects of politics in the United States and everywhere else.
- Keep the issues of class and cultural inequalities central to their understanding of politics and their comportment in the world.

Requirements

Five politics courses at the 100- or 200-level with at least one in each of the three subfields – Foundations, Law and Government, and Power and Movements – and with at least one at the 100-level; one 300-level Politics course; one capstone experience, and three courses within a concentration (see below). In consultation with the major advisor, no more than one course taken outside the department or concentration department can be credited towards the major and no more than four courses at the 100-level can count towards the major. All courses must be completed with a grade of C- or higher. Credit/no-credit courses cannot be counted toward the major.

CONCENTRATIONS

A concentration is fulfilled by completing three courses in one of the following areas.

Politics

Students take three additional Politics courses at the 200-level or higher.

Political Entrepreneurship

Students take three courses chosen from:

MGMT 101 Entrepreneurial Leadership
 MGMT 120 Economic Principles (or ECON 160 Principles of Economics)
 MGMT 201 Quantitative Tools
 MGMT 210 Fundamentals of Marketing
 MGMT 215 Managerial Accounting
 MGMT 220 Social Innovation for the Entrepreneur

Ancient and Contemporary Democracy

Students take three courses chosen from:

CLAS 202 Athens – Age of Pericles
 CLAS 209 Alexander the Great
 CLAS 251 The Romans: Republic to Empire
 CLAS 290 Ancient Law and Morality
 CLAS 281 Fall of the Roman Empire
 CLAS 295 Power, Politics, and Rhetoric in Democratic Athens
 CLAS 310 Sparta: Greece's Warrior Society

POLITICS MINOR

disciplinary, 5 courses

Requirements:

Five Politics courses, three of which must be at the 200-level or higher and one must be in each of the three subfields. The three subfields for the minor are the Foundations, Law and Government, and Power and Movements subfields. All courses must be completed with a grade of C- or higher. Credit/no-credit courses cannot be counted toward the minor.

COURSES BY SUBFIELD**Foundations courses**

POL 160 Introduction to Political Theory (pt)
 POL 264 Legal Theory (pt)
 POL 265 Modern Political Theory (pt)
 POL 267 20th Century Political Theory (pt)
 POL 289 American Political Thought (ap, pt)
 POL 368 Contemporary Political Theory (pt)

Law and Government courses

POL 110 Introduction to American Politics (ap)
 POL 130 Introduction to Law and Politics (ap)
 POL 207 Governing through Crime (ap)
 POL 208 Law and Society (ap)
 POL 220 The American Congress and Presidency (ap)
 POL 221 Voting and Elections (ap)
 POL 222 Political Parties (ap)
 POL 332 Constitutional Law (ap)
 POL 333 Civil Rights (ap)
 POL 334 Civil Liberties (ap)

Power and Movement courses

POL 175 Introduction to Feminist Theory (pt)
 POL 201 The Politics of Climate Change (ap, ir)
 POL 204 Modern American Conservatism (ap)
 POL 209 Social Movements in American Politics (ap)
 POL 303 Campaigns and Elections (ap)
 POL 329 American Democracy Today (ap, pt)
 POL 370 Black Radical Political Thought (th)

International Relations Subfield (see INRL for course descriptions. Courses count toward the comparative and international relations subfields in the Political Science major and minor, but do not count in the Politics major and minor.)

INRL 140 Introduction to Comparative Politics (cp)
 INRL 180 Introduction to International Relations (ir)
 INRL 205 Capitalism: Theoretical Foundations (ir)
 INRL 249 Protests, Movements, Unions (ap, cp)
 INRL 254 Globalization (ir)
 INRL 258 State, Society and Market in the Middle East and North Africa (cp)
 INRL 259 African Politics (cp)
 INRL 260 Human Rights and International (ir)
 INRL 275 International Environmental Insecurity and Global Climate Change (ir)
 INRL 290 American Foreign Policy (ir)
 INRL 283 Political Violence and Non-Violence (cp)
 INRL 285 Borders, Belonging, and Rights in the Middle East and North Africa (cp)
 INRL 301 International Relations of India (ir)
 INRL 350 International Relations of China (ir)
 INRL 371 Qualitative and Interpretative Research Methods (ir)
 INRL 380 Theories of International Relations (ir)
 INRL 387 Neo-Liberalism (ir)
 INRL 401 Capstone Experience (counts towards the Political Science seminar requirement)

COURSE DESCRIPTIONS

POL 110 Introduction to American Politics This course examines the capability of the American political system to respond to the needs of all its citizens, exploring the historical origins, basic institutions, distribution of power, popular influence, political parties, social movements, and inequalities based on class, race, and gender. (Lucas, Passavant, Quish, offered each semester, subfields: LG, ap)

POL 130 Introduction to Law and Politics This course provides an introduction to law and politics focused on the United States. What ideas underwrite the concept of constitutional government? What is the role of the Supreme Court in United States politics? What should it be? What are the intended constitutional responsibilities of Congress and the Executive Branch? How do they function today? What constitutional roles should the people play? Do the American people play that role today? This course will consider a variety of historic and more contemporary legal controversies in this light. Controversies may include slavery, women's suffrage, civil rights, freedom of speech, abortion and reproductive autonomy, and right to bear arms, among others. Reading may include works by John Locke, Frederick Douglass, and Larry Kramer, in addition to legal documents (Constitution and Supreme Court cases), legal commentaries, and speeches. (Passavant, offered annually, LG)

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, Quish offered annually, subfields: FT, pt)

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 annually, subfields: PM, pt)

POL 201 The Politics of Climate Change Climate change is widely considered the most important global challenge of the 21st century. In this course, we will examine how American politics creates both opportunities and obstacles that shape our attempts to confront the climate crisis. After a survey of the risks of climate change, we will examine competing proposals for decarbonizing our economy, from pricing carbon and climate risk to ecological localism, national green industrial policy, and degrowth. We then examine the political challenges facing a transition to ecological sustainability, exploring the political economy of energy industries, the possibilities and limitations of recent climate legislation, how foreign policy shapes climate politics, the impact of partisan polarization on environmental policy, and the aspirations of the climate movement, drawing on the recent experiences of youth, indigenous, and labor activism. (Quish, offered occasionally, subfields: PM, am, ir)

POL 204 Modern American Conservatism The modern American conservative movement began in the middle of the 20th century, at the height of American global power. Through a close reading of conservative intellectuals, politicians, and activists, this course explores the development of American conservatism through the eyes of its partisans from the 1950's to the present day. Throughout the course, we will explore synergies and tensions between different strands of conservative thought, drawing on the writings of business conservatives, legal conservatives, libertarians, social traditionalists, and populists. Since the birth of modern conservatism, how have conservative intellectuals defined the meaning and the values of the American project? How have conservatives understood their liberal opponents, and how successfully have they challenged American liberalism in law, politics, economic policy, and culture? How should we evaluate conservative solutions to the problems posed by American political and economic development since the mid-20th century? We will conclude the course with reflections on the present and future of American conservatism, using the lessons of the past to shape our understanding of current events. (Quish, offered occasionally, subfield: PM, am)

POL 207 Governing through Crime The United States experienced an exponential rise in both the numbers of people incarcerated and the rate of incarceration from the end of the seventies through the beginning of the twenty-first century. Some analysts began to see comparisons between the U.S. and the Soviet gulag or apartheid South Africa in terms of the percent of the population imprisoned. Until the 1970s, criminal justice policy was seen as the domain of policy experts, while courts increasingly sought to protect the due process rights of those accused of crimes. At the end of this era, the administration of the death penalty was declared unconstitutional and considered to be anachronistic, if not "barbaric." Then something changed. Today, it is said, we are a society that governs through crime. (Passavant, offered alternate years, subfields: LG, ap)

POL 208 Law and Society Law and Society is a field that seeks to understand law as a socio-political phenomenon. Among the questions Law and Society asks include the question of law's impact on the ground, in the actual functioning of society. For example, the Law and Society movement has been interested in why there seemed to be a gap in the 1950s and 1960s between Supreme Court decisions ruling that racial segregation violated the Constitution ('law on the books') and the impact of those decisions in light of the almost total lack of integration in the Deep South for years thereafter ('law in action'). Topics may include access to justice, how law influences and is influenced by a cultural order, law and inequality, and law and the government of gender, sexuality, or racialized subjects. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, offered alternate years, subfields: LG, ap)

POL 209 Social Movements in American Politics This course examines how social movements have transformed major institutions of American government, the capitalist economy, and American culture from the onset of industrialization to the present day. We begin with the Populist movement of farmers and workers at the end of the 19th century, and then examine the trajectory of the labor movement in the first half of the 20th century, the civil rights movement, and the student, black power, and feminist movements of the radical 60's and 70's. Throughout the course, we will explore how American social movements have mobilized ordinary people to confront the defining political, economic, and cultural challenges of their time. We conclude the class with an examination of contemporary movements from Occupy Wall Street to the Tea Party and Black Lives Matter, reflecting on the legacies of social movement history and the possibilities and dilemmas of collective agency today. (Quish, offered alternative years, subfields: PM, am).

POL 220 The American Congress and Presidency This course examines the role of the two major elected branches in American politics – the Congress and the Presidency – as institutions for political decision making. It explores the actions of the two branches in their constitutional, historical, theoretical, and practical roles and establishes the ways that power is used (and not used) to advance national interests. Particular attention is devoted to motivations,

resources, and strategic decisions of the two in shaping US priorities and addressing the challenges faced within an increasingly polarized nation. (Lucas, offered annually, subfields: LG, ap).

POL 221 Voting and Elections At the heart of American democratic theory is the expectation that everyone can and should have the ability to influence the actions of government through the ballot box. However, the system and its citizens often falls short of those expectations for a democratic government. This course examines trends in this relationship between voting patterns and electoral outcomes in the United States. It explores various theories to explain the voting habits of the American electorate as well as strategies and tactics used by candidates to garner those votes. The course also examines institutional rules and laws that have expanded and suppressed the right to vote. Further, the course assesses various state and local electoral structures across the US. (Lucas, offered alternate years, subfields: LG, ap)

POL 222 Political Parties Despite early skepticism and modern contempt, political parties have become integral components of the American political and legislative processes. This course examines the historical and contemporary functions of American political parties in the context of representing the wishes of the American public, the desires of political officials, and the needs of the nation. It outlines the operational, theoretical, functional, and electoral factors that shape the role of modern American party system. The course also explores the role and challenges of third parties in the U.S. (Lucas, offered annually, subfields: LG, am)

POL 264 Legal Theory This course addresses the relationship between liberalism and democracy, liberal legal theory and conservative legal theories, Marxist legal theories, and arguments for police abolition arising from those concerned about race, gender, class, and sexual inequalities. The course engages in a critical inquiry into the value of law as a mechanism for seeking justice. Among the questions asked: is it possible or desirable for law to serve as a neutral ground for resolving conflict? Can or should law be autonomous in relation to politics or political morality? What is the value of rights? Is liberal law inclusive and tolerant of diversity? Is democracy? Is conservative legality tolerant of diversity? Should we aspire to tolerance and diversity? What is democracy and do liberalism, conservatism, Marxism, and policing assist or hinder it? Should we seek to escape the limits of law and the state in order to do justice? (Passavant, offered alternate years, subfields: FT, pt)

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, subfields: FT, pt)

POL 267 20th Century Political Theory This course focuses on key problems in 20th century political theory. The 20th century was marked by extreme violence – two world wars, the use of atomic weapons, genocide on a mass scale – as well as grand experiments in participatory government, extensions of basic rights, and developments in technology and science. As the century ended, some theorists claimed that ideology had ended as well; they argued that one version of human flourishing, one based in economic markets, had clearly triumphed. Other theorists were deeply critical of the claim for the end of ideology as well as of the association of markets and flourishing, not to mention of the suppositions that technologies were unambiguously beneficial and that rights were the best ways to secure freedom. Readings will vary by term but will be chosen from key texts from European and American political theorists and their critics, for example, Freud, Lenin, Gramsci, Simone de Beauvoir, Habermas, Hardt and Negri. (Dean, Passavant, offered annually, subfields: FT, pt)

POL 289 American Political Thought This survey of American political thought examines how the values and ideals that shape American life have been defined, re-negotiated, and transformed from the first North American settler colonies to the present day. The class explores foundational debates in American political life, from the meaning of core concepts like freedom, slavery, and equality to the institutional basis of collective self-rule, the relationship between political economy and culture, and the United States' place in modern global history. Readings are drawn from a wide array of primary sources, spanning Puritan sermons, abolitionist pamphlets, declassified State Department documents, Presidential speeches, and theoretical treatises from the political left, right, and center, offering students a broad picture of the ideological contestation underpinning American political development. (Quish, offered annually, subfields: FT, ap, pt)

POL 303 Campaigns and Elections This course will use the upcoming elections to evaluate the current trends, priorities, and issues at stake in the US electoral process. This course will examine the tactics, strategies and resources used in modern campaigns to influence the decision making priorities of voters. Students will examine contemporary and historical patterns in modern elections by following a congressional races and how they are impacted by

presidential races and draw and assess conclusions about the presidential and congressional elections. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Lucas, offered in presidential election years, subfields: PM, ap)

POL 329 American Democracy Today Political action requires a theoretical grasp of how power can be exercised effectively in one's own time. Through an examination of contemporary democratic theory alongside related works in political economy and social criticism, this course examines the opportunities and dilemmas for democratic political action in the contemporary United States. Starting with a brief political and economic history of the preceding decades, we examine the composition of the contemporary American state, competing tendencies in American political culture, and possibilities for structural social change. Major themes include the nature of contemporary economic crises, the changing shape of labor relations, the growth of the carceral state, the nature of contemporary partisanship and electoral coalitions, conflicts in public culture, and the contours of contemporary movements. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Quish, offered alternate years, subfields: PM, ap, pt)

POL 332 Constitutional Law This course is concerned with the nature and development of the United States constitutional structure. Emphasis is placed on the question of sovereignty, judicial review, the powers of national and state governments, limits on those powers, liberty in relation to property rights and reproductive autonomy, congressional-executive relations, and the relation between courts and presidential power. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, offered annually, subfields: LG, ap)

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, subfields: LG, ap)

POL 334 Civil Liberties This course addresses how governments are obliged to act and the constitutional limits placed on the way governments may act. It analyzes key constitutional liberties like the right to counsel, freedom of religion, the "wall of separation" between church and state, and the freedoms of speech, press, and assembly. We also consider this question: What is the status of our right to protest today? Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Passavant, offered annually, subfields: LG, ap)

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, subfields: FT, pt)

POL 370 Black Radical Political Thought This course examines the Black freedom struggle as it unfolded in the wake of the Haitian Revolution. Anchored in the writing of Black political and social theorists, it highlights the ongoing process of liberation from slavery, through Reconstruction, Jim Crow, anti-colonialism, anti-imperialism, and the policing of Black women's bodies. It asks what freedom looks like and what conditions make it possible. Representative texts include C.L.R. James, *The Black Jacobins*, W.E.B. DuBois, *Black Reconstruction in America*, the collective document presented to the UN, *We Charge Genocide*, selected essays from Claudia Jones, Ella Baker, Marvel Cooke, and Louise Thompson Patterson, and Saidiya Hartman, *Wayward Lives, Beautiful Experiments*. Prerequisite: a 100- or 200-level POL course or by permission of instructor. (Dean, offered annually, subfields: PM, th)

POL 400 Seminar Majors in Politics (and Political Science) must enroll in at least one seminar as a component of their capstone sequence. The seminars address a range of topics, often in accordance with the current scholarly interests of the Politics faculty. Therefore, the topics do vary as they address timely issues of research in the field. What unites the seminars is their pedagogy. There is a focus on student participation and leadership in class discussions, and the workload is substantial. Typically, students will read a book a week (or the equivalent in articles). The culminating assignment in the seminar is a substantial research paper on a topic of the student's choosing within the parameters of the seminar topic. The purpose of the seminar is to give students a "capstone experience" in the major and to hone the critical skills and tools that they have learned from their time as majors. Additionally, the seminars give students a taste of what graduate school might be like as they are concluding their undergraduate careers – to give students a taste of, and preparation for, the next academic level. Seminars are typically limited to Politics and Political Science majors, unless there is available space and the professor approves the course for a non-major. Prerequisite: a two 200-level and a 300-level course in POL. (Staff, offered every semester)

Sample Seminar Topics Include:

- **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)
- **Black Feminist Political Thought.** In 1982 Gloria T. Hull and Barbara Smith developed an anthology whose title made a profound statement about a common trend across the disciplines of history, literature, political science, and race/ethnic studies — *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave*. With that text, they launched a new field of study, Black Women's Studies. To this day, Black female scholars have fought for academic recognition both in disciplinary and interdisciplinary spaces. This course aims to revisit Black feminist political thought as it relates, struggles with & against, the field of political science. It will be organized thematically by the three Reconstructions: first — lead up to the Civil War & its aftermath; second — the rise of Jim and Jane Crow & the struggle for Civil Rights; and third — the backlash against welfare & #BlackLivesMatter. (Dean)
- **Conservatism.** This course asks the question: what do conservatives want to conserve? Through close reading of classic and contemporary conservative thinkers (and their critics) this course looks at the ways tradition, order, the family, masculinity, the nation, and freedom function as core political values. Students will undertake significant original research that will result in a 20–25-page research paper. (Dean)
- **Farmers, Workers, and American Democracy.** This seminar explores the development of American workers' movements from the national founding to the mid-20th century, from agitation among revolutionary farmers and artisans at the end of the 18th century, through the conflicts over slavery and industrialization in the 19th century, to the consolidation of a national industrial labor movement during the 1930's-40's. Particular attention is paid to how social movement actors develop theories of power and social change, above all, how they adapt democratic ideals of liberty, equality, and popular sovereignty to the problems raised by the increasing power of the market over social life, modern class stratification, the promises and perils of industrialization, and the relationship between capitalist power and the democratic state. These explorations generated distinctive American traditions of abolitionism, socialism, and nationalist protectionism that still resonate today. After an introduction to social theories of capitalism, democracy, and class formation, our reading will concentrate on both social movement history and extensive reading of primary source material, diving into the social movement archive to understand mobilization from the perspectives of actors themselves. (Quish)
- **The Green New Deal: How do large-scale transformations in political economy and public policy happen in the United States?** Today, many advocates of comprehensive climate policy look back to the American New Deal as a model of economic, social, and political transition, proposing a "Green New Deal" to confront our ecological crisis. In this seminar, we will examine contemporary debates about the Green New Deal in light of the history of the New Deal. How did the New Deal re-shape the relationship between the state and economy in a moment of crisis? How did politicians and parties organize innovative policy responses to new challenges? How did social movements shape the New Deal, and how was it a product of both their successes and their failures? How did the New Deal itself relate to the development of fossil capitalism in the US and abroad? Our investigations will center around specific issue areas that defined both the New Deal and that shape proposals for a Green New Deal: the nature of economic planning and industrial policy; the role of organized labor; and the relationship between ecological politics and social inequalities. We will conclude by examining critiques of the Green New Deal from the market-oriented right and radical left, interrogating whether market mechanisms are adequate to the challenge of a green energy transition, or alternatively, whether the ecological crisis demands a radical break with capitalism. (Quish)
- **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)

- **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)

POL 450 Independent Study

POL 456 1/2 Credit Independent Study

POL 495 Honors

Psychological Science

Department Faculty

Jamie S. Bodenlos, Professor, Chair
Stephanie Anglin, Assistant Professor
Elizabeth Belcher, Assistant Professor
Emily Fisher, Associate Professor
Daniel Graham, Associate Professor
Julie Newman Kingery, Professor
Michelle L. Rizzella, Associate Professor

The Psychological Science curriculum forms a developmentally coherent program of study that begins with courses designed to provide foundational knowledge that supports learning in advanced courses. This first of these courses is PSY 100, which provides a broad survey of several sub-disciplines, introduces students to the basic assumptions of both scientific and applied psychology, provides content in psychology that complements the liberal arts curriculum, and serves as a foundational course for those who Major/minor in psychology. Within the next level of the curriculum (i.e., 200-level elective courses) are courses that focus on helping students to a more in-depth understanding of particular sub-disciplines of psychology. Also at the 200-level, our statistics and research methods in psychological science courses (i.e., PSY 201/202) emphasize developing questions that further our understanding of behavior, gathering evidence to test answer those questions, and quantifying, analyzing and interpreting that evidence to draw make conclusions. Coursework at the 200-level supports the learning of content in our 300-level courses. At the 300-level, our special topics seminars focus on advanced content and processes via reading and analyzing the primary research literature in particular subdisciplines of psychology. Our advanced theory and design and capstone research courses provide advanced experiential learning of research and data analysis. Across all levels of our curriculum, courses emphasize different goals of the Colleges' general curriculum in addition to disciplinary content of psychology. Courses also make connections across various sub-disciplines within psychology and interdisciplinary connections with other fields of study. Faculty in the department represent various sub-disciplines of psychology (e.g., personality, social, clinical, developmental, cognitive, behavioral neuroscience, sensation and perception) and they utilize their expertise in a particular area to teach courses across the curriculum.

Mission Statement

The Psychological Science curriculum provides students with a broad introduction to the study of behavior and its underlying processes with an emphasis on psychology as an empirical science. The department is committed to providing undergraduates with an outstanding education in the knowledge, skills, and values representative of scientific and applied aspects of psychology. In the context of a liberal arts education, we strive to strengthen the general education of our students by making connections between our curriculum, the goals of the Colleges' curriculum, and other disciplines and programs. As part of the Natural Science Division at HWS, we consider psychology a scientific discipline and emphasize inquiry that utilizes a scientific methodology while also recognizing the contributions of other methodologies. The department values direct engagement with the research process, and all students have opportunities to experience research in their classes. Students learn about patterns in thinking, emotions, and behaviors, how to evaluate the data that let us discover these patterns, and how to apply this information to their own lives and the world around them.

Offerings

The Department of Psychological Science offers a major and a minor. To count toward the major or minor, courses must be passed with a grade of C- or better. In order for courses to count toward the Psychological Science major or minor, the following prerequisites must be met: 200-level courses require PSY 100 as a prerequisite; 300-level special topics seminars require PSY 100 and at least one 200-level course, which might be specified; 300-level capstone research course groups require PSY 100, PSY 201, PSY 202, and at least one other 200-level course, which might be specified. Refer to individual course descriptions for specific 200-level prerequisites. In order for 300-level courses to count toward the major/minor, students must take them in their junior/senior years with the appropriate prerequisites (unless the Chair of Psychological Science gives permission otherwise)

The Psychological Science department strongly recommends students planning to major or minor in Psychological Science to take PSY 100 as soon as possible and then co-requisite courses PSY 201 and PSY 202. Furthermore, the department recommends strongly that PSY 201 and PSY 202 are either completed (with a grade of C- or higher), or in progress (with student in good standing), before students declare the Psychological Science major (preferably before the end of their sophomore year), or before they declare their Psychological Science minor (junior year). In addition, after taking PSY 100, students interested in majoring or minoring in Psychological Science should ideally take only one 200-level elective course before completing PSY 201 and PSY 202. Students who earn below a C- in

more than one Psychological Science course may be restricted from retaking Psychological Science courses or enrolling in courses from the same category (e.g., 200-level, 300-level capstone research course groups, etc.). In such cases, students are urged to consult with their Psychological Science advisor or the Department Chair to consider available options and/or alternate plans. These recommendations are intended to support student success in choosing and completing Psychological Science as a major/minor. All students are encouraged to work closely with their advisor to meet the department's recommendations.

Advanced Placement: Students who score a 4 or 5 on the AP Psychology Exam may enroll in courses for which PSY 100 is a prerequisite without having taken PSY 100.

Students are eligible to receive academic credit toward the Psychological Science major for a maximum of two courses taken at institutions elsewhere. This two-course limit includes courses taken abroad that are not taught by HWS Psychological Science faculty. Students pursuing the Psychological Science minor may transfer a maximum of one course toward the Psychological Science minor, including courses taken abroad that are not taught by HWS Psychological Science faculty. A grade of C- or higher must be earned for all transfer courses. Students planning to transfer courses from another institution while they are students of Hobart and William Smith Colleges must consult with and secure approval from their Psychological Science advisor and the Department Chair prior to enrolling in a course by utilizing the Transfer Credit Request Form or the Course Substitution Form (for courses already listed on a student's transcript), which can be obtained on the HWS website. For those transfer students who had previously matriculated at another institution prior to their attendance at Hobart and William Smith Colleges, the number of transfer courses accepted toward the Psychological Science major or minor is negotiable. In such cases, the Psychological Science Department Chair determines which courses will count toward the major or minor.

Psychological Science majors fulfill the capstone requirement by successfully completing two 300-level Psychological Science capstone course pairs. Majors must take one capstone course pair from Group A: Neuroscience: Behavioral, Cognitive & Perceptual Processes and one capstone course pair from Group B: Behavior in Context: Clinical, Developmental, Personality and Social. The course numbers/titles and prerequisites for capstone research course pairs are included below. Across these co-requisite courses, students read primary literature (both classic and contemporary) and discuss key theoretical and methodological issues relevant to a particular sub-discipline of Psychological Science. Students gain hands-on experience with the scientific method through a variety of research activities, and/or by designing and conducting their own experiments and/or studies. Each capstone course pair requires a major writing component and students are required to give a final oral and/or written presentation on the work that they have completed during the semester.

PSYCHOLOGICAL SCIENCES MAJOR (B.A.)

12 courses

Learning Objectives:

- Demonstrate fundamental knowledge and comprehension of concepts and principles, theoretical perspectives, empirical findings, and historical trends of major areas in psychology.
- Apply the scientific method to acquire knowledge and to think critically about psychological phenomena.
- Abide by high ethical standards and engage in behavior that reflects an understanding of and respect for the complexity of sociocultural and international diversity.
- Produce completed research projects and communicate their results in a variety of formats including oral presentations and scholarly papers appropriate for professional psychology audiences.
- Develop and refine skills (e.g., project-management, teamwork skills) that will prepare them for future professional and personal aspirations.

Requirements:

PSY 100, PSY 201 and PSY 202; one course pair from capstone Group A: Neuroscience: Behavioral, Cognitive & Perceptual Processes; one course pair from capstone Group B: Behavior in Context: Clinical, Developmental, Personality and Social; one 300-level special topics seminars; three additional Psychological Science courses, one of which must be the prerequisite for a capstone Group A course pair, and one of which must be the prerequisite for a capstone Group B course pair; and one course from outside the department dealing with behavior. (A list of approved courses can be found on the departmental web pages.) All courses must be passed with a grade of C-or

higher.

PSYCHOLOGICAL SCIENCE MAJOR (B.S.)

15 courses

Learning Objectives:

- Demonstrate fundamental knowledge and comprehension of concepts and principles, theoretical perspectives, empirical findings, and historical trends of major areas in psychology.
- Apply the scientific method to acquire knowledge and to think critically about psychological phenomena.
- Abide by high ethical standards and engage in behavior that reflects an understanding of and respect for the complexity of sociocultural and international diversity.
- Produce completed research projects and communicate their results in a variety of formats including oral presentations and scholarly papers appropriate for professional psychology audiences.
- Develop and refine skills (e.g., project-management, teamwork skills) that will prepare them for future professional and personal aspirations, especially in careers in STEM-focused fields.
- Provide additional focus on material from other natural sciences that complement material in Psychological Science.

Requirements:

All of the requirements for the B.A. in psychological science, plus three additional courses in the natural sciences, approved by the advisor. All courses must be passed with a grade of C- or higher.

PSYCHOLOGICAL SCIENCE MINOR

7 courses

Requirements:

PSY 100, PSY 201 and PSY 202; one 300-level capstone research course pair (either group); and two additional elective psychological science courses. One of the electives must be a prerequisite for either a group A or B capstone research course. All courses must be passed with a grade of C- or higher.

200-LEVEL ELECTIVE COURSES

PSY 203 INTRODUCTION TO CHILD PSYCHOLOGY
 PSY 205 ADOLESCENT PSYCHOLOGY
 PSY 220 INTRODUCTION TO PERSONALITY PSYCHOLOGY
 PSY 221 INTRODUCTION TO PSYCHOPATHOLOGY
 PSY 227 INTRODUCTION TO SOCIAL PSYCHOLOGY
 PSY 230 BIOPSYCHOLOGY
 PSY 231 COGNITIVE PSYCHOLOGY
 PSY 299 SENSATION AND PERCEPTION

300-LEVEL CAPSTONE RESEARCH COURSE GROUPS

Group A: Neuroscience: Behavioral, Cognitive and Perceptual Processes

PSY 314 & PSY 414 Advanced Theory and Design in Behavioral Neuroscience & Capstone Research in Behavioral Neuroscience
 PSY 335 & PSY 435 Advanced Theory and Design in Cognition & Capstone Research in Cognition
 PSY 398 & PSY 498 Advanced Theory and Design in Sensation and Perception & Capstone Research in Sensation and Perception

Group B: Behavior in Context: Clinical, Developmental, Personality and Social

PSY 303 & PSY 403 Advanced Theory and Design in Developmental Psychology & Capstone Research in Developmental Psychology
 PSY 323 & PSY 423 Advanced Theory and Design in Personality Psychology & Capstone Research in Personality

Psychology

PSY 327 & PSY 427 Advanced Theory and Design in Social Psychology & Capstone Research in Social Psychology
PSY 353 & PSY 453 Advanced Theory and Design in Clinical Psychology & Capstone Research in Clinical Psychology

300-LEVEL SPECIAL TOPICS SEMINARS

PSY 309 TOPICS IN SENSATION & PERCEPTION
PSY 344 TOPICS IN PERSONALITY PSYCHOLOGY
PSY 345 PSYCHOLOGY FOR THE PUBLIC GOOD
PSY 352 TOPICS IN CLINICAL PSYCHOLOGY
PSY 359 TOPICS IN BEHAVIORAL NEUROSCIENCE
PSY 370 TOPICS IN DEVELOPMENTAL PSYCHOLOGY
PSY 373 TOPICS IN SOCIAL PSYCHOLOGY
PSY 375 TOPICS IN COGNITIVE PSYCHOLOGY

OTHER COURSES

PSY 045 1/2 CREDIT TEACHER ASSISTANT
PSY 050 TEACHER ASSISTANT
PSY 450 INDEPENDENT STUDY
PSY 456 1/2 CREDIT INDEPENDENT STUDY
PSY 495/496 HONORS
PSY 499 PSYCHOLOGY INTERNSHIP

COURSE DESCRIPTIONS

PSY 100 Introduction to Psychology This course offers a comprehensive survey of the methodology and content of present-day psychology. Emphasis is placed on the development of a critical evaluative approach to theories and empirical data. (Fall and spring, offered each semester)

PSY 201 Statistics in the Psychological Sciences A survey of basic procedures for the analysis of psychological data. Topics in this course include basic univariate and bivariate descriptive statistics; hypothesis testing; and a variety of analyses used to examine data of single group, between group, within group, and factorial designs. Prerequisite: PSY 100. Corequisite: PSY 202. (offered each semester)

PSY 202 Introduction to Research Methods in Psychology An experience-based course where students will learn about general, college-level research methodologies in the field of psychological science. Students will learn about different research designs, data collection, and how to present research in a professional manner. Students will design, implement, and report on a research project carried out during the semester. Prerequisite: PSY 100; Co-Requisite: PSY 201. (offered each semester)

PSY 203 Introduction to Child Psychology This course provides an overview of the major theories that guide the study of child development, as well as the normative physical, cognitive, social, and emotional changes that take place from infancy through late childhood. This course also considers contextual influences (e.g., the family, peers, schools, culture, and the media) on development and several key themes (e.g., how children shape their own development, individual differences, and the use of research findings to promote children's well-being). Students can take either PSY 203 or PSY 205 (not both), and exceptions can be considered on a case-by-case basis. Prerequisite: PSY 100. (Kingery, offered at least alternating years)

PSY 205 Adolescent Psychology This course examines the developmental processes and social forces that contribute to adolescence as a distinct part of the life span. Emphasis is placed on major theories, research findings, and the biological, cognitive, and social changes that occur during adolescence. This course also focuses on contextual influences (i.e., the family, peers, schools, neighborhoods, the media) on development and issues such as intimacy, identity, sexuality, autonomy, and psychological problems (e.g., eating disorders, depression, antisocial behavior). Students can take either PSY 203 or PSY 205 (not both), and exceptions can be considered on a case-by-case basis. Prerequisite: PSY 100. (Kingery, offered at least alternating years)

PSY 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. (Anglin, offered annually)

PSY 221 Introduction to Psychopathology This course primarily focuses on understanding the diagnosis, etiology, and evidence-based treatment of adult psychological disorders. Emphasis is placed on understanding psychological disorders through theoretical models, empirical evidence, and through the reading of memoirs of individuals with a variety of disorders. Prerequisite: PSY 100. (Bodenlos, offered annually)

PSY 227 Introduction to Social Psychology This course introduces students to theory and research in social psychology, the study of the nature and causes of individual and group behavior in social contexts. Emphases are placed on understanding social psychological theories through studying classic and current research and on applying social psychological theories to better understand phenomena such as person perception, attitude change, prejudice and discrimination, interpersonal attraction, romantic relationships, conformity, aggression, and 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. (Belcher, 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, offered annually)

PSY 255 Psychological Science and Law This course focuses on the scientific study of psychology and law with an emphasis on how psychological theory and research from subdisciplines (e.g., cognitive, social) informs the discourse surrounding controversial issues of the criminal justice system. Topics include eyewitness memory, interrogation and confessions, race and the law, jury decision-making, deception, expert testimony, and reconstructed/repressed memories of traumatic events. (Rizzella, offered alternate years)

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 303 Advanced Theory and Design in Developmental Psychology An upper-level and in-depth exploration of the research designs, methodological approaches and theoretical foundations underlying scientific research in the field of developmental psychology. Attention is given to ethical issues in conducting research with children, research design (correlational, experimental, and quasi-experimental), statistical analysis, and the interpretation and critical evaluation of published research. Through writing assignments, student presentations, and extensive discussion, the primary aim of this seminar is to understand the scientific approach to studying children's social, emotional, and cognitive development as well as contemporary issues affecting children (e.g., peer victimization, role of the media, childhood obesity). Prerequisites: PSY 201, PSY 202, and PSY 203 or PSY 205. Co-requisite: PSY 304. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Kingery, offered annually)

PSY 309 Topics in Sensation and Perception This course provides an in-depth exploration of a specific topic in sensory perception using advanced readings from the primary literature. Topics covered vary from semester to semester; recent instantiations have examined relations between human artwork and the human visual system. Other topics might include study of a particular sensory system (e.g., hearing or touch), study of a particular sensory ability (e.g., color vision), or study of a particular issue in perception (e.g., perceptual development). Prerequisites: PSY 100 and PSY 299 or permission of the instructor. (Graham, offered annually)

PSY 314 Advanced Theory and Design in Behavioral Neuroscience This course utilizes a multidisciplinary approach that involves a variety of perspectives from Psychology, the other natural sciences and philosophy to examine how

behavior is derived from a nervous system. Utilizing a lecture discussion format an extensive overview of original literature in Behavioral Neuroscience is covered to examine key concepts, theories, and methodologies. Prerequisites: PSY 201, PSY 202 and PSY 230. Corequisite: PSY 414. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Offered occasionally)

PSY 323 Advanced Theory and Design in Personality Psychology This course provides an in-depth examination of contemporary theory and research methods in personality psychology. Students will read and critically evaluate empirical, theoretical, and methodological articles in personality psychology and discuss their limitations, implications, and applications. Students will learn and practice applying methodological and statistical techniques to test personality research questions. Considerable attention will be given to practical, ethical, and theoretical considerations in conducting, interpreting, and reporting personality research. Over the course of the semester, students will apply course content to conduct an original research project in co-requisite PSY 423 (Capstone Research in Personality). Prerequisites: PSY 201, PSY 202 and PSY 220. Co-requisite: PSY 423. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Anglin, offered annually)

PSY 328 Advanced Theory and Design in Social Psychology This course is designed to acquaint students with correlational and experimental research, theory, and approaches in social psychology. Through reading, writing, and discussion, students will learn the theory and logic behind the decisions that social psychologists make in their research process. The class will examine classic and contemporary empirical articles to explore the historical context of psychological research and consider contemporary problems and solutions in research design. Prerequisites: PSY 201, PSY 202 and PSY 227. Corequisite: PSY 427. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Fisher, offered annually)

PSY 335 Advanced Theory and Design in Cognitive Psychology An in-depth examination of theory and experimental methodology in the field of cognitive psychology is covered. Key ideas and concepts relevant to cognitive psychology research, including theories, methods and design, statistical analysis and interpretation and implications are discussed. Prerequisites: PSY 201, PSY 202 and PSY 231 or PSY 235. Corequisite: PSY 435. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (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 scientific integrity and communication; 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. (Anglin, 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, mindfulness or positive psychology, Prerequisites: PSY 100 and PSY 221. (Bodenlos, offered annually)

PSY 353 Advanced Theory and Design in Clinical Psychology This course uses the scientist practitioner model to cover and review the major methodological approaches and theory to the study of clinical psychology. Students will read empirical studies and theoretical articles in the field of clinical psychology. Evidence based treatments will be discussed through the lens of a scientist and practitioner. Through writing assignments and discussion, the aim will be to understand the scientific approach to studying contemporary issues in clinical psychology. Prerequisites: PSY 201, PSY 202, PSY 221 and co-requisite: PSY 453. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Bodenlos, offered annually)

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. (Belcher, 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 annually)

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 398 Advanced Theory and Design in Sensation and Perception This course provides a deep and rigorous treatment of experimental methodology in the field of sensory and perceptual psychology spanning humans as well as other animals. Key ideas and concepts relevant to perceptual psychology research, including theories, methods and design, statistical analysis and interpretation and implications are discussed. Topics may include sensory coding, physiological optics, sensory thresholds, evolutionary adaptation to the sensory environment, impacts of perception on behavior, and advanced brain imaging technologies. Prerequisites: PSY 100 or AP Psychology credit (see Psychological Science curriculum); PSY 201; PSY 202; and PSY 299 OR PSY 230 OR PSY 231 OR PSY 235. Co-requisite: PSY 498, This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Graham, offered annually)

PSY 403 Capstone Research in Developmental Psychology This course provides students with hands-on experience conducting research in the field of developmental psychology. Students gain direct experience with research methods such as questionnaires, parent and/or child interviews, and behavioral observation. Throughout the semester, students analyze data from existing data sets, design and conduct an observational research study with children in an applied setting, and develop a research proposal for an original study. Skills emphasized include conducting literature searches, selecting appropriate measures, analyzing data and interpreting results, and developing written reports of research findings. Prerequisites: PSY 201, PSY 202, and PSY 203 or PSY 205. Corequisite: PSY 303. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Kingery, offered annually)

PSY 414 Capstone Research in Behavioral Neuroscience The overarching goal is for students to experience how a program of research in an area of Behavioral Neuroscience occurs. In order to accomplish this goal, the course is designed to replicate the experience of being part of an established research group. The overall structure of the course is complemented by its corequisite, PSY 314, which provides a seminar, which will study the scientific literature in an area of Behavioral Neuroscience from which students will derive questions to research. PSY 414 provides a semester long research experience which will educate students in a variety of techniques, run pilot studies, develop a research proposal, and eventually execute a well-developed research project. Prerequisites: PSY 201, PSY 202 and PSY 230. Corequisite: PSY 314. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Belcher, offered annually)

PSY 423 Capstone Research in Personality Psychology This course provides students with hands-on experience designing and conducting personality research. Students will apply the concepts discussed in co-requisite 323 (Advanced Theory and Design in Personality) to design and conduct an original empirical research project. Students will engage in each step of the research process, performing a literature review, formulating a research question and hypothesis, designing a study to test their hypothesis, collecting data, analyzing the results, and interpreting and communicating their findings. Special emphasis will be given to practical and ethical concerns in personality research and scientific best practices at each step of the research process. Prerequisites: PSY 201, PSY 202 and PSY 220. Co-requisite: PSY 423. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Anglin, offered annually)

PSY 428 Capstone Research in Social Psychology This course provides students with hands-on instruction in the social psychology research process. Students design and carry out original research. The process includes extensive reading about the research topic, selecting appropriate measures and variables, collecting data from human participants, using quantitative analysis to interpret the data, and communicating about the study in a professional manner. Through this experience, students become familiar with the practical and ethical challenges of designing, conducting, and interpreting social psychological research studies. (Prerequisites: PSY 201, PSY 202 and PSY 227. Co-requisite: PSY 327. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Fisher, offered annually)

PSY 435 Capstone Research in Cognitive Psychology Students will gain integrative experience in cognitive psychology research through replication of previous research and original experimentation. In conjunction with knowledge gained in this course and its co-requisite (PSY 335 Advanced Theory and Design in Cognitive Psychology), students will design and carry out multiple research experiments in selected areas in cognition, including an original research project. Students will gain extensive experience in developing hypotheses, understanding experimental design, collecting and analyzing data, and disseminating findings in a venue similar to professional cognitive psychologists. Prerequisites: PSY 201, PSY 202 and PSY 231 or PSY 235. Corequisite: PSY 335. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Rizzella, offered annually)

PSY 450 Independent Study

PSY 453 Capstone Research in Clinical Psychology Students will apply the deep understanding of methods and design in clinical psychology gained in PSY 353 to carry out their own clinically-based psychological research project. In this course, we will review statistical analyses and techniques required to do research in the field of clinical psychology. Students will identify hypotheses, analyze data to test their hypotheses, and present their findings in a formal research paper and oral presentation. They will engage in peer review of the work. Prerequisites: PSY 100, PSY 201, PSY 202, PSY 2221; Co-Requisite: PSY 353. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Bodenlos, offered annually)

PSY 456 1/2 Credit Independent Study

PSY 495 Honors

PSY 498 Capstone Research in Sensation and Perception This course provides hands-on experience in the practice of scientific investigation into sensory system function and perceptual phenomena. Through guided experimental units covering human and non-human sensory and perceptual systems, and through a semester-long student-directed original research project, students will gain extensive direct experience with research methods aimed at investigating major phenomena in sensation and perception. Prerequisites: PSY 100; PSY 201; PSY 202; and PSY 299 OR PSY 230 OR PSY 231 OR PSY 235. Corequisite: PSY 398, offered concurrently. This course is one way for students to partially meet the capstone requirement for the Psychological Science major. (Graham, offered annually)

PSY 499 Psychology Internship

Public Health

Program Steering Committee and Advisors

Jonathan Forde, Professor of Mathematics and Computer Science

Gregory Frost-Arnold, Associate Professor of Philosophy

Keoka Grayson, Associate Professor of Economics

Jessica Hayes-Conroy, Chair, Associate Professor of Gender, Sexuality and Intersectional Justice

Justin Miller, Professor of Chemistry

The public health program is an interdisciplinary program offering a major and a minor for students preparing for professional or graduate training in health care or careers enhanced with public health understanding. Public health is a field dedicated to understanding and improving the health of people and the communities they live within. The Public Health program serves students planning to enter a variety of health professions fields. Students in the program can expect to graduate with a deep appreciation for the complex social, biological, economic, cultural, and ecological dimensions of human health. The program has also been designed in a way that facilitates opportunities for pursuing a pre-med pathway or other pre-professional pursuits. Students are encouraged to study abroad through programs including (but not limited to) those in Galway, Ireland; Copenhagen, Denmark; and Stockholm, Sweden.

Mission Statement

The public health program seeks to advance an approach to human health and wellness that embraces multiple perspectives, invites reflexivity, encourages critical thinking, and centers justice as our foundational goal.

Offerings

PUBLIC HEALTH STUDIES MAJOR (B.A.)

interdisciplinary, 12 courses

Learning Objectives:

- To enable students to study important issues of human health and health care in the United States and abroad.
- To teach students to recognize the varied social, cultural, economic, biological, and ecological determinants of health.
- To allow students to think critically, creatively, and expansively about what it means to study and intervene in human health at both the clinical and population level.
- To allow students to gain auxiliary skills vital to public health professionals in the 21st century.
- To encourage students to improve communication skills and to consider ethical foundations essential for health professionals.
- To enable students to pursue an area of concentration that deepens their knowledge of human health in ways specific to their career aspirations.

Requirements:

The required courses are PBHL 100 (Introduction to Public Health), either PBHL 201 (Epidemiology) or PBHL 301 (Critical Social Epidemiology), GSIJ 204 (Politics of Health), and a Tools Course. In addition, students must take three Public Health Core Electives from at least two different disciplines, three courses within a chosen area of concentration (Health Science, Environmental Health, Global Health, or Health Justice), and one additional course from any listed for the major. No more than three 100-level courses can be counted for the major, and students must take at least two 300- or 400-level courses in addition to the capstone. Six courses must be unique to the major. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the minor.

PUBLIC HEALTH MINOR

interdisciplinary, 6 courses

Requirements:

The required courses are PBHL 100 (Introduction to Public Health), PBHL 201 (Epidemiology), GSIJ 204 (Politics of Health), and a Tools Course. In addition, students must take two Public Health Core Electives, one of which must be at the 300- or 400-level. Three courses must be unique to the minor. All courses must be passed with a grade of C- or higher. Credit/no credit courses cannot be counted toward the minor.

Tools Courses

ANTH 273 Research Methods
 BIOL 212 Biostatistics
 ECON 202 Statistics
 ENV 203 Fundamentals of Geographic Information Systems
 ENV 207 Environmental Statistics
 GEO 107 Statistics for Citizens
 GEO 207 Environmental Statistics
 GSIJ 305 Food, Feminism & Health
 MATH 351 Math Statistics
 PSY 201 + 202 Statistics in the Psychological Science / Introduction to Research Methods in Psychological Science

Core Electives

Natural Science Division:

BIOL 160 Nutrition
 BIOL 167 Introductory Topics
 BIOL 215 Evolutionary Genetics
 BIOL 220 General Genetics
 BIOL 222 Microbiology
 BIOL 224 Anatomy
 BIOL 232 Cell Biology
 BIOL 233 Physiology
 BIOL 302 Immunology
 BIOL 327 Cancer Biology
 BIOL 340 Neurobiology
 BIOL 341 Developmental Biology
 BIOL 380 Genomics
 CHEM 138 Nutrition
 CHEM 348 Biochemistry I

Social Science Division:

ANTH 260 Medical Anthropology
 ECON 243 Political Economy of Race
 EDUC 202 Human Growth and Development
 EDUC 203 Children and Disabilities
 EDUC 221 Understanding Autism
 EDUC 306 Technology and Disability
 EDUC 330 Disability and Transition: Life After High School
 GSIJ 212 Gender & Geography
 GSIJ 211 Place & Health
 GSIJ 305 Food, Feminism & Health
 GSIJ 362 Theories of Bodies, Health, and Wellbeing

Humanities Division:

BIDS 235 Healer and Humanist: Frantz Fanon the Revolutionary
 ENG 114 Sickness, Health & Disability
 GSIJ 219 Black Feminism
 GSIJ 220 Body Politic
 GSIJ 247 History, Psychology, and Feminism
 GSIJ 302 Trans Studies
 GSIJ 303 Disability & Sexuality
 HIST 151 Food Systems in History
 PHIL 156 Biomedical Ethics
 REL 213 Death & Dying

REL 292 Deviance and (De)Medicalization

Fine Arts Division:

DAN 225 Anatomy & Kinesiology

DAN 305 Somatics

Concentrations

Health Science Concentration:

BIOL 160 Nutrition

BIOL 167 Introductory Biology

BIOL 215 Evolutionary Genetics

BIOL 220 Genetics

BIOL 222 Microbiology

BIOL 224 Anatomy

BIOL 232 Cell Biology

BIOL 233 Physiology

BIOL 236 Evolutionary Analysis

BIOL 302 Immunology

BIOL 327 Cancer Biology

BIOL 341 Developmental Biology

BIOL 380 Genomics

CHEM 110 Introductory General Chemistry

CHEM 120 Intermediate Chemistry

CHEM 190 Accelerated General Chemistry

CHEM 138 Nutrition

CHEM 240 Introductory Organic Chemistry

CHEM 241 Intermediate Organic Chemistry

CHEM 348 Biochemistry

MATH 237 Differential Equations

MATH 353 Math Models

PHIL 238 Philosophy of Natural Science

Environmental Health Concentration:

AFS 211 Black Earth: Nature and African American Writing

ATMO 245 Climate Change Science

BIOL 167 Introductory Biology

BIOL 225: Ecology

BIOL 238 Aquatic Biology

BIOL 240 Global Change Biology

CHEM 210 Quantitative Analysis

ENV 200 Environmental Science

ENV 201 Environment & Society

ENV 203 Fundamentals of GIS

ENV 204 Geography of Garbage

ENV 215 Environment & Development in East Asia

ENV 237 Environmental Justice in Indian Country

ENV 281 Remote Sensing

ENV 309 Environmental Change in the Indigenous World

ENV 310 Advanced GIS

ENV 320 Natural Resource Law

ENV 345 Decolonial Environmentalisms

ENV 360 Environmental Afrofuturisms

GEO 140 Environmental Geology

GEO 142 Earth Systems Science

GEO 182 Introduction to Meteorology

GEO 255 Global Climate and Oceans

GEO 365 Environmental Meteorology

GSIJ 204 Gender & Geography

PHIL 154 Environmental Ethics

Health Justice Concentration:

AFS 208 Growing Up Black
 ANTH 110 Introduction to Cultural Anthropology
 ANTH 341 Making Babies
 ECON 122: Economics of Caring
 ECON 243 Political Economy of Race
 ECON 305 Political Economy
 ECON 310 Economics and Gender
 EDUC 203 Children and Disabilities
 EDUC 221 Understanding Autism
 EDUC 306 Technology and Disability
 EDUC 330 Disability and Transition: Life After High School
 ENG 114 Sickness, Healthy, and Disability
 ENG 246: Decadence
 GSIJ 150 Chicana Feminism and Visual Culture
 GSIJ 205: Queer and Trans Social Movement
 GSIJ 206: Reading Feminisms
 GSIJ 207: Transnational Intimacies
 GSIJ 209: Queer of Color Critique
 GSIJ 211 Place & Health
 GSIJ 218: Queer Representation in Theater and Film
 GSIJ 219: Black Feminisms
 GSIJ 220: Body Politic
 GSIJ 247 History, Feminism, and Psychology
 GSIJ 300: Intersectional Feminist Theory
 GSIJ 302: Trans Studies
 GSIJ 303: Disability & Sexuality in US Culture
 GSIJ 305: Food, Feminism & Health
 GSIJ 308 Chicana and Latina Art
 GSIJ 309: Stormy Weather, Ecofeminism
 GSIJ 310: Queer Theory and Methods
 GSIJ 362: Theories of The Body, Health, and Wellness
 HIST 227: African-American History I
 HIST 228: African-American History II
 HIST 348: Black Women and the Struggle for Rights in America
 HIST 284: Africa: From Colonial to Neocolonial
 HIST 354: Lives of Consequence
 PHIL 156 Biomedical Ethics
 PHIL 162: Ethics of Civic Engagement
 PHIL 250: Feminism: Ethics and Knowledge
 PHIL 345: Power, Privilege, and Knowledge
 POL 175: Introduction to Feminist Theory
 REL 213 Death and Dying
 SOC 205: Men and Masculinity
 SOC 221: Race & Ethnic Relations
 SOC 223: Inequalities
 THTR 290: Theatre for Social Change

Global Health Concentration:

Note: this concentration's electives also include up to 2 language courses at the 200 level or above

AFS 110 Introduction to African Experience
 AFS 150 Foundations Africana Studies
 ANTH 260 Medical Anthropology
 ANTH 221 Human Rights of Indigenous People
 ANTH 296 Africa: Beyond Crisis, Poverty, and Aid
 ANTH 354 Seminar: Food, Meaning, Voice
 BIDS 235 Healer and Humanist: Frantz Fanon the Revolutionary
 ECON 227 Women and International Development
 ECON 210 Economic Inequality
 ECON 211 The Economics of Energy, Development and Climate Change

ECON 227 Women and International Development
 ECON 233 Comparative Economics
 ECON 240 International Trade
 ECON 311 The Economics of Immigration
 ECON 344 Economic Development
 GLS 101 Introduction to Global Studies
 GLS 201 Global Cultural Literacies
 GSIJ 213 Transnational Feminisms
 RUSE 251/351 Sexuality, Creativity and Power
 HIST 151 Food Systems in History
 HIST 237 Europe Since the War
 HIST 240 Immigration and Ethnicity in America
 HIST 284 Africa: From Colonial to Neocolonial
 HIST 286 Plants and Empire
 HIST 301 The Enlightenment
 HIST 318 Making of the Individualist Self
 HIST 353 Invention of Africa
 INRL 208 Gender & Politics in Middle E & N Africa
 INRL 254 Globalization
 INRL 258 State, Society, and Market in the Middle East and North Africa
 INRL 259 African Politics
 INRL 260 Human Rights and International Law
 INRL 275 Environmental Insecurity
 INRL 285 Borders, Belonging, and Rights in the Middle East and North Africa
 INRL 301 International Relations of India
 INRL 350 International Relations of China
 INRL 380 Theories of International Relations
 REL 236 Gender and Islam
 REL 347 Gender and Identity in the Muslim World
 RUSE 251/351 Sexuality, Creativity and Power (same as GSIJ 251/351)
 SPN 304 Body/Border
 SPN 316 Voces de Mujeres

COURSE DESCRIPTIONS

PBHL 100 Introduction to Public Health Drawing from interdisciplinary sources as well as key scholarship from within the field of public health, this course provides an introduction to the core functions of public health, covering both US and global contexts. The course uses historical and contemporary examples to highlight the role of public health in promoting the health status of different populations, and the relationship of public health to other forms of health promotion in clinical and community settings. Focal topics include issues of global health, environmental health, health justice, and clinical health. Students are encouraged to think critically and reflexively about what it means to intervene in human health in such contexts, and to consider how social inequality and structural injustice plays a significant role in health outcomes. (Offered annually)

PBHL 201 Epidemiology This class introduces students to the history, basic concepts and methods of epidemiology, the study of the distribution and determinants of health-related states and events in different human populations, and the subsequent application of practices to improve outcomes. Students will learn about, and practice using, epidemiology to better understand, characterize, and promote health at a population level. The class will cover key concepts in epidemiology using historic and emergent examples, and it will explore epidemiological methods for the control of infectious and chronic diseases, mental health issues, health hazards, and more. Quantitative aspects of epidemiology are emphasized, including data sources, measures of disease frequency, study design, and screening tools. (Offered in rotation with Critical Social Epidemiology)

GSIJ 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. (Formerly WMST 204) (Hayes-Conroy)

PBHL 301 Critical Social Epidemiology Social epidemiology is a broad field of study concerned with the distribution of health and disease in relation to patterns of social inequality. This course traces some of the less recognized histories, theories, and methodologies of social epidemiology, critically examining the origins of epidemiological science, the historical erasures of marginalized voices in epidemiology, and the assumptions that underpin much contemporary epidemiological work. Topics include the ecosocial theory of disease distribution, the history of critical thought in Latin American Social Medicine/Collective Health, the work of WEB Dubois, the relationship between epidemiology and racism/colonialism, reflexive and qualitative epidemiology, and more. This course is interdisciplinary and draws from scholarship in public health, health geography, disability studies, gender studies, and the health humanities, among other fields. (Hayes-Conroy; offered in rotation with Epidemiology)

PBHL 400 Senior Capstone This capstone course in public health studies is designed to help students better understand how to pursue knowledge production in the field of public health. Students will conduct primary or secondary research projects on public health topics and learn how to present this research effectively in oral and written form. The seminar style of the class will allow students the opportunity to discuss a variety of contemporary issues in public health with their peers, and it will encourage the development of students' professional identities as public health scholars. Students will be encouraged to explore questions of ethics and responsibility in relation to public health research and practice, and it will engage their peers in dialogue about the future trajectories of public health as a field and profession. (Offered annually)

Public Policy Studies

Program Faculty

Joshua Greenstein, Economics
 Christina Houseworth, Economics
 Kristy Kenyon, Biology
 Beth Kinne, Environmental Studies
 Sooyoung Lee, Economics
 DeWayne Lucas, Politics
 Renee Monson, Sociology, Program Chair
 James Sutton, Sociology

At Hobart and William Smith, the study of public policy builds on and integrates theoretical perspectives and analytical tools in the disciplines of economics, political science, sociology, and ethics. The curriculum is designed to prepare students to think and act critically in public affairs, and to pursue careers in government, human services, social work, urban affairs, city planning, law, community organizing, policy analysis, business, communications or academia. The program offers an interdisciplinary minor.

PUBLIC POLICY MINOR

interdisciplinary, 6 courses

Requirements:

Two courses in foundations of public policy (ECON 160, POL 110, SOC 100); one course in ethics (PHIL 151, 152, 154, 155, 156, or 162); one course in quantitative analysis (ECON 202, POL 361, or SOC 212); one core course in Public Policy Studies (PPOL 201 or PPOL 202); and one course chosen from the list of policy-related electives. Three courses must be unique to the minor. No more than three courses may be taken from any one department or program. All courses applied toward a minor in Public Policy Studies must be completed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

A student may count up to two courses transferred from other institutions toward the minor. Interested students should submit the complete course syllabus (including all assigned readings) for review. The required core course, PPOL 201/202, must be taken at HWS. The foundations courses (ECON 160, POL 110, SOC 100) may be taken elsewhere, provided the course is determined equivalent. The ethics, quantitative analysis, and elective courses may be taken elsewhere, subject to approval by the PPOL Steering Committee faculty. There must be evidence that the ethics course includes substantial public policy content and/or addresses ethics in applied contexts. There must be evidence that the quantitative analysis course covers the same topics as ECON 202/POL 361/SOC 212. There must be evidence that the elective course includes substantial public policy content, e.g., an explicit examination of specific policies and/or the policymaking process. A focus on one or more social problems will not be sufficient.

FOUNDATIONS COURSES (2 REQUIRED. STUDENTS ARE ENCOURAGED TO COMPLETE ALL THREE.)

ECON 160 PRINCIPLES OF ECONOMICS OR ECON 126 ECONOMICS OF IMMIGRATION
 POL 110 INTRODUCTION TO AMERICAN POLITICS
 SOC 100 INTRODUCTION TO SOCIOLOGY

ETHICS COURSES (1 REQUIRED)

PHIL 151 CONTEMPORARY ISSUES: CRIME AND PUNISHMENT
 PHIL 152 CONTEMPORARY ISSUES: PHILOSOPHY AND FEMINISM
 PHIL 154 CONTEMPORARY ISSUES: ENVIRONMENTAL ETHICS
 PHIL 155 CONTEMPORARY ISSUES: MORALITY AND WAR
 PHIL 156 BIOMEDICAL ETHICS
 PHIL 162 ETHICS OF CIVIC ENGAGEMENT

QUANTITATIVE ANALYSIS COURSES (1 REQUIRED)

ECON 202 STATISTICS
 POL 361 QUANTITATIVE RESEARCH METHODS
 SOC 212 DATA ANALYSIS

CORE PUBLIC POLICY COURSES (1 REQUIRED)

PPOL 201/202 Public Policy Making, Implementation, and Evaluation

ELECTIVES (1 REQUIRED)

BIDS 214 THE POLITICS OF REPRODUCTION
 BIDS 295 ALCOHOL USE AND ABUSE
 ECON 203 BETWEEN LABOR AND MANAGEMENT: UNIONS
 ECON 207 ECONOMICS OF EDUCATION
 ECON 210 ECONOMIC INEQUALITY
 ECON 248 POVERTY AND WELFARE
 ECON 301 MICROECONOMIC THEORY AND POLICY
 ECON 316 LABOR MARKET ISSUES
 ECON 325 ECONOMICS OF INEQUALITY & DISTRIBUTION
 ENV 205 INTRODUCTION TO ENVIRONMENTAL LAW
 ENV 320 NATURAL RESOURCE LAW
 POL 324 AMERICAN CONGRESS AND PRESIDENCY
 SOC 225 WORKING FAMILIES
 SOC 226 SOCIOLOGY OF SEX AND GENDER
 SOC 265 PENOLOGY
 SOC 266 SOCIOLOGY OF POLICE AND POLICING
 SOC 370 RELIGION, POLITICS, AND LIFESTYLE
 SOC 375 SOCIAL POLICY

COURSE DESCRIPTIONS

PPOL 201 Public Policy Making, Implementation, and Evaluation This course is an overview of the public policy process: policy making, policy implementation, and policy evaluation. It draws on core concepts and frameworks from three related disciplines – sociology, economics, and political science – to examine how legislation is proposed and passed, how policies are implemented on the ground, and what tools are used to analyze and evaluate the justice and efficacy of public policies. The primary focus is on U.S. policy, with case studies from other nation-states serving as comparative context. Substantive policy areas addressed in the course may include poverty and welfare, education, health care, and labor policies. May not receive credit for both PPOL 201 and PPOL 202. Prerequisite: C- or better in SOC 100, and C- or better in either POL 110 or ECON 160. (Monson, Offered every other year)

PPOL 202 Public Policy Making, Implementation, Evaluation This course is an overview of the public policy process with an emphasis on the perspective from the discipline of economics. Policy making, policy implementation, and policy evaluation are all discussed. It draws on core concepts and frameworks from three related disciplines – economics, sociology, and political science – to examine how legislation is proposed and passed, how policies are implemented on the ground, and what tools are used to analyze and evaluate the justice and efficacy of public policies. The primary focus is on U.S. policy, with case studies from other nation-states serving as comparative context. Substantive policy areas addressed in the course may include poverty and welfare, labor policies, and education. May not receive credit for both PPOL 201 and PPOL 202. Prerequisites: C- or better in ECON 160, and C- or better in either POL 110 or SOC 100. (Greenstein, Offered every third year)

PPOL 450 Independent Study**PPOL 495 Honors**

Religious Studies

Department Faculty

Etin Anwar, Professor
 Lowell Bloss, Emeritus Professor
 Michael Dobkowski, Professor
 Mary Gerhart, Emeritus Professor
 Blaize Gervais, Assistant Professor
 Shalahudin Kafrawi, Associate Professor
 John Krummel, Associate Professor, Chair
 Richard Salter, Professor

The Department of Religious Studies brings a variety of perspectives to bear on the study of a significant aspect of human existence: religion. But what is "religion?" Where do we find it? Our definitions of the term and our approaches to its study vary. Though our definitions of religion and our methods for studying it vary, we are united in the understanding that each of these perspectives provides a different way of interpreting religious phenomena and that no single approach is adequate to, let alone exhaustive of, the work of religious studies. This means that the study of religion, as we engage it, is intrinsically interdisciplinary and multicultural. Collectively, we bring historical, theological, philosophical, sociological, ethnographic, political, ethical, literary, feminist, and psychological perspectives to this enterprise. Our courses explore both the phenomenon of religion in general and specific religious traditions from around the world. In our classes, we may look at institutional religion, as one might find at a temple, synagogue, church, or mosque. We may consider how religion interfaces with politics, science, the environment, and with individual spirituality. But we may also examine religion as it manifests itself less visibly, such as in literature, films, and sports.

Religion is embedded in a socio-cultural world, so our work always considers how religion intersects with other issues, such as race, class, gender, sexuality, and other axes of difference. We consider religion and religious spirituality in their relevance to global and real-life issues, including peace and violence, human rights and genocide, and cross-cultural or inter-civilizational encounters in history and today. Familiarity with these issues will prepare students for careers in business, politics, international relations, journalism, writing, and not just in institutions of religion. Courses toward a religious studies major or minor must be completed with a grade of C- or higher.

The Religious Studies Department offers a disciplinary major and minor. It prepares majors to have a wide array of exposure in the fields of religious studies and deeper understanding in their areas of concentration. The minor in religious studies gives students exposure to the fields of religious studies in a wide array of courses on religious traditions or on themes in religious studies. Students wishing to major or minor in religious studies are strongly recommended to take one of the introductory courses (100-level courses) prior to any other course in religious studies.

Mission Statement

The Department of Religious Studies aims to foster the values and principles of tolerance and appreciation for the diverse ways different cultures create meaning through religious ideas, practices, and institutions. It seeks to instill a basic understanding of religion in general and religion in different forms, and on top of that, the ability to evaluate and analyze, compare and contrast, their commonalities and differences. By analyzing and assessing the relation of religion to social, cultural, political, artistic, literary, scientific, environmental, feminist, and other human endeavors and phenomena, the department aims for the student to develop a sophisticated and critical appreciation of the diversity of religious expressions, and to avoid or preclude misunderstanding and prejudgments in regard to them.

Offerings

RELIGIOUS STUDIES MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Understand and be able to summarize the fundamental questions and controversies concerning what is religion, identify and critically evaluate theories that purport to answer that question.
- Generate new questions concerning religion and the issues that religions address, research those questions using relevant methods and primary and/or secondary sources, (with appropriate citation and formatting styles) and communicate them effectively in both written and spoken formats.

- Understand and assess the social, historical, and contemporary contexts of religious phenomena and religious identities locally, nationally, and globally.
- Understand, identify, compare, and summarize some of the narratives, rituals, ethics, and doctrines of major world religious traditions.
- Recognize the way religions intersect with human rights, social justice, the environment, gender, race, class, violence, and other issues.
- Identify and analyze religious dimensions of a purportedly secular world.

Requirements:

One introductory religious studies course; one tradition-based concentration (Judaic Studies, Christianity Studies, Islamic Studies, or Buddhist Studies); either another tradition-based concentration, or one thematic concentration (such as Philosophy of Religion, History of Religion, Religion and Violence, and Religion, Gender and Sexuality), or one personalized concentration (to be approved by the student and the major advisor) with a combination of one 200-level course and one 300/400-level course or three 200-level courses for each concentration; REL 460 Senior Colloquium; three to five elective courses depending on the above combinations (by the approval of the major advisor, two of these elective courses could be cognate courses from other department). All courses toward a major must be completed with a grade of C- or higher. The major in religious studies requires six unique courses.

RELIGIOUS STUDIES MINOR

disciplinary, 6 courses

Requirements:

One introductory religious studies course; four religious studies courses at 200-level or above; another religious studies course or a cognate course from another department with the approval of the minor advisor. All courses toward a minor in religious studies must be completed with a grade of C- or higher. The minor in religious studies requires four unique courses.

COURSES IN INTRODUCTION TO RELIGIOUS STUDIES

REL 103 JOURNEYS AND STORIES
 REL 105 RELIGION, PEACE, AND CONFLICT
 REL 108 RELIGION AND ALIENATION
 REL 109 IMAGINING AMERICAN RELIGION(S)
 REL 115 IMAGINING ASIAN RELIGION/S

COURSES IN TRADITION-BASED CONCENTRATIONS**Judaic Studies Courses**

REL 270 Modern Jewish History
 REL 271 The Holocaust
 REL 272 The Sociology of the American Jew
 REL 273 Foundations of Jewish Thought
 REL 274 Zionism, Israel and the Middle East Conflict
 REL 276 History of East European Jewry
 REL 278 Jewish Life and Thought in Modern Times
 REL 279 Torah and Testament
 REL 370 Jewish Mysticism and Hasidism
 REL 371 Literary and Theological Responses to the Holocaust

Christian Traditions Courses

REL 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 350 Nationalism

Islamic Studies Courses

REL 209 Muslim Jesus
 REL 219 Islam and Society
 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 Identity in the Muslim World

Buddhist Studies Courses

REL 211 Buddhism
 REL 215 Japanese Religion/s
 REL 304 Buddhist Philosophy

COURSES IN THEMATIC CONCENTRATIONS

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
 REL 325 Japanese Philosophy and Religious Thought

Philosophy of Religions Courses

REL 213 Death and Dying
 REL 226 Religion and Nature
 REL 239 Nihilism East and West
 REL 243 Suffering and Salvation
 REL 254 Questioning Divinity: God, Goddess, Gods, Nothing
 REL 257 What's Love Got to Do With It?
 REL 260 Religion and Philosophy from a Global Perspective
 REL 285 Medieval Philosophy
 REL 287 Asking Questions, Getting Answers
 REL 290 Human Rights and Religion
 REL 294 Religion and Sports
 REL 304 Buddhist Philosophy
 REL 325 Japanese Philosophy and Religious Thought
 REL 350 Nationalism

Religion, Gender, and Sexuality Courses

REL 236 Gender, Sexuality, and Islam
 REL 250 Race and Religion
 REL 281 Women, Religion and Culture
 REL 283 Que(e)rying Religious Studies
 REL 290 Human Rights and Religion
 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

Religion and Violence Courses

REL 226 Religion and Nature
 REL 228 Religion and Resistance
 REL 243 Suffering and Salvation
 REL 255 Peace and Violence in the Qur'an
 REL 271 The Holocaust
 REL 288 Religious Extremism
 REL 290 Human Rights and Religion
 REL 293 Racial Utopias
 REL 335 Jihad
 REL 371 Literary and Theological Responses to the Holocaust

COURSE IN PERSONALIZED CONCENTRATION

With the approval of the major advisor, students can create their own personalized concentration. It could include, but not be limited to, Religion and Environment, Religion and Social Issues, or Religion and Public Space. The course combination to fulfil the requirement for these concentrations is to be determined in consultation with the major advisor. It could include the following courses:

REL 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 350 Nationalism
 BIDS 219 Imagining Environmental Apocalypse across the Muslim World

*Strongly recommended for majors and minors in RS, and for other students in humanities interested in methodology and re-search skills

Cross listed Courses

PHIL 271 Medieval Philosophy
 RCOL 121 Holocaust: Witness and Hope

COURSE DESCRIPTIONS

REL 103 Journeys and Stories What does it mean to live a myth or story with one's life or to go on a pilgrimage? How are myths and voyages religious, and can storytelling and journeying be meaningful in our contemporary situation? This course begins by focusing on the journeys and stories found within traditional religious frameworks. It then turns to the contemporary world and asks whether modern individuals in light of the rise of secularism and the technological age can live the old stories or must they become non-religious, or religious in a new manner. (Anwar, offered alternate years)

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 peace-making efforts.

REL 108 Religion and Alienation What is religion, and how is it part of human experience? What shapes have religious ideas and institutions taken in confrontation with the contemporary world? How has the phenomenon of alienation contributed to the development of religion and religious responses? How have specific groups that have suffered alienation – Jews, Blacks, American Indians, Rastafarians and women – coped with their situations through the appropriation and modification of religious tradition? This course explores these issues, as well as religious,

social, and existential interpretations of alienation set out by 20th century thinkers in the West. (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 115 Imagining Asian Religion/s Is Buddhism a religion? What is religion? Does it entail a belief in God or reference to the transcendent? Is it some kind of faith? But neither was the notion of a god significant, nor was that of faith central to, early Buddhism. One could make similar claims about Confucianism. What do we mean by "religion"? Until modern times, Asian cultures lacked the very concept of what Western scholars call "religion." Or is what the Indians call dharma equivalent to "religion"? What about what the ancient Chinese (Buddhists, Confucians, and Daoists) called fo, jiao, and dao or the Japanese (Buddhists, Shintoists, and Confucians) called ho, kyo, and do "law," "teaching," and "way"? Are these terms equivalent to what we today mean by "religion"? How do we imagine "religion" in these "Asian cultures"? What is "Asian religion/s"?

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

REL 213 Death and Dying This course examines the inevitable fact of death and the meaning of life this might entail. From the very moment that we are born we are faced with the possibility of death. Death then forms a real and essential component of our existence, our lives. We shall examine this topic through a variety of perspectives, including psychology, philosophy, literature/fiction (such as short stories and poetry), and religion. We will look at the various attitudes and postures towards death; how different people from different backgrounds, cultures, and fields have coped with this fact; the different interpretations of the meaningfulness of life people extract from it; and possible speculations and interpretations people have provided as to why we must die and where, if anywhere, it may possibly lead.

REL 215 Japanese Religions The course examines the religious traditions of Japan by tracing their historical development and looking at the roles they have played and currently play in Japanese society. We will investigate the great variety of the indigenous folk religious beliefs and practices along with the Japanese appropriations of originally foreign religions. Our study will take us through shamanistic folk religion, Shinto, Buddhism, Confucianism (and Neo-Confucianism), Christianity, the new and syncretic religions of modern Japan. Prerequisites: An introductory course in religious studies or Asian studies or permission of instructor.

REL 219 Islam and Society: Then and Now This course is an historical study of the rise of Islam and the making of Muslim societies from seventh century Arabia to the current global contexts. It examines basic beliefs and their cultural, social, legal, and political manifestations in both majority and minority settings. It also analyses how Islam is

transformed, translated, and appropriated in Muslim societies in response to challenges brought forth by modernity, nationalism, war and terror, and the global economy. Overall, the course brings multiple perspectives on the historical and modern developments of Islam and their diverse societal transformations, including the Muslim presence in Southeast Asia and North America (Anwar, 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, Sexuality, and Islam The #MeToo movement has brought a renewed debate on how gender and sexuality are constructed within Muslim contexts. The emerging topics – such as consent, sexual violence, sexual orientation, the fluidity of masculinity and femininity, and reproductive rights – have gained currency, in addition to attracting hostility. This course explores how the change of gender roles and sexual mores corresponds with political, social, and cultural constructs. It evaluates the historical and contemporary narratives of the role of Islam in constructing gender and sexuality. Students will interpret religious, legal, ethical, political, and social texts within majority and minority Muslim contexts (Anwar, offered annually).

REL 237 Christianity and Culture What is the relationship between what Christian groups do and how they understand themselves? This course uses case studies of a wide variety of Christian communities, from a Native American community in the contemporary U.S. to the Christian communities of the Apostle Paul, to examine the relationship between theory and practice in Christianity. Special emphasis is placed on the questions of whether or how Christian communities can produce significant social change. Students who have taken REL 237 in terms previous to and including Fall 2022 may not take REL 294 in Spring 2023. (Salter, offered alternate years)

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. (John Krummel, offered alternate years).

REL 240 What is Christianity? This course is an introduction to Christianity designed both for students with no familiarity at all with Christianity and for students who have been raised in Christian traditions, but who are not familiar with the critical study of religion or the breadth of Christian traditions. Students explore Christianity using primary readings from Christian scriptures, historical readings on the development of various Christian traditions, and theological readings about the various interpretations of key Christian symbols in different Christian traditions. (Salter, offered alternate years)

REL 241 Rastaman and Christ What happens when religions collide? This course explores this question in the

specific context of the "New World," where religions from various traditions collided under the rubrics of colonial conquest, slavery and, more recently, rapid social changes like migration, communications advances, and tourism. This course primarily explores the collision of West African religions with Christianity. Thus students focus on understanding the emergence of religions like Rastafari, Vodou, Santeria, Shango, and other New World religions. (Salter, offered alternate years)

REL 243 Suffering and Salvation Human existence entails suffering? Why must we suffer? How can we escape suffering? And if suffering is inevitable, what is its meaning? Is it always fair or deserved? The major religions of the world were established and developed, partially in response to such questions about the human predicament. Each religion provides a variety of responses to this inevitable fact of human life. What is the picture of the meaning of life implied in such a response? In this course we shall investigate the major religious traditions from across the globe, East and West – Judaism, Christianity, Islam, Hinduism, Buddhism, and the Chinese religions – and look at their various attempts to answer that question of suffering and respond to it, including their prescription for salvation. At the same time the course aims to raise awareness concerning responsible ways of comparing religions, using "soteriology" (the study of salvation) as a comparative category. The course also raises the crucial question of whether it is possible to remain faithful to one's own religious path while maintaining self-critique and openness to the claims of other traditions, a question that is of crucial importance with the increasing globalization of the world. (John Krummel, offered Fall annually).

REL 248 Islamic Ethics and Politics This course examines the intersection between ethics and politics in Muslim majority and minority contexts. It addresses such questions as: Whether Islam's perennial message is ethical or political and/or a combination of both? What do Islamic ethical principles look like if ethics is independent of politics, and conversely, what are Islamic political principles if politics is separated from ethics? How do Muslims decide what is ethically and politically meaningful? Do Islamic and secular contexts matter in deciding what is ethical and/or political? Students explore these questions using a multidisciplinary approach drawn from theological, legal, ethical, political, and feminist literature. They will also analyze ethical dilemmas and challenges faced by Muslim societies in contemporary social and political contexts. By the end of the semester, students will gain diverse perspectives on Islamic ethical principles and the entanglement of ethics and politics in Islamization, secularization, and de-colonization. They will also apply such diverse ethical perspectives to various contemporary issues ranging from feminism, human rights, democracy, halal practices, cyber-Islam to interfaith relations.

REL 253 Creation Stories: Why They Matter This course fosters educational conversations on the nature of the world from theistic and non-theistic perspectives. It will elaborate on the world's origin (creation, emanation, and the worlds' eternity), the law of nature, freedom and predestination, ethics, religious devotion, and eschatology. Some of the questions in this course will include: What is the origin of the universe? Is the world a product of creation, emanation, or evolution? How do religious traditions characterize the nature of the universe? How does religion relate to the world? Are religion and science in conflict or complementary? In what way can we relate religion and science? How does our view of the world influence our discourse in ethics, politics, science, and religion?

REL 254 Questioning Divinity: God, Goddess, Gods, Nothing God, gods, goddesses. Is god one or many, male or female or without gender? Is the ground of reality, the source of all existence even theistic? How have human beings conceived the divine over the millennia, both in and prior to human history? Who or what is a god or goddess or deity? What are we asking when we ask about God or Goddess? What about gods/goddesses in the plural? And must divinity be conceived in personal terms as a father or son or mother? Or are such conceptions human projections upon that which any conception fails to grasp? Can it then be understood in non-personal terms? And what are the implications of such ways of conceiving God/Goddess for society or civilization? In this course we shall look at different ways in which the issue of the divine have been raised throughout history, in different cultures and religions, and by different thinkers. By doing so the course shall raise questions about traditional Western conceptions of God, e.g., monotheistic and patriarchal; and even about the theistic (God-centered) view to reality itself. How did these beliefs come about? What are the contexts in which they came about? What are their effects on society? And are they still feasible today? By questioning the core ideas about reality belonging to our traditions and seeing the historical and cultural contexts in which they emerged, the course proposes to open our horizons and imaginative vision in regard to central questions about reality, the cosmos and the human world.

REL 255 Peace and Violence in the Qur'an This course explores Qur'anic views on peace and violence. It will discuss Qur'anic views regarding the meaning of Islam and its treatment of various forms of peace including liberation, justice, equality, freedom, and tolerance, as well as those of violence including war, self-defense, killing, suicide, sacrifice, and punishment. To appreciate the meaning of Qur'anic verses on these issues, the course will pay attention to the horizon of the questions focusing on their specific circumstances. Throughout the semester, the class will discuss questions on Qur'anic support for peace and violence. The following list constitutes some of those questions: Does

the Qur'an support peace or violence? How is peace to be achieved in a Qur'anic worldview? What kinds of violence does the Qur'an allow or disallow to take place? Since Qur'anic verses seem to suggest both peace and violence, to what extent does the Qur'an promote peace and to what extent does it allow violence? Does the Qur'an promote peace/violence as an end or as a means? What are the historical circumstances that students of the Qur'an should know in order to better understand the meaning of Qur'anic verses regarding peace and violence? (Kafrawi, offered Fall alternate years)

REL 260 Religion and Philosophy from a Global Perspective What is religion? What is philosophy? Do their paths ever cross? Where do they meet? This course explores philosophically what it means to be religious. Can one be religious and at the same time also be rational and critical? Is it possible to examine philosophically the origins of the religious consciousness or way of being? And what do we mean by "religion" anyway? How can we make sense out of the plurality of, and disagreements amongst, religions? The course engages in a cross-cultural exploration of the meaning of religion. It does so by looking at texts of philosophy, religious thought, and theory, expressing both religious and non-religious perspectives and a variety of traditions. (Krummel, offered 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.

REL 270 Mod. Jewish History This course examines Jewish intellectual, political, and socio-economic history from the period of the French Revolution until the mid-20th century. The specific focus of the course is on the manner in which Jews accommodated themselves and related to changes in their status which were caused by external and internal events. A major area of concern are the movements – intellectual, political, and religious, such as Reform Judaism, the Haskalah, Zionism, Jewish radicalism, Hasidism – which arose within the Jewish communities in question as reactions to Emancipation and Enlightenment. (Dobkowski, offered alternate years)

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 279 Torah and Testament How do we read sacred texts? How can they say anything to us today? This course introduces students to central texts of the Jewish and Christian traditions and key methods of reading/interpreting those texts. Through close readings of selected representative texts, we cover themes that may range from origins and cosmologies to liberation, freedom, law and morality. (Dobkowski, Salter, offered alternate years)

REL 280 Negotiating Islam This course offers a survey on the development of Islamic thought since its inception in 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 principals 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 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 288 Religious Extremism Religious extremism takes shape and flourishes equally in both secular and religious communities. The rising phenomena of exclusionary religious sentiments and intolerance in the United States and across the globe puts into question the notion that a particular religion is immune from extremism while others are more prone to it. They challenge humanity's most cherished values of peace, compassion, and justice that have been viewed as positive contributions of religions to peace. This course will study some basic concepts, examines some key theories, and scrutinize some illustrative cases of religious extremism across traditions including Judaism, Christianity, Islam, Buddhism, and Hinduism. It will also investigate the roots of religious extremism from historical, social, political, and theological vantage points. Of special interest is the connection between religious extremism and religious violence. Among the questions addressed in this course include: What is religious extremism? What social conditions give birth to religious extremism? How does religious extremism interconnect with religious violence?

REL 289 Material Culture and Islam Did you know that the Biscione (viper) of Milan is historically linked to the Crusades? Western and Islamic borrowings of things and ideas for good and bad reasons shape how Islam is culturally embodied. This course traces the embodiment of Islam in visual cultures. It will pay special attention to how Islam manifests in its geographical spaces, its cultural shapes, and its artistic forms. Islam's encounters with various locations and cultures influence how the architectural designs are carved, dresses are shaped, poems are creatively crafted, and arts of calligraphy are expressed. While Islam's encounters with new cultural practices invoke the question of what is Islamic and not Islamic, they merit an interdisciplinary examination ranging from anthropological,

social, historical, artistic, and religious (studies) approaches. The course investigates various embodiments of Islam ranging from the architectural or landscaping environment (mosques and gardens), poem, fashion, and calligraphy. It also approaches the materiality of Islam by examining the contexts of things as cultural, historical, artistic, and religious artifacts, showing the relationship between Muslims and objects, and situating Muslims' relationship with objects within its theological importance, colonial and post-colonial pursuits of capitalist accumulation, emerging customer cultures, and museum displays. The course will enhance students' understanding of what embodies Islam and what constitutes Muslim material cultures. (offered alternate years)

REL 290 Human Rights and Religion Does Religion provide helpful ideas and/or values to support the justification of human rights? Or have religions and religious reasoning done more harm than good in the history of human rights violations? How should we balance rights to religious freedoms of expression, assembly, and conscience, with other rights to human flourishing? When the Universal Declaration of Human Rights was first passed, one of the committee members observed that "We agree on these rights, provided we are not asked why. With the 'why' the dispute begins." In this class, we will confront the 'why question' directly and explicitly, beginning with an examination of how various religious traditions think about and advocate for human dignity and rights. We will also, however, situate these perspectives within their relevant historical contexts, and address the concrete events in which members of that tradition either perpetrated and/or suffered human rights abuses. In the second half of the course, we will dig into thematic tensions that are particularly relevant to the dialogue between religion and human rights. Significant topics include: the tensions between human rights and human freedom, as well as how religious practices and beliefs have shaped the rights of vulnerable groups like women, children, minorities, LGBTQ communities, and the environment.

REL 291 The Ethics of Identity: Being, Knowing, and Doing Identity and identity politics has become an inescapable hot button issue in our current public discourse in the last decade. Too often, however, such discussions are so focused on picking a side in the political aspects of the debate, that they do not stop to articulate what identity is and how it shapes our individual and collective lives. This course will take a philosophical deep dive into the questions and challenges of identity along three vectors; Being, Knowing, and Doing. In the first section on "Being", we will explore the ontology of identity by asking such questions as What does it mean to have an identity or be a person with an identity? (Why) Is identity important? What are different types of identity (ethno-cultural, national, sexual, gender, race, religious, socio-economic, philosophical, political) and how do they intersect and interact? How are group identities related to and distinct from individual ones? In the second section, "Knowing," we will explore how identity shapes perception and knowledge creation. Here we will pursue such questions as; how do the different types of identity discussed in the first part of the course influence how we are able to perceive the world and be perceived by it? How does identity shape how we come to know things individually and the extent to which we contribute to public or group knowledge? And what is the relationship between objectivity and subjectivity in ideal epistemic practice? In the final section we will explore the role which identity plays in the moral sphere by asking such questions as; how does identity shape our processes of moral reasoning and our ability to act "virtuously"? What is the relationship between identity and human rights or identity and moral duties? Should all rights and obligations be universal, or should forms of identity deflect either or both? Finally, how should we prioritize between individualism and group identities when they come into conflict? There are no prerequisites for this course, however, it may be of particular interest to students interested in politics, philosophy, ethics, critical sexuality, and social epistemology. (Gervais, offered biannually)

REL 292 Deviance and (De)Medicalization Is a school shooter an evil sinner, an ordinary criminal, or just mentally ill? Is homosexuality a natural mode of loving and living, an expression of moral weakness, a punishable criminal offense, or a sign of biological or psychological inversion? Is "hearing voices" a sign of madness to be shunned and locked away from society, or to be revered as proof of being chosen by the gods? The way in which a society or individual answers these kinds of questions can help us to understand the ways in which that society medicalizes (or demedicalizes) different forms of deviance. In this course we will explore various arenas in which forms of deviance have shifted around on the spectrum from sin to crime to sickness (and back again) through processes of medicalization and demedicalization. We will explore medicalization in connection with sexual, mental, and moral forms of deviance as well as the medicalization of identity in terms of race, gender, class, disability, and age in order to ask questions such as: How is medical knowledge and authority constituted? How and why do certain behaviors come to be framed as medical problems, rather than moral or legal ones? Who decides? What people, forces, or systems shape the way we view deviant behavior? What is at stake in such processes of (de)medicalization, and how do such processes impact the lives of those involved? Finally, we will conclude the course with an analysis of medicalization in the Covid era. This course has no prerequisites however it will be of particular interest to students in the pre-health, pre-law, and sociology tracks, as well as students interested in critical gender and sexuality studies, religious studies, ethics, and political science.

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

REL 294 Religion and Sports This course explores the many relationships of religion and sports. Can sports be considered a religion? In what sense(s)? For example, are sports a vehicle for transcendence, fostering the ability of humans to rise above what they may think are their limits? Does pain in sport blur the boundaries of the self and allow us to unify with something larger than ourselves? Do sports like surfing, mountain climbing, or fly-fishing, foster a connection to nature that might lift us into harmony with the cosmos? Or are sports a religion because of how they function socially? Are sports a ritual that bonds us as a community? Are sports a vehicle for inscribing the values and norms that make us who we are as a collective? Can sports be said to be a 'civil religion' that helps to define the American sacred? And what of the educational and psychological functions of sports? Are sports part of our social training? Do they always reinforce our social norms, or can they also be part of the transformation of our communities?

REL 295 Sustainability, Fashion, and Justice The clothing industry's "fast fashion" paradigm has continued to perpetuate ethical and environmental dilemmas. This industry model condones the use of cheap labors and materials and often outsources production to underdeveloped Muslim countries, exposing underrepresented groups such as women to unsafe, violent working environments where their human rights are curtailed. This phenomenon compels customers, governments, and companies to address "fast fashion" and its environmental and socioeconomic impacts by pivoting towards more sustainable industry models. In elaborating sustainable fashion, this course examines questions, such as: In what ways does fashion impact the environment? Why does sustainable fashion matter? How are fashion companies regulated with respect to environmental degradation? How can customers accelerate change for sustainable clothing? The problem of fashion ethics will be approached from a multidisciplinary perspective, including approaches from religious studies, gender studies, and environmental studies. Students will be exposed to fashion ethics from both Western and Islamic perspectives.

REL 296 Evil What does it mean to be human in a tragic world filled with seemingly endless suffering? Is evil inevitable? Where does it come from? What distinguishes evils from ordinary wrongs? How is it that we do evil? Is hatred necessarily evil? Are some evils unforgivable? Are there evils we should tolerate or that are necessary? What can make evil hard to recognize? How can we best respond to, and live with evils? To look into the darkest depths of human existence is a frightening venture, but in this class we confront the problem of evil head on from multiple disciplinary perspectives. From the battles between order and chaos in creation myths from around the world, to the horrors of genocide in our modern era and everything in between, this course explores all the many faces of evil including the enduring allure of super villains and the horror genre, concrete "evil" individuals and atrocity in history, Greek tragedy, philosophical accounts of how to defend the existence of God in the face of evil, and how we as human beings ought best to carry on (with hope and optimism) in the face of all this evil and suffering. This course will be of relevance to students interested in ethics, philosophy, religious studies, international relations, or global studies. It substantially satisfies the goals of ethical judgment and cultural difference. There are no prerequisites for this course.

REL 297 Religion, Ethics, and Culture How do humans create meaning and orient their individual and collective lives? What role has "religious" thinking played in these central human projects historically, and what do religious feeling, cults, rituals, prayer, high priests, and prophets look like in our supposedly post-religion age? In this course we will explore the inextricability of the religious and cultural; how they inform one another, and how they work together in tension to help us make sense of life's persistent questions concerning: What can we know? What should we do? And what can we hope for? We will focus particular attention on contemporary manifestations of this relationship, with case studies ranging from Soul Cycle, to inceldom, to video games, to Hijab solidarity, to the neopagan witch renaissance. This course will be of interest to students studying philosophy, history, sociology, anthropology, psychology, religion, and media and society. (Gervais, offered alternate years).

REL 298 Human Rights as a Philosophical Problem What are rights? What does it mean to claim a right? How do they bear on fundamental questions of human flourishing, dignity, and solidarity? Are any rights (truly) universal? How are they different from other moral values we may hold? How might we try to ground or defend the legitimacy of human rights outside of a legal context, philosophically, religiously, or otherwise? What is the relationship between rights and duties? Might certain rights be the product of ethnocentric bias, is the idea of rights itself a "problematically Western" one? What is the difference between positive rights and negative rights, and how should we adjudicate between and among rights when they come into conflict with one another? Contemporary public discourse will often frame a policy initiative in the language of human rights as a way to convey urgency and/or a moral high ground, so we also must ask how this "human rights creep" might enable or undermine other human rights initiatives. Furthermore, what are the underlying motivations for such rights creep; i.e. why might we be tempted to reach for human rights language when advocating for our moral values, principles or ideals? Who or what can be a rights holder? We tend to think of humans and animals as the primary candidates, but are unique parcels of land, or revered cultural artifacts such as art or architecture worthy of consideration as well? How ought we think about the ethics of resistance vis a vis human rights, meaning are there acceptable and unacceptable ways to defend or fight for human rights? In this course we begin with an exploration of the intellectual traditions that laid the conceptual groundwork for the "invention" of human rights with the drafting of the UDHR. From this foundation we are able to move to the question of how to validate or legitimize human rights outside of the legal or political context, before turning to a number of other philosophical problems which human rights raise. The course will conclude with a series of discussions concerning the ethical problems which arise in the contexts of defending or fighting for human rights. This course will be of relevance to students interested in ethics, philosophy, political science, international relations, law and society, social justice, and/or global studies. It substantially satisfies the goals of ethical judgment and a critical understanding of social inequalities. There are no prerequisites for this course, however it serves as a complement to REL 290 Human Rights and Religion.

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, offered Spring alternate years)

REL 325 Japanese Philosophy and Religious Thought The course examines the various strains of Japanese philosophy and intellectual thought that emerge within and from out of the traditions of Shinto, Daoism, Confucianism, Buddhism, Neo-Confucianism, politics, the aesthetic and the military arts, and Western philosophy, from the ancient to the modern periods. We will read the primary texts of a variety of authors and will discuss their implications for understanding reality, knowledge, the self, society, ethics, and religion. Prerequisites: an Asian studies course, a religious studies course, or a philosophy course.

REL 335 Jihad This course discusses exegetical, theological, historical, and contemporary roots of jihad in Islamic and Western scholarship. It particularly explores the meaning and significance of jihad as exemplified in the history of Islamic civilization extending from the time of Muhammad to our contemporary contexts. In addition to exploring various forms of jihad, it examines the view that jihad is waging war against "the other" including non-believers, polytheists, apostates, followers of other religions, and the West. This course also traces Western encounters with jihad and its impact on the clashes and dialogues between the West and the Muslim world. Among the questions discussed are: What is jihad? Does jihad mean the same thing to all Muslims? Does the Qur'an support jihad? Did Muhammad demand Muslims to do jihad? How do Muslims of various schools interpret the notion of jihad? Is jihad the same thing as waging war against the West? Does jihad connote wars against unbelievers, apostates, and followers of other religions? If so, what justifies Muslims to engage in jihad as physical struggle against the other? Does jihad pose danger to humanity? Does Al-Qaeda's terrorism count as jihad? Does Osama bin Laden's fatwa to retaliate against the West substantiate jihad? If so, how do we respond to jihad? (Kafrawi, offered Fall, alternate years)

REL 345 Tradition Transformers This course focuses on key Christian theologians/figures who have shaped Christian thought. The work of these thinkers has been fundamental to the development of and changes in Western thought

and society. The emphasis of the course is on close readings of selections from the primary texts (in translation) and biographical/historical readings which contextualize each author. (Salter, offered alternate years)

REL 347 Gender and Identity in the Muslim World This course explores the extent to which globalization has affected the identities of Muslim women and their gender constructs in the Muslim world. While globalization has provided Muslim women with the newly found freedom to explore choices outside their constructed traditional roles, it has to a different degree trapped women into the cultures of materialism, consumerism, and liberation. Among the questions addressed in this course are whether globalization is a blessing or a blight? What has been the impact of globalization in the Muslim world? Does it affect men and women differently? Does globalization reinforce the inequality of men and women in the Muslim societies? To what extent does globalization affect the gendered divisions of private and public, resources, sexual division of labor, male-female power and authority, and the production of identity in the context of globalization? How do feminists, womanists, and Islamists restructure gender awareness, power relations and opportunities in the public space? What kind of religious is indigenous resistance challenging the impact of globalizations on gender issues in the Muslim world? (Anwar, offered alternate years)

REL 350 Seminar: Nationalism Is nationalism a form of religion? How do you evaluate it? Is it a form of idolatry? This course will explore ideas of American nationalism through the lens of theory in Religious Studies. It will explore central myths of American exceptionalism, the notion of civil religion, and rituals of nationalism. The course will use both descriptive and evaluative methods to explore nationalism. (Salter, offered occasionally)

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 Literary and Theological Responses to the Holocaust It is increasingly obvious that the Holocaust is a watershed event, a phenomenon that changes our perceptions of human nature, religion, morality, and the way we view reality. All that came before must be re-examined and all that follows is shaped by it. Yet, precisely because of its dimensions, the meaning of the Holocaust is impenetrable. Language is inadequate to express the inexpressible. But the moral imperative demands an encounter. This course examines some of the more meaningful "encounters" with the Holocaust found in literature, films, and 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 460 Senior Colloquium The Colloquium is a capstone course for majors in religious studies organized like an independent study. Each major works closely with an individual faculty member on a research project of the student's interest and design. Students taking the Colloquium will be required to consult common readings, meet together as a group to discuss their projects, assist one another with research design, discuss their research findings, and do workshop on their papers. They will present their results to the department at the end of the semester. (Offered every Fall and Spring semester)

REL 461 Seminar: Theory in Religious Studies Religious studies is an endeavor to understand phenomena referred to in the general categories "religion" and "religious." What does it mean to be religious in U.S. culture? In other cultures? What is religion? What are some major religious questions? What are ways people have responded to these questions? What is theory? What is experience? How are theory and experience related? In this course students discuss diverse theoretical perspectives on religion, differentiate among kinds of theories, evaluate them, and apply them to particular examples. The course offers a context for recognizing the contribution of prior work in religious studies and provides a capstone for the major. (Fall, offered annually)

REL 495 Honors

REL 770 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)

Russian Area Studies

Program Faculty

David Galloway, Russian
 Christopher Lemelin, Russian, Chair
 Charity Lofthouse, Music
 Kristen Welsh, Russian

The Russian Area Studies program curriculum allows students to combine courses in the humanities and the social sciences. Students learn not only about the language, culture, history, and society of Russia, but also about the geopolitically related regions in Central Asia and Eastern Europe. This contextualization of Russia allows students to understand better the current events involving the Russian Federation. Such knowledge is especially valuable given the critical role this region plays in the world and its importance to U.S. foreign policy.

Russian Area Studies students go on to careers in a wide variety of fields. Recent graduates are working in such areas as international development, finance, public health, and law, at both U.S. and international organizations. Some of the program's alumni have gone on to study at top graduate programs in the field. Students considering graduate work in Russian area studies or Slavic languages and literatures should consult with a member of the Russian Area Studies faculty member as early as possible, ideally by the beginning of the sophomore year.

Russia's past includes incredible struggles for social justice, economic equity, and civil liberties, sometimes against unbelievable odds. In Russian culture, the country's writers and artists are considered political and ethical spokespersons just as much as are politicians or philosophers. Because of this, Russian Area Studies lends itself naturally to a wide range of interdisciplinary approaches.

Mission Statement

The Russian Area Studies Program's mission is provide students with basic proficiency in Russian language and a comprehensive understanding of the cultural history of Russia, as well as of the impact of his colonialism in Eastern Europe and Eurasia, and to help them develop the analytical and logical reasoning skills necessary to assess cultural artifacts and movements in their historical context, thus preparing them for employment in a variety of areas, both within the field of Russian Area Studies and beyond it.

Offerings

The Russian Area Studies program offers two tracks for a major and two tracks for a minor. The major and minor in Russian History and Society are interdisciplinary, drawing on courses from history and politics. The major in Russian Language and Culture and the minor in Russian Language are disciplinary, drawing primarily on courses in language, literature, and culture.

Only courses for which the student has received a grade of C- or better will be counted toward either of the majors or minors. A term abroad in one of the Colleges' approved programs is strongly recommended for either of the majors.

RUSSIAN HISTORY AND SOCIETY MAJOR

interdisciplinary, 11 courses

Learning Objectives:

- Communicate in the Russian language at the ACTFL Intermediate Low proficiency level.
- Explain and interpret significant historical events of the last thousand years of Russian history, including that of underrepresented groups in and contiguous with the Russian state.
- Explain and interpret the major literary and artistic movements and figures in the Russian-speaking world from the 19th century to today, including groups whose work has been historically less commonly taught.
- Analyze cultural products in Russian and English and contextualize these products with attention to the close and dynamic relationship between the cultural, historical, and political contexts in which they were produced.
- Develop and complete a capstone project that demonstrates an understanding of the interdisciplinary nature of the major and which capitalizes on previous coursework.

- Demonstrate a wide-ranging knowledge of Russia and the neighboring states of Eurasia sufficient for ongoing engagement with their societies, histories, and cultures or to provide the potential for a career within the discipline, as well as critical reading, writing, and thinking skills that can be applied to any career path.

Requirements:

- RUSE 101 Blood and Ice: Russian Empires
- RUSE 112 Dangerous Words: Russian Literature and Society
- RUSE 460 Readings and Research in Russian Area Studies
- Three Russian language courses
- Two courses from the Russian area studies Humanities electives
- Three courses from the Russian area studies Social Science electives

RUSSIAN LANGUAGE AND CULTURE MAJOR

disciplinary, 11 courses

Learning Objectives:

- Communicate in the Russian language at the ACTFL Intermediate High proficiency level.
- Explain and interpret significant historical events of the last thousand years of Russian history, including that of underrepresented groups in and contiguous with the Russian state.
- Explain and interpret the major literary and artistic movements and figures in the Russian-speaking world from the 19th century to today, including groups whose work has been historically less commonly taught.
- Analyze cultural products in Russian and English and contextualize these products with attention to the close and dynamic relationship between the cultural, literary, and linguistic contexts in which they were produced.
- Develop and complete a capstone project that demonstrates an understanding of the literary and linguistic emphases of the major and which capitalizes on previous coursework.
- Demonstrate a wide-ranging knowledge of Russia and the neighboring states of Eurasia sufficient for ongoing engagement with their languages, histories, and cultures or to provide the potential for a career within the discipline, as well as critical reading, writing, and thinking skills that can be applied to any career path.

Requirements:

- RUSE 101 Blood and Ice: Russian Empires
- RUSE 112 Dangerous Words: Russian Literature and Society
- RUSE 460 Readings and Research in Russian Area Studies
- Six Russian language courses
- 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.

RUSSIAN AREA STUDIES MINOR

interdisciplinary, 6 courses

Requirements:

- RUSE 101 Blood and Ice: Russian Empires or GLS 101 Introduction to Global Studies

- RUSE 112 Dangerous Words: Russian Literature and Society
- Four courses from the Russian Area Studies electives selected in consultation with an advisor.

RUSSIAN LANGUAGE MINOR

disciplinary, 6 courses

Requirements:

Six Russian language courses starting with RUS 101

CROSS-LISTED COURSES

Humanities Electives

HIST 237 Europe Since the War

HIST 238 World Wars in Global Perspective

HIST 276 The Age of Dictators

Social Sciences Electives

ECON 233 Comparative Economics

ECON 236 Introduction to Radical Political Economy

ECON 344 Economic Development

GLS 101 Introduction to Global Studies

INRL 140 Introduction to Comparative Politics

SOC 300 Classical Sociological Theory

COURSES TAUGHT IN RUSSIAN (RUS)

Courses taught in English are designated RUSE and are listed separately below. Students who have studied Russian previously should contact the Russian Area Studies chair to arrange for a placement test.

RUS 101 Beginning Russian I An introduction to the Russian language designed to develop listening, speaking, reading, and writing skills, with particular focus on speaking and understanding basic Russian. Class sessions will include brief videos, games, and short readings. In addition to gaining basic understanding and mastery of the Russian language, students will learn about Russian history and culture, as well. By the end of the semester, you'll be able to hold some basic conversations about yourself, your interests, and your family. Weekly laboratory hour is mandatory.

RUS 102 Beginning Russian II A continued introduction to the Russian language designed to develop listening, speaking, reading, and writing skills. Class sessions will include brief videos, games, and short readings. In addition to expanding their understanding of Russia and improving their mastery of the Russian language, students will continue to learn about Russian history and culture. By the end of the semester, you'll be able to hold talk about your studies and your extracurricular interests, express opinions, and hypothesize. Weekly laboratory hour is mandatory. Prerequisite: RUS 101, placement, or permission of the instructor.

RUS 201 Intermediate Russian I 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. Weekly laboratory hour is mandatory. Prerequisite: RUS 102, placement, or permission of the instructor.

RUS 202 Intermediate Russian 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. Weekly laboratory hour is mandatory. Prerequisite: RUS 201, placement, or permission of the instructor.

RUS 410 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. Prerequisite: RUS 202, RUS 410, or RUS 411; placement; or permission of the instructor.

RUS 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. Prerequisite: RUS 202, RUS 410, or RUS 411; placement; or permission of the instructor.

COURSES TAUGHT IN ENGLISH (RUSE)

For courses with a RUSE designation, all readings and discussion are conducted in English. There are no prerequisites for courses at the 100 or 200 level.

RUSE 101 Blood and Ice: Russian Empires The largest country in both Europe and Asia, Russia has dominated Eastern Europe and north Asia for over a thousand years. Through an examination of its long, varied, and frequently bloody history, we will investigate the nature of "empire" as defined and interpreted by the various political entities, which have ruled the Russian land.

RUSE 120 Sport and Ideology: Gender, Race, National Identity This course examines the intersection of ideology and sport in multiple forms. Beginning with a broad introduction to the major issues in the application of questions regarding gender, race, class, and ideology to sport, we will primarily view sport as ideological struggle through the 20th century Olympic games movement and the contest between the Soviet and Eastern Bloc nations and the U.S., though we will also consider the larger context of sport as a window to social issues. We will use a variety of primary materials, including monographs, articles, interviews, documentaries, and feature films.

RUSE 203 Surviving Russian Prisons The Soviet system of prisons and labor camps operated for much of the 20th century. Under dictator Josef Stalin, millions of the country's own citizens were imprisoned on false charges for years, worked to death in Siberian mines, or executed outright. The perpetrators of these crimes have never been brought to justice. In this course students read from the literature that arose in response to this tragedy: works by Aleksandr Solzhenitsyn, Varlam Shalamov, Lidia Ginzburg, and Georgii Vladimov. There are no prerequisites.

RUSE 204 Russian Film 1917–2001 This course is an introduction to the most important trends, directors, and films in Russian cinema from the beginning of the 20th century to the present. Students are exposed to a wide range of movies, including early silent films, experimental films of the 1920s and early 1930s, socialist realist films, films on World War II and Soviet life, and films from contemporary Russia. All readings are in English and all films shown with English subtitles. Because of the rich heritage of Russian cinema, this course does not claim to be an exhaustive treatment of all the great Russian films, but rather aims to acquaint students with the overall contours of Russian filmmaking and with the fundamentals of reading film. Required film screenings TBD.

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

RUSE 207 Chekhov and His Legacy Anton Chekhov stands not only as one of Russia's best-known writers, but also as a key figure for our understanding of modernity. His innovations as a short story writer and as a playwright contributed significantly to stylistic trends of the twentieth century. Chekhov's works stem from a modernist sensibility and a uniquely independent spirit, and they allow us to understand his attitude toward the state of Russian society of his day. Moreover, Chekhov's works continue to influence writers not only in Russia, but also but also in America and in other parts of the English-speaking world. This course will examine Chekhov's short stories from a number of perspectives. We will consider how Chekhov developed his craft in the context of his biography and look at how Chekhov used his writing to comment on the state of society in late-nineteenth century Russia. We will examine the innovative characteristics of Chekhov's work: his modernism, the nature of his humor, and his stance toward such cultural paradigms as gender and class. Finally, we will examine how these aspects of Chekhov's work helped shape the modern short story and theater. In the latter part of the course, we will consider a number of Anglophone writers, whom Chekhov influenced, including James Joyce, Eudora Welty, Raymond Carver, and Tennessee Williams. There are no prerequisites.

RUSE 237 Russian Folklore In this course, students survey the wealth of Russian and Slavic folk tales, epic songs, legends, riddles and other elements of the oral tradition, as well as the later literatures these genres inspired. Students

examine characters such as the Firebird, Baba-Yaga the witch, Koshchei the Deathless, and Ilya Muromets. Materials are not restricted to the printed word, and include art and music arising from the Russian folk tradition. There are no prerequisites and no knowledge of Russian language or culture is presumed.

RUSE 251 Sexuality, Power and Creativity in Russian Literature In the 20th century, Russia's "other voices" continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost, perestroika, and the post-Soviet transition. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist realist propaganda dictated by the Soviet government. Topics include Russian perceptions of male/female, masculinity/femininity; the female voice; the tension between poet and muse; gender bending; understandings of sexuality in the early Soviet period; the breaking of sexual mores during Glasnost; and how current Russian debates on gender and sexuality cite and relate to this cultural heritage. Open to students of all levels. There are no prerequisites.

RUSE 351 Sexuality, Power and Creativity in Russian Literature In the 20th century, Russia's "other voices" continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost, perestroika, and the post-Soviet transition. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist realist propaganda dictated by the Soviet government. Topics include Russian perceptions of male/female, masculinity/femininity; the female voice; the tension between poet and muse; gender bending; understandings of sexuality in the early Soviet period; the breaking of sexual mores during Glasnost; and how current Russian debates on gender and sexuality cite and relate to this cultural heritage. For Russian Area Studies majors; Gender, Sexuality, and Intersectional Justice majors; or by permission of the instructor.

RUSE 353 Alienation and Intimacy: Russian-American Writers With the grand commercial success of *The Russian Debutante's Handbook* (Shteyngart, 2002), a new generation of Russians writing in English arrived on the American literary scene. The course introduces this diverse group of writers and the giants, Nabokov and Brodsky, from whose shadow they emerged. The writers share a first language (Russian), a language of composition (English), and a path through global space (Russia or Soviet Union -> United States). Readings cover a range of literary genres (novel, including the graphic novel; short story; autobiography; memoir) and will be supplemented by author interviews and critical literature. The readings supply multiple models for constructing, or re-constructing, identity (linguistic, national, ethnic). We will consider questions of intertextuality (Reyn, Ulinich, Shteyngart), the diasporic intimacy of the Russian-Jewish-American immigrant community (Litman, Vapnyar, Fishman), the alienation experienced by immigrant characters and writers (Akhtiorskaya, Shteyngart, Gmshin), and the process of telling, retelling, or eliding the Soviet past (Brodsky, Gorokhova, Fishman, Nabokov, Shteyngart). The course is designed to improve students' critical reading, writing, and literary analysis skills, and introduce them to literature of the Russian diaspora in the U.S. and to one facet of the literature of the American immigrant experience. Pre-requisite: ONE of AMST 101, AMST 206, ENG 152, ENG 170, any RUSE course, or permission of the instructor.

RUSE 460 Capstone Seminar: Readings and Research in Russian Area Studies Designed for advanced majors and minors in Russian Area Studies (both the History & Society and Language & Culture tracks), this seminar provides a capstone experience. The seminar will engage students in current scholarship across the disciplines of Russian Area Studies and enhance student' approach to research. Each seminar will be based upon fictional (novels, stories, plays, films) and non-fictional (memoirs, speeches, newspapers, journals, documents) works relating to a central theme, which will change from year to year. The seminar will explore a variety of approaches to the theme, with special attention to the sub-fields of greatest interest to class members. Other Russian Area Studies faculty will be invited to lead a session of the seminar, giving participants immediate access to a variety of disciplinary approaches (political science, economics, history, Musicology, literary criticism) to the theme. Students will identify, assign, and lead discussions of critical and contextual sources, and will develop and complete a research paper. In addition to discussing our key texts, we will devote class time to critiquing current scholarship, developing research methods, articulating a research project, 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

Sociology

Department Faculty

Kendralin Freeman, Associate Professor, Chair

Ervin Kosta, Associate Professor

Whitney Mauer, Associate Professor, Environmental Studies

Renee Monson, Professor

James Sutton, 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 Hobart and William Smith Colleges is activist and change-oriented. Sociology brings methodological rigor to core humanist concerns. The sociology program at HWS has a strong commitment to diversity, equity, and inclusion; not only do our faculty seek to convey an understanding of society, but its members have a keen interest in social problems, social theory, and social change. All faculty are involved in research and teaching that involves social issues, such as race, class, and gender inequality, community development, alcohol and other drug abuse, prison life, welfare policy, organizational dysfunction, urban life, educational reforms, and marriage and the family. Much of what we teach revolves around issues of personal and social development, the distribution of social rewards, and the liberatory power of sociological consciousness. Without exception, our faculty can be described as having a strong emphasis on the applied and as sharing a commitment to the community, broadly construed.

We aim to share this sociological understanding with our students so that they not only learn about the social world, but also criticize and work actively to change it. Our majors often put their course work into action while they are still at HWS through independent research, participation in community service and service learning, honors projects, academic conference participation, and internships. Graduates use their sociological education in countless ways, including graduate school, working for non-profit organizations, doing social work, and in business management.

Mission Statement

The mission of the Sociology Department at HWS is to educate and engage students in the consideration of social problems, forces, and processes that shape their lives. This process equips students with marketable skills to successfully navigate the labor force, critical thinking skills to successfully navigate local and global citizenship, and competencies in interpersonal and institutional dynamics to purposefully engage in social life.

Offerings

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

We expect that our majors and minors will address the following goals while earning a degree in Sociology:

1. Define and use foundational concepts of sociology, such as: the self, culture, status, crime, roles, norms, globalization, organization, stratification, deviance, social class, gender, race, sexuality, community, space, power, ethnicity, social change, urban, family, labor, and place.
2. Examine and understand the reciprocal relationship between individuals, small groups, social processes, and social structures.
3. Interrogate dimensions of difference (e.g., race, ethnicity, class, gender, sexuality, ability) intersect to produce disparate experiences of power, belonging, and inequality in the social world.
4. Interpret, clarify, and assess major theoretical platforms in sociological thought.
5. Read, write, communicate, and apply sociological ideas verbally, graphically, and statistically explaining social patterns and social issues.
6. Understand, evaluate, and produce sociological research using appropriate quantitative and qualitative methodologies and, when applicable, testable hypotheses.

SOCIOLOGY MAJOR (B.A.)*disciplinary, 11 courses***Learning Objectives:**

- Define and use foundational concepts of sociology, such as: the self, culture, status, crime, roles, norms, globalization, organization, stratification, deviance, social class, gender, race, sexuality, community, space, power, ethnicity, social change, urban, family, labor, and place
- Examine and understand the reciprocal relationship between individuals, small groups, social processes, and social structures.
- Interrogate how dimensions of difference (e.g., race, ethnicity, class, gender, sexuality, ability) intersect to produce disparate experiences of power, belonging, and inequality in the social world.
- Interpret, clarify, and assess major theoretical platforms in sociological thought.
- Read, write, communicate, and apply sociological ideas verbally, graphically, and statistically explaining social patterns and social issues
- Understand, evaluate, and produce sociological research using appropriate quantitative and qualitative methodologies and, when applicable, testable hypotheses.

Requirements:

SOC 100; SOC 211; SOC 212; SOC 300; SOC 465; and six additional sociology courses at the 200-level or higher, at least one of which must be a 300-level seminar. One 200-level or higher anthropology course can substitute for a 200-level sociology elective course. SOC 450 or SOC 499 arrangements can be counted for a maximum of two courses toward the major. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted towards the major.

SOCIOLOGY MINOR*disciplinary, 6 courses***Requirements:**

SOC 100; either SOC 211, SOC 212 or 300; and four additional sociology courses. SOC 450 or SOC 499 arrangements can be counted for a maximum of one course toward the minor. All courses must be passed with a grade of C- or higher. No more than one course with a CR grade may be counted toward the minor.

ANTHROPOLOGY/SOCIOLOGY MAJOR (B.A.)*11 courses***Learning Objectives:**

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

- Interpret, clarify, and assess major theoretical platforms in anthropological and sociological thought.

Requirements:

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

Sociology Policy on Courses Transferred into the Major/Minor

- Students can take SOC 100 elsewhere.
- Sociology majors/minors must take the required core courses (SOC 211, 212, and 300) at HWS. Exception: they have taken the course here at least once but have not achieved the minimum grade of C- or better. Students must get the approval of the department chair and the faculty member(s) teaching the course at HWS before transferring in a sub-stitute core course taken elsewhere.
- Sociology majors must take SOC 464/5 (senior seminar) and the 300-level seminar at HWS.
- Students may count a maximum of two 200-level sociology courses taken abroad toward the major. These courses must be approved by department faculty. Students may count a maximum of one 200-level sociology course taken abroad for the minor.

COURSE DESCRIPTIONS

SOC 100 Introduction to Sociology An introduction to the fundamental concepts of sociology, this course focuses on such central issues as the social nature of personality; the effects of social class, race, and gender on social life; the interactional basis of society; and the place of beliefs and values in social structure and social action. A fundamental concern is to analyze the reciprocal nature of social existence, to understand how society influences us and how we, in turn, construct it. Typically, the course applies the sociological perspective to an analysis of American society and other social systems. (Freeman, Kosta, Monson, Sutton, offered every semester) Note: All upper level sociology courses require SOC 100 as a prerequisite.

SOC 201 Public Policy Making, Implementation, and Evaluation This course is an overview of the public policy process: policy making, policy implementation, and policy evaluation. It draws on core concepts and frameworks from three related disciplines – sociology, economics, and political science – to examine how legislation is proposed and passed, how policies are implemented on the ground, and what tools are used to analyze and evaluate the justice and efficacy of public policies. The primary focus is on U.S. policy, with case studies from other nation-states serving as comparative context. Substantive policy areas addressed in the course may include poverty and welfare, education, crime, and labor policies. (Monson, offered alternate years)

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

SOC 210 Gentrification A term coined in 1964, gentrification refers to the return of the creative/professional middle classes to central city locations, where their quest for homes of interesting architectural provenance, cheap real estate and low rents, and proximity to cultural amenities often results in increasing rents and neighborhood up-scaling that displaces existing working class residents. Despite its inability to challenge ongoing suburbanization in absolute terms, gentrification has nonetheless occupied a disproportionate amount of attention from sociologists, urban studies scholars, policymakers, as well as increasingly the mass media and the public interested in issues in urban decay and regeneration. This course will introduce students to the already voluminous literature on gentrification, focusing on earlier debates of the 'classical' era, such as production vs consumption explanations, to more recent theoretical developments that include planetary gentrification, commercial/retail gentrification, advanced or super gentrification, rural gentrification, etc. The course will make constant references to urban changes visible

in downtown Geneva as well as more regional cities such as Rochester, Buffalo, and Syracuse. Students who have passed SOC 100, ANTH 110, POL 110, or ECON 160 with a minimum grade of C-, or have the permission of instructor, will be able to register for this course. (Kosta, 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. (Monson, offered annually)

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. (Perkins, Freeman, offered annually)

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

SOC 214 Urban Ethnography Rapid urbanization in the 19th century provided a crucial impetus to the development of sociology, as scholars wondered how 'the city' transformed traditional forms of identity and community. Urban ethnography – the systematic observation of social life in the city – became one of the most important methods that defined the Chicago School of Sociology. This course will introduce students to the body of knowledge amassed over a century of urban ethnography, focusing on urban ethnographies both theoretically and methodologically. We will cover topics of sustained importance to ethnographers, such as poverty, crime and violence, race, social class, public space, work, immigration, consumption, housing and homelessness, and the informal economy. We will cover important debates within ethnography, including issues of ethics, representation, and the politics of doing an ethnography. Throughout the semester, we will ask what is specifically urban about any given ethnography, as well as what is specifically ethnographic about what's being studied in the readings we consider. Students might be expected to conduct their own ethnographies. The course will make references to urban changes visible in Geneva, as well as more regional cities such as Rochester, Syracuse, and Buffalo. Students who have passed SOC 100, SOC 210, ANTH 110, or BIDS 207 with a minimum grade of C- or have obtained permission of instructor will be able to register for this course. (Kosta, offered occasionally)

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

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. (Freeman, offered alternate years)

SOC 224 Social Deviance This course explores the social etiology of deviant behavior, the functions of deviance, and societal reactions to deviance. An interdisciplinary approach is taken to the internalization of norms, guilt, shame, punishment, and conformity as they relate to deviance. Various theoretical approaches are examined. Social deviance is considered as a regular aspect of societies, and this course is directed toward a normative theory of culture, addressed to the problems of order, conflict, and change. (Sutton, offered alternate years)

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

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

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

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

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

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

SOC 265 Penology This course focuses on penal and correctional responses to criminal offending. It provides an overview of the key historical developments that have led up to the trends, patterns, challenges, and practices that characterize contemporary corrections, with special emphasis on the United States. Foundational philosophies of punishment, including retribution, deterrence, rehabilitation, and incapacitation, are explored, and newer correctional paradigms such as evidence-based practices and restorative justice are introduced. This course examines jails and prisons extensively, while also devoting considerable attention to the death penalty, probation, parole, and community-based programming. A number of current substantive topics pertaining to corrections and punishment are additionally focused on in this course, including solitary confinement, prisoner reentry, violence in correctional facilities, prison gangs, mental health challenges, staff experiences and perspectives, and disparities pertaining to race, class, gender, and other dimensions of social stratification. (Sutton, offered alternate years)

SOC 266 Sociology of Police and Policing This course focuses on police and policing from a sociological perspective. It provides an overview of the key historical developments that have led up to the practices, trends, challenges, and controversies that characterize contemporary policing. The primary focus is on urban municipal police and policing in the United States, though attention will also be devoted to federal law enforcement, private police, and policing in rural areas. Foundational themes that will be examined include the idea of police, routine policing, police socialization, police misconduct, and police organizations. We will additionally focus on a number of substantive topics, including but not limited to policing paradigms, women and policing, police accountability and reform, police ethics, police subcultures, the lives and perceptions of police officers, police (mis)use of force, and contemporary social movements that protest (e.g. Black Lives Matter) and support (e.g. Back the Blue) modern police and policing. A recurring theme that we will see is that discretion is inevitable when policing. Accordingly, we will explore systematic forms of police discretion that reflect and reinforce disparities pertaining to race, class, gender, and other dimensions of social stratification. (Sutton, offered alternate years)

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. (Kosta, offered occasionally)

SOC 300 Classical Sociology Theory The founders of sociology were deeply concerned about problems that continue to be of vital importance for contemporary sociological inquiry. Questions such as the nature of society and its relationship to individuals, the relation between sociological theory and social practice, whether sociology is a science and, if not, what it is, and so on, are all absolutely central to the sociological enterprise, and yet often become lost. This course returns to the classics in an effort to uncover the questions sociologists need constantly to ask themselves if they wish to reflect cogently upon their role in the contemporary world. Required of all sociology majors. (Kosta, offered annually)

SOC 353 Global Cities Global Cities is a course that introduces students to the variety of the urban experiences across the globe, particularly in light of the continuing breakneck urbanization across Africa, Latin America, and Asia. However, the enduring concept of "the global city" that gives this subject of urban studies its name is a complicated concept that simultaneously critiques both the centralization of the Western European urbanization experience, moored as it was in a particular version of industrialization that's no longer the urban norm, as well as the set of "Chicago school" style theories that sought to theorize that Western European urban experience. (Kosta, offered alternate years)

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

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

SOC 375 Social Policy This course focuses on U.S. income support policies designed to address poverty due to old age, unemployment, and single parenthood, using case studies of other Western welfare states for comparative purposes. The course traces the historical development and restructuring of the U.S. welfare state, from the "poor laws" in the colonial era, through the New Deal of the 1930s, the War on Poverty in the 1960s and 1970s, and the "end of welfare" at the turn of the 21st century. Central questions considered include how families, labor markets, and states intersect, and whether welfare states' policies ameliorate or reinforce inequalities of gender, race, and class. (Monson, offered alternate years)

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

SOC 465 Sr Seminar: Research Practicum Students must have passed 2 of the following SOC 211, SOC 212 or 300. (Staff, offered annually)

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

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

Spanish and Hispanic Studies

Core Faculty

May Farnsworth, Professor of Spanish and Chair
Fernando Rodríguez-Mansilla, Associate Professor of Spanish
Caroline Travalia, Professor of Spanish

The Spanish and Hispanic Studies Department (SHS) 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. SHS 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. The program follows the communicative approach with a curricular emphasis on meaningful learning contexts, cultural understanding, authentic materials, creative expression, and language immersion.

Mission Statement

The mission of the Spanish and Hispanic Studies Department (SHS) at Hobart and William Smith is to prepare students to express themselves effectively in diverse Spanish-speaking contexts at the local and national level, while also preparing students for international travel, intercultural exchange, graduate school and careers using the language. Currently, there are more than 550 million Spanish-speakers around the globe. The United States is home to the world's largest Spanish-speaking population, second only to Mexico. 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. SHS fulfills its mission in multiple ways: our courses prepare students through critical thinking, literary analysis, linguistics, translation, intercultural awareness, and community engagement.

Offerings

SHS offers a disciplinary major, a disciplinary minor, and a Spanish for 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 CR courses may count towards any one of the Spanish and Hispanic Studies degrees.

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 Seville, Spain, and one in Valparaíso, Chile. 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 Chile programs will count for the major, or up to three for the minor. Courses from other off-campus programs must be pre-approved by the department. For Spain and Chile, the language requirement is five semesters of Spanish or the equivalent (the completion of at least one course at level II).

Curriculum. Spanish 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.

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 SPN 204 Bilingual Realities, SPN 225 Hispanic Media, SPN 231 Spanish for the Professions, and SPN 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.

SPANISH AND HISPANIC STUDIES MAJOR (B.A.)

disciplinary, 11 courses

Learning Objectives:

- Present ideas and arguments, read, and write in Spanish at the Advanced Proficiency level, with enough accuracy that Spanish speakers, including those unfamiliar with language teaching, will be able to understand.

- Exhibit comprehension of essential meaning when listening to native speakers from a variety of Spanish-speaking countries in authentic contexts.
- Describe cultural products and practices, analyze literary materials and explain fundamental features of the language.
- Demonstrate cultural competency related to the Spanish-speaking world.
- Apply language and cross-cultural skills to graduate study and/or other professional settings.

Requirements:

Eleven Spanish and Hispanic Studies courses, including three SPN courses from level II (200s), three SPN courses from level III (300 to 349), three SPN courses from level IV (350 and above), and two more courses which can be either SPN courses at levels II, III or IV, or SPNE courses. Students may apply up to four courses in department-sponsored programs in Spain and Chile towards this major. Courses in non-departmental programs must be pre-approved by 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 advisor or the chair of the department for more information about the senior portfolio requirement.

SPANISH AND HISPANIC STUDIES MINOR – DISCIPLINARY

6 courses

Requirements:

Six Spanish and Hispanic Studies courses, including three courses from level II, and three courses from level III or IV, only one of which can be replaced with an SPNE course. Students may apply up to three courses in department-sponsored programs in Spain and Chile towards this minor. Courses in non-departmental programs must be pre-approved by the SHS Department. With the department's approval a course at a higher level may replace a course at a lower level.

SPANISH FOR BILINGUAL EDUCATION MINOR – INTERDISCIPLINARY

6 courses

Requirements:

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**

SPN 101 Beginning Spanish I
SPN 102 Beginning Spanish II

Level II: Communication and Culture

SPN 201 Intermediate Spanish I
SPN 202 Intermediate Spanish II
SPN 203 Spanish for Conversation and Debate
SPN204 Bilingual Realities
SPN 225 Hispanic Media: Contemporary Issues
SPN 231 Spanish for the Professions
SPN 260 Spanish Writing Workshop

Level III: Foundations: Literature, Culture and Linguistics

SPN 304 Latinx-Latin American Literature
 SPN 306 ¡Cómo mola! Introducción a la lingüística española
 SPN 308 Culture and Identity in Spanish America
 SPN 316 Voces de Mujeres
 SPN 318 La España del Siglo de Oro
 SPN319 Animals in the Hispanic World
 SPN 332 Literatura infantil
 SPN 340 Spanish Cinema
 SPN 344 Rutas literarias de España

Level IV: Seminars: Literature, Culture and Linguistics

SPN 355 Teatro: Innovations in Hispanic Drama
 SPN 360 Special Topics: Hispanic Studies
 SPN 385 Sounds of Spanish
 SPN 392 Dramaturgas
 SPN 420 Contemporary Latin American Novel
 SPN 450 Independent Study
 SPN 490 Cervantes: Don Quixote
 SPN 495/496 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 450 Independent Study

COURSES TAUGHT IN SPANISH (SPN)

SPN 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 SPN 101 in the Fall are highly advised to take SPN 102 in the Spring of the same academic year. (Offered Fall semesters)

SPN 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: SPN 101 or equivalent. (Offered Spring semesters)

SPN 201 Intermediate Spanish I This course is designed for students who have been placed in SPN 201, or students who have completed SPN 102. The course further develops the basic language skills acquired in the beginning sequence including grammar review, conversation, writing, and reading. Cultural awareness is emphasized through an exposure to authentic materials from the diverse cultures of the Spanish-speaking world. Students who complete the intermediate course will meet the language criteria to apply for the department's off-campus programs in Spain and Chile. Prerequisite: SPN 102 or placement in SPN 201. (offered annually)

SPN 202 Intermediate Spanish II The second part of the intermediate level, 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. Students who complete the intermediate course will meet the language criteria to apply for the department's off-campus programs in Spain and Chile. Prerequisite: SPN 201 or placement in SPN 202. (offered annually)

SPN 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 201, or the equivalent. (Travalia, offered annually)

SPN 204 Bilingual Realities This course will appeal to students who use Spanish in every-day life and bilingual contexts. We will study dynamic bilingual communication practices in academics, popular culture, creative writing, and public speaking. Through memoirs, manifestos, novels, music, film, and podcasts, we will explore diverse bilingual/bi-cultural life experiences and forms of expression. Topics of discussion include, but are not limited to, migration, education, social media, art, and activism. We will practice conversational fluency, grammatical precision, persuasive writing, and vocabulary building. Readings may include the following: *De cómo las muchachas García perdieron el acento* by Julia Alvarez, *Spanglish* by Ilan Stavans and *Poet X* by Elizabeth Azevedo. Prerequisite: Completion of SPN 201, or the equivalent. (Farnsworth, offered annually)

SPN 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 SPN 201, or the equivalent. (Rodriguez-Mansilla, offered annually)

SPN 231 Spanish for the Professions This course focuses on the use of Spanish in a variety of professional careers. Students explore the vocabulary and cultural implications of using Spanish in fields such as business, health care, the legal system, social services, and education. Class activities include role-playing, skits, translations, a video newscast project and a mock trial. Emphasis is placed on acquiring vocabulary, increasing cultural competence, and improving oral fluency. This course is recommended for students who intend to use Spanish in a professional field, students who intend to teach Spanish to English-speakers or English to Spanish-speakers, as well as bilingual students. Prerequisite: Completion of SPN 201, or the equivalent. (Travalia, offered annually)

SPN 260 Spanish Writing Workshop This course focuses on grammar review through diverse activities, such as writing, reading and speaking about films, campus events, and authentic cultural materials from the Spanish speaking world. Class activities will examine challenging aspects of Spanish, while emphasizing the importance of context and grammar structures. Students will refine their language skills by composing different types of texts. Prerequisite: Completion of SPN 201, another course at Level II (203-299), or direct placement. (Rodriguez-Mansilla, offered annually)

SPN 304 Latinx-Latin American Literature This course studies representations of identity in Latin-American and Latinx arts and literature. We will consider the ways in which writers/artists in different parts of the Hispanic world (and on different sides of the US national border) confirm, question, and/or transgress social norms. Through plays, documentaries, narrative fiction, podcasts, and essays, we will study the role that literature, language, and culture play in reflecting and reshaping social identities and attitudes in Latin American and Latinx communities. (Farnsworth, offered occasionally)

SPN 306 Como mola! Introduction a la Linguística Española This course is an introduction to Spanish linguistics as applied to current, colloquial language. Students will be introduced to basic concepts of phonetics, syntax, morphology and pragmatics in Spanish. They will analyze examples of these concepts from the Spanish children's book series, *Manolito Gafotas*. This popular series is written in modern, idiomatic, Castillian Spanish. It also presents invaluable cultural information about Spain, therefore serving as an authentic, yet accessible corpus of study. One important objective of this course is to enable students to improve their own speaking and writing by enhancing their knowledge of linguistics, as well as its practical applications and cultural implications in everyday Spanish. (Travalia, offered occasionally)

SPN 308 Culture and Identity in Latin America This course is a panoramic introduction to the cultures of Mexico, Central and South America, and the Spanish-speaking Caribbean. We will investigate the ways in which communities and collective identities have been formed and maintained in Latin America from the time of independence from Spain to the present day. We will also look at the ways in which individuals form their own sense of self within the group context. Topics of discussion will include race, religion, gender, and politics. Course materials will come from

current events, historical documents, popular culture, and artwork. Particular attention will be paid to Latin American cinema. (Staff, offered occasionally)

SPN 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 occasionally)

SPN 319 Animals in the Hispanic World This course studies representations of animals in Hispanic literature and other cultural productions. We study how writers and artists in different places and cultural periods of the Hispanic world explore the relationship between humans and animals in a myriad of ways: animals can be depicted as symbols, literary characters (as friends, enemies, leaders, etc.), human behavior metaphors, etc. Through fables, short stories, poems, and literary essays, we will reflect on animal ethics as well as how diverse animal representations unfold relevant Hispanic cultural issues (such as race, class, and gender) (Rodríguez-Mansilla, offered occasionally)

SPN 332 Literatura infantil This course is an introduction to the rich tradition of children's literature in Spanish. Students will examine literary works from various Spanish-speaking countries – including Latino writers from the US – and time periods, paying particular attention to the colloquial language and cultural elements of each text. Consideration will be given to the young characters' view of the world and how issues like class, gender, and identity influence that view. In addition to analyzing literary works, students will teach Spanish through literature to local elementary school children on a weekly basis. They will also write their own children's story in Spanish as a final project. This course is highly recommended for students interested in education, community outreach, and/or creative writing. (Travalia, offered occasionally)

SPN 340 Spanish Cinema In this course we will study the production of a selected group of Spanish filmmakers from Buñuel to the present. Through film screenings, class discussions, and readings on film theory, film history, and Spanish culture, we will trace the evolution of Spanish cinema through Franco's military dictatorship and under the new democratic system. Themes of exile and censorship, gender and sexuality, religion and nationality, among others, will be explored in the context of film history, Spanish society, and in relation to other artistic manifestations of Spanish culture. By the end of the course, students will be able to demonstrate knowledge of contemporary Spanish history as represented in its cinema, as well as an understanding of a variety of themes that are both unique to Spanish society and universal to the human condition. (Staff, offered occasionally)

SPN 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. (Rodríguez-Mansilla, offered alternate years)

SPN 355 Contemporary Theater: Innovations in Hispanic Drama This class will examine theater from Latin America, Spain, and the Latino population in the US. We will study the diverse methods that playwrights in these regions have developed to reflect and to critique the political and social climates in which they live; we will also discuss the role that theater plays in community-building, identity politics, and political activism. Dramatic practices such as metatheater, theater of cruelty, Brechtian techniques, and feminist drama will be discussed throughout the semester. Prerequisite: two courses from level III or equivalent. (Farnsworth, offered occasionally)

SPN 360 Topics: Hispanic Studies

SPN 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 morphosyntactic, semantic and pragmatic aspects. Prerequisite: two SPAN courses from level III, or equivalent. (Travalia, offered occasionally)

SPN 392 Dramaturgas This course examines plays written by women in Latin America and Spain. Feminist theory, cultural studies, and critical histories will inform our analyses. Class themes and discussions will cover feminist theatre practices, women's performative voices/bodies, and gender in dramatic space. Readings may include *El amo del mundo* by Alfonsina Storni, *La malasangre* by Griselda Gambaro, *La llamada de Lauren* by Paloma Pedrero, and *Entre Villa y una mujer desnuda* by Sabina Berman. Prerequisite: two courses from level III, or the equivalent. (Farnsworth, offered occasionally)

SPN 450 Independent Study

SPN 456 1/2 Credit Independent Study

SPN 489 Capstone Experience Each student pursuing a major in SHS must present a portfolio project prior to graduation. The portfolio includes a self-evaluation, writing samples, a reflection paper, and a formal presentation (in Spanish). This is not a course for credit, but rather an experience that is required of all majors in their final year; the creation and presentation of the portfolio project take place outside of class time. Students should ask their SHS advisors for specific details, including a timeline for submitting materials and an up-to-date project description.

SPN 490 Cervantes: Don Quijote This course offers careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and study of the work's relationship to major social and intellectual currents of the 16th and 17th centuries. Prerequisite: Two courses from level III or the equivalent (Rodríguez-Mansilla, offered occasionally)

SPN 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 draw from diverse methodologies and practices. This course explores the philosophies, approaches, and practical applications of foreign language pedagogy in general and Spanish-English bilingual education in particular. Through study, service, and community engagement, students will consider what constitutes success in Spanish-English bilingual education, how bilingualism and biculturalism contribute to our national culture and local community, and how practices and policies in bilingual education are continually evolving. (Farnsworth, offered occasionally)

SPNE 450 Independent Study

SPNE 456 1/2 Credit Independent Study

Theatre

Core Faculty

Chris Woodworth, Professor of Theatre, Department Chair
 Chris Hatch, Associate Professor of Theatre
 Heather May, Professor of Theatre
 Ed Hallborg, Professor of Practice (Resident Designer/Technical Director)

Affiliated and Adjunct Faculty

Kelly Walker, Sound and Projection Designer

Mission Statement

Theatre has the power to reimagine worlds. The mission of the Theatre Department at Hobart and William Smith Colleges is to give students opportunities to make and study theatre with a particular emphasis on how theatre transforms society through sharing spaces, raising voices, and crafting stories.

Offerings

The Department offers a major and two minors (one disciplinary and one interdisciplinary) and produces three main stage faculty-directed shows per year. The Theatre Department offers students the opportunity to make and study theatre in the class-room, on stage, and in the community.

THEATRE MAJOR (B.A.)

disciplinary, 12 courses

Learning Objectives:

- Make theatre through collaborative processes that bring together production elements including acting, directing, design, and technical production.
- Connect theatre to the world through community engagement, inclusivity, embodiment, and social justice.
- Analyze and interpret texts in preparation for theatrical production.
- Explore the interrelationship between theatre and society in respective cultural contexts and across time.
- Develop empathy, critical thinking, problem-solving, and collaborative skills in and beyond theatre.

Requirements:

At least 12 courses including THTR 100, THTR 130, THTR 490, two courses from the Theatre History/Literature/Theory category (THTR 220, THTR 300, THTR 308, THTR 309, THTR 310, THTR 320), 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 320 Theatre History II
 THTR 330 Acting II
 THTR 335 Shakespearean Performance
 THTR 340 Advanced Acting Styles
 THTR 360 Lighting
 THTR 361 Sound Design for Theatre
 THTR 362 Designing for Theatre and Stage
 THTR 370 Playwriting Workshop
 THTR 424 Writing about Performance
 THTR 450 Independent Study
 THTR 480 Directing
 THTR 490 Senior Capstone
 THTR 495/496 Honors
 THTR 900 Theatre Production Practicum

CROSS LISTED COURSES

CLAS 108 Greek Tragedy
 DAN 100 Introduction to Dance
 DAN 101 Introduction to Dance: Body and Self
 DAN 102 Introduction to Modern
 DAN 107 Introduction to Jamaican Dance
 DAN 110 Introduction to Dances of the African Diaspora
 DAN 210 Dance History I: Perspectives on Ballet
 DAN 212 Dance History II: Perspectives on Modern Dance
 DAN 214 20th Century Dance History: Gender, Race, and Difference
 DAN 230 Community Arts: Activism Embodied
 DAN 314 Dance Criticism: Embodied Writing
 DAN 250 Dance Improvisation
 DAN 200 Dance Composition I
 DAN 300 Dance Composition II
 DAN 325 Movement Analysis: Laban Studies
 DAN 940, 942, 944, 946 Modern II
 DAN 945 Jazz Dance: Tradition and Innovation
 DAN 950 Jamaican Dance II
 DAN 955 Dances of the African Diaspora II
 DAN 980 Dance Ensemble
 EDUC 220 Storytelling
 ENG 136 Shakespeare on Screen
 ENG 233 Medieval Drama
 ENG 236 Shakespeare
 ENG 336 Shakespeare: Topics
 ENG 339 Shakespeare's Contemporaries
 ENG 417 Shakespearean Adaptation
 FRNE 255 Modern French Theatre
 SPN 355 Contemporary Theater: Innovations in Hispanic Drama
 SPN 392 Dramaturgas
 GSIJ 213 Transnational Feminism
 GSIJ 218 Queer Representation in Theatre and Film
 GSIJ 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 362 Designing for Theatre and Stage
 THTR 370 Playwriting Workshop
 THTR 480 Directing

Theatre History/Literature/Theory

THTR 220 Theatre History I
 THTR 320 Theatre History II
 THTR 300 American Drama
 THTR 308 American Experimental Theatres
 THTR 309 Feminist Theatre
 THTR 310 African American Theatre
 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 370 Playwriting Workshop
 THTR 480 Directing

THEATRE MINOR – DISCIPLINARY

6 courses, 5.5 or 6 credits

Requirements:

At least 6 courses including THTR 100, THTR 130, three elective courses in theatre selected from the two groups of courses be-low, 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 Theatres
 THTR 309 Feminist Theatre
 THTR 310 African American Theatre
 THTR 320 Theatre History II
 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 362 Designing for Theatre and Stage
 THTR 370 Playwriting Workshop
 THTR 480 Directing

THEATRE MINOR – INTERDISCIPLINARY

6 courses, 5.5 or 6 credits

Requirements:

At least 6 courses including THTR 100, THTR 130, three elective courses in theatre selected from the two groups of courses be-low, 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
 DAN 210 Dance History I: Perspectives on Ballet
 DAN 212 Dance History II: Perspectives on Modern Dance
 DAN 214 20th Century Dance History: Gender, Race, and Difference
 DAN 314 Dance Criticism: Embodied Writing
 ENG 136 Shakespeare on Screen
 ENG 233 Medieval Drama
 ENG 236 Shakespeare
 ENG 336 Shakespeare: Topics
 ENG 339 Shakespeare's Contemporaries
 ENG 417 Shakespearean Adaptation
 FRN 255 Modern French Theatre
 SPN 355 Contemporary Theater: Innovations in Hispanic Drama
 SPN 392 Dramaturgas
 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 424 Writing about Performance
 GSIJ 213 Transnational Feminism
 GSIJ 218 Queer Representation in Theatre and Film
 GSIJ 219 Black Feminism and Theatre

Theatrical Production and Performance

DAN 100 Introduction to Dance
 DAN 101 Introduction to Dance: Body and Self
 DAN 102 Introduction to Modern
 DAN 107 Introduction to Jamaican Dance
 DAN 110 Introduction to Dances of the African Diaspora
 DAN 230 Community Arts: Activism Embodied
 DAN 250 Dance Improvisation
 DAN 200 Dance Composition I
 DAN 300 Dance Composition II
 DAN 325 Movement Analysis: Laban Studies
 DAN 940, 942, 944, 946: Modern II
 DAN 945 Jazz Dance: Tradition and Innovation
 DAN 950 Jamaican Dance II
 DAN 955 Dances of the African Diaspora II
 DAN 980 Dance Ensemble
 EDUC 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 362 Designing for Theatre and Stage
 THTR 370 Playwriting Workshop
 THTR 480 Directing

COURSE DESCRIPTIONS

THTR 100 From Page to Stage: Introduction to Script Analysis This course will teach students how to analyze and break down dramatic literature in order to create a blueprint for production choices. Students will engage in the close examination of literature in varied styles, regions, and historical periods from the points of view of theatre practitioners (actors, directors, and designers), learning diverse techniques of analysis in the process. These techniques include the study of plot structure, character analysis, internal and external actions, conflict, rhythm, and idea/theme. This course encourages students to consider the links between other periods and our own, and the ways in which detailed readings of dramatic literature inform the communicative and aesthetic power of the performed text. (May, offered annually)

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 on objective/action-based acting. Time will also be spent discussing how the techniques we learn about acting can help us in our pursuit of accomplishment in other professional settings such as job interviews, business presentations, and public speeches. This course is a prerequisite for all other courses in acting and directing. (Hatch, Woodworth, offered every semester)

THTR 160 Introduction to Stagecraft This is a lecture/laboratory course which will provide students with a practical overview of the technical production aspects of live theater and performance. Students will work in the classroom, scene shop and off-stage developing an aptitude in set construction, props, introductory lighting and stage effects as determined by production need. The class focuses on the non-performative aspects of theatre from hands-on skill building to production budgeting. A wide breath of topics are presented through weekly readings, assignments, video and lecture/discussions. All students complete a weekly lab (and two weekend labs) in which they will work in the McDonald Theatre and scene shop working on the current faculty-directed productions (Hallborg, fall, 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 alternate years)

THTR 280 Stage Management In his seminal book *The Back Stage Guide to Stage Management*, Thomas A. Kelly describes stage managers as "responsible and adaptable communicators who have the ability to handle and coordinate diverse groups of artistic personalities with tactful discipline and a sense of humor. They establish a creative environment by combining the ability to prioritize and anticipate and solve problems, with calm sensitivity and grace under pressure. Their ability to do the above stems from organizational ability, acquired technical knowledge..., familiarity with union requirements, and an inspirational personality that creates positive energy." This class examines the way in which stage managers fulfill these wide-ranging duties, studying the process of stage management from pre-production to closing night. Stage management emphasizes practical knowledge and skill development, through case studies, generation of a prompt book for a hypothetical production, and guest lectures with professionals in the field. (May, spring, offered alternate years)

THTR 290 Theatre for Social Change Due to the intimate and immediate relationship between theatre practitioners

and audiences, theatre has been employed as a means of encouraging social action since the beginning of its history. As far back as 411 BCE, Aristophanes used the City Dionysia to reach massive and influential audiences with his anti-war play *Lysistrata*. Although contemporary theatre is typically associated with commercial success stories such as those on Broadway, the tradition of using theatre to inspire social change continues across the world, often outside of mainstream theatre spaces and in places as diverse as corporate boardrooms and city street corners. This course will introduce students to a variety of movements, practitioners, and approaches to creating theatre that encourage communities to work outside of dominant (and often violent/repressive) structures to instigate social change. Although such work has happened through critical stagings of classical texts such as *Lysistrata*, this course will emphasize the work being done by those who put the primary emphasis on social justice, with a secondary concentration on theatre – in other words, those who see theatre specifically as a vehicle for social change and alter their craft in order to best service this goal. Theatre for Social Change will combine traditional academic approaches (reading, writing, etc.) with 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 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 or summer, 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, offered occasionally)

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 occasionally)

THTR 309 Feminist Theatre This course will survey twentieth and twenty-first century British and American feminist theatre, focusing on performance texts that address salient concerns of first, second, and third wave feminisms, as well as performance modes that trouble such designations. Specifically, this course will examine the oft-marginalized role of women in mainstream commercial theatre both historically and within contemporary contexts. It will also explore the ways in which feminist theatre practitioners' work in coalition with other social justice movements such as suffrage, workers' rights, civil rights, and LGBT rights to create works that resist and/or redefine historically misogynistic modes of performance. The course will explore the ways in which notions of corporeality, intersectionality,

poststructuralism, performativity and the gaze have shaped feminist performance traditions. (Woodworth, offered occasionally)

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, offered occasionally)

THTR 320 Theatre History II Through an examination of the people, events, works, documents, institutions, and social conditions of the theatrical past, this course will explore the development of theatre from approximately 1700 C. E. to the present. Students will build on the historiographical methodologies pertaining to the writing of history that were introduced in theatre History I, as well as research practices and opportunities in the field of theatre history. Students will interpret salient dramatic and theoretical texts as well as archival material and illustrate the ways in which these texts connect to the making of theatre as well as the ways in which theatre shapes and reflects larger culture(s). Over the course of this semester, students will explore pivotal moments in theatre history including 18th century Continental Theatre, 18th Century Sentimental and Laughing Comedy and Bourgeois Tragedy, German Romanticism, Chinese Opera, Melodrama, Modern Realism, French symbolism, the historical avant-garde (Dada, Futurism, Expressionism, Surrealism), Post-War Theatre, Theatre of the Absurd, Epic Theatre, and Postmodern Theatre. Students will engage with historic material at an advanced level in a wide array of modes including research, performance, and design. (Woodworth, offered alternate years)

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 a dual focus on an enhanced understanding of Stanislavski-based acting techniques and an exploration into the overall profession of acting. Students work on multiple scenes, hone their audition technique, explore various voice and movement exercises, and examine aspects of the profession of acting. The course culminates with a class showcase of scenes and monologues from throughout the semester. Prerequisite: Theatre 130. (Hatch, spring, offered alternate years)

THTR 335 Shakespearean Performance A performance-oriented approach to Shakespeare. Starting with short monologues, actors will learn tools to consider meter, rhythm, intentions, and imagery as they bring Shakespeare's texts to life. Students will work on multiple monologues, a short scene, and a final performance, the latter of which will be open to guests. No previous experience with Shakespeare is required to be successful in this class! Prerequisite: Theatre 130. (Hatch, spring, alternate years)

THTR 340 Advanced Acting Styles In Advanced Acting Styles, students will continue to master the skills of the performer developed in Acting I. Each time the course is offered, a different era, genre, or style of acting will be studied in-depth. The topic for the course will sometimes be selected to directly compliment a play that will be featured in an upcoming main stage production. Other topics may look to address another topic not regularly offered in the Department's training. Recent topics have included devised theatre, movement for the stage, comedic acting, and swordfighting. 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, 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 178 or 278. (Woodworth, offered occasionally)

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, offered occasionally)

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. (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)

Writing and Rhetoric

Faculty

Hannah Dickinson, Associate Professor
 Geoffrey Babbitt, Associate Professor
 Cheryl Forbes, Professor
 Amy Green, Professor of Practice
 Ben Ristow, Associate Professor, Chair
 Maggie M. Werner, Professor

The primary purpose of the Writing and Rhetoric Program is to offer rigorous courses at all levels that integrate the study of writing and the study of rhetoric. The courses help students across 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.

Mission Statement

The Writing and Rhetoric Department is dedicated to supporting students as they develop their thinking, writing, and reading skills through a collaborative, process-based approach to the study and production of texts in a wide variety of genres. The department emphasizes the ways writing and rhetoric shape—and are shaped by—social worlds, providing students with analytical tools and theoretical frameworks to “read the world” and meaningfully intervene in it.

Offerings

For students interested in a concentrated study of writing and rhetoric, the program offers a self-designed major and minor, which require students to complete foundational courses in grammar and style, discourse analysis, and rhetorical analysis. Elective courses are offered at all levels. In addition, majors will create a concentration in conjunction with their major/minor advisor – to focus and extend the work of the foundational courses, electives, and a capstone seminar.

WRITING AND RHETORIC MAJOR (B.A.)

12 courses

Learning Objectives:

- Initiate and execute projects of their own design through a process-based approach to writing.
- Construct arguments that matter in the world using multiple forms of analysis including grammatical, discourse, and rhetorical analysis.
- Produce texts through a process of inquiry involving multiple research methods and theorize and explain their research choices.
- Collaborate with others at all stages of a writing project, deepening their understanding of the relationship between collaboration and the writing process.
- Understand language and writing as forms of social action that are shaped by—but can also intervene in—the production of social inequalities and social change.

Requirements:

One introductory course from among WRRH 100, 105, 106, 200, and 335; three core courses 201, 250, 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).

Transfer Credit. Students may take two courses (including study abroad, transfer, and courses in other departments)

outside the major. All transfer credits require approval by the advisor and chair. Core courses and the capstone may not be taken at other institutions.

WRITING AND RHETORIC MINOR

7 courses

Requirements:

One introductory course from among WRRH 100, 105, 106, 200 and 335; three core courses, WRRH 201, 250, and 360; two electives; and the capstone (WRRH 420).

COURSE CONCENTRATIONS FOR MAJORS

Note: Some courses serve more than one concentration. It is the students' responsibility to discuss their plans for completing a concentration with their advisor. The introductory courses and the capstone do not count toward concentration.

Journalism and Professional Writing

This concentration focuses on the craft of writing for the public sphere. Students analyze and write in a variety of professional writing genres: science writing, memoir, investigative journalism, new media composition, travel writing, magazine features, and creative 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.

BIDS 390 The Video 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 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 332 Food for Thought
 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 207 Sociolinguistics
 WRRH 215 Literate Lives: Rhetorics of Female Education in America

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 332 Food for Thought
 WRRH 333 Digital Rhetoric and Writing with New Technologies
 WRRH 364 Suffrage and Citizenship in American Discourse
 WRRH 365 Rhetorics of Feminist Activism
 WRRH 375 Discourses of Rape in Contemporary Culture
 WRRH 499 Internship in Writing and Rhetoric

Theories of Writing and Rhetoric

This concentration focuses on the theories that inform the study of writing and rhetoric. Students are exposed to the histories, research methodologies, and pedagogies that inform the field of rhetoric and composition specifically and theories of language and power more broadly. Students study diverse rhetorical traditions, exploring and articulating their own theories of how writing and rhetoric are culturally, ecologically, and politically situated. Students in this concentration gain exposure to academic conversations about language, literacy, and culture, preparing them for a range of careers including law, politics, business, public advocacy, and education, or for further academic study in rhetorical theory, composition studies, literacy studies, and communication studies.

BIDS 390 The Video Essay
 WRRH 207 Sociolinguistics
 WRRH 215 Literate Lives: Rhetorics of Marginalized Education
 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 364 Suffrage and Citizenship in American Discourse
 WRRH 365 Rhetorics of Feminist Activism
 WRRH 490 Writing Colleagues Field Placement
 WRRH 499 Internship in Writing and Rhetoric

COURSE DESCRIPTIONS

WRRH 100 Writer's Seminar This course is for students in any major who want to become successful as college writers. By honing skills in critical reading and thinking, students are introduced to analysis and argumentation in order to consider their ideas within the context of academic writing and their own lives. Students develop writing techniques through composing and revising narratives, analytical essays, and guided research projects. The course focuses on writing individually and in collaboration with peers, the instructor, and other student (Writing Colleagues or CTL Writing Fellows) support through an emphasis on the process of invention, drafting, and revision. Course times and themes vary with instructor. (Repeatable, offered every semester)

WRRH 105 Multilingual Writer's Seminar This introductory English for Speakers of Other Languages course provides students with the opportunity to develop a foundational level of English literacy and communication skills. This course places an emphasis on writing in various genres including argumentation, narration, and summary, as well as various writing skills including cohesion, structure, grammatical fluency, and revision. Students will use their experiences at HWS to develop their English writing, reading, listening, and speaking skills, with priority being given to writing development. Students will improve their English skills through written responses to readings, essays written in multiple genres, and a presentation on an aspect in American culture or their home culture. The time and theme of the course may vary with the instructor. (Fall, offered annually)

WRRH 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. (Spring, offered annually)

WRRH 175 First Person Singular What's up? What's happening? What's new? How you been? How you doing? We say these things every time we meet a friend – and we really want to know. Readers of memoirs ask these or similar questions, and memoirists give us the answers – beautifully. We're lucky that curious people have so many memoirs to choose from. And for the last several years we've had memoirs from all over the world, not just the United States. This course studies the contemporary memoir in a multicultural setting. Through the books we read, we travel to such places as Somalia, the Sudan, Iran, and North Korea. Students write critical essays about the memoir in general and the books we read, paying particular attention to the cultures they encounter in them. They also write their own short memoirs – vignettes from their life. The course ends with students writing a final essay on what they have learned about cultural difference and the impact culture has on the people who live within a particular border. (Forbes)

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)

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 204 From Hoax to Truthiness: The Rhetorics and Ethics of Nonfiction Narrative In this class, students will explore the art, ethics, and influence of nonfiction storytelling, with particular attention to nonfiction texts – some more "true" than others – of significant influence on the 20th and 21st century US. Students should expect to use case study analysis, theory and other scholarly reading, archival and contextual research, and their own composing process to analyze and argue for answers to course questions: Why and how do stories achieve power and influence? When does effective storytelling shift into misinformation or disinformation? Whose stories get told? What are the affordances and risks of the digital storytelling multiverse? How does one become an effective yet ethical manipulator of nonfiction stories? Final projects will be composed via HWS archival research for a public audience. (Hess)

WRRH 207 Introduction to Sociolinguistics This course introduces students to the field of sociolinguistics: what sociolinguists study, the various methods they use to study language in use, and the questions sociolinguists use to determine their theories of language use. As such, the course looks at language use internationally and cross-culturally, as well as locally; theoretically and practically; and thematically, as in language planning and such issues as gender, age, race, ethnicity. Students keep daily journals, complete language exercises, write four short papers on an issue under consideration, and complete a final project analyzing a speech community of their choice (a sports team, a club, a class, a minority group), specifics to be determined in conversation between the student and the professor. (Forbes)

WRRH 209 Them's Fightin' Words: Civil Discourse from a Sociolinguistic Perspective A recent Saturday Night Live sketch featured three couples out to dinner who attempt to discuss the lifting of the mask-mandate and other issues related to COVID-19. Each individual is able to get out a few words before their partner or others at the table remind them to be careful about the exact words they use and what they say. We see each one inflicting (fake) self-harm or trying to hide or disappear altogether due to the uncomfortableness of the conversation. Who hasn't been in this position at some point in the last few years? In this course, we will talk about the theory of civility in today's contentious society and the sociolinguistic factors that influence that contention, including gender, ethnicity, social class, and age. Students will confront these issues in readings, case studies, documentaries and problem sets. They will complete a series of debates and video podcasts on such issues as Take a Knee and the Pledge of Allegiance, Renewable Energy, and COVID-19 and Mental Health, applying in both cases the theories of civility and sociolinguistics. Students will carry out field work by interviewing people representing different sociolinguistic categories in Geneva about their comfort in addressing controversial issues. (No prerequisites, offered Maymester, Forbes and Travalia).

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 211 Introduction to Public Relations Public Relations is an important part of creating a successful business and requires strong writing and an astute understanding of the market place. Using journals, discussion questions, and, most importantly, case studies, students learn the basics of public relations by practicing it. (Forbes, offered annually)

WRRH 212 Marketing Concepts Marketing Concepts focuses on three areas: investigating failed marketing programs, creating marketing programs for local businesses, and creating launch programs for students' own business ideas. Students work in groups for development and feedback. (Forbes, offered annually)

WRRH 215 Literate Lives: Rhetorics of Marginalized Education William Smith and Hobart Colleges occupy a unique and at times contested place in the history of marginalized literacy practices and education in America. This course will examine that history and its rhetorics through a contextual lens comprised of primary, secondary, and theoretical texts. In particular, students will explore women's and other marginalized groups' literacy and educational practices (in all of their forms: reading and writing, but also social, cultural, and political literacies) in 19th century America with an eye towards the establishment of William Smith College in 1908. In part by reflecting on their own literacy and educational experiences, students will then consider the social, cultural, and political implications of those practices from the 20th century through to today. The course will also make use of the substantial archives in the Warren Hunting Smith Library. (Green, offered alternate years)

WRRH 218 Getting Dressed: Discourses of Fashion Discourses of fashion are a more and more a central, yet unexamined, fact of life for HWS students and Americans in general. This course takes a critical look at that discourse, using the sociolinguistic theories of James Paul Gee in his discussion of big D Discourses, Big C Conversations, and Figured Worlds. Added to this is the cultural analysis of Roland Barthes I essays and a book. We consider the social, economic, and political ramifications of style. (Forbes)

WRRH 219 Feature Sportswriting Glenn Strout, series editor of Best American Sports Writing, argues that sports writing is more about people and what concerns us – love, death, desire, labor, and loss – than about the simple results of a game or competition. This course builds from the premise that sports writing offers readers and writers important ways of making sense of our worlds. Whether we are reading Roger Angell's description of a baseball, considering a one-eyed matador, watching a high school girls' softball team, or contemplating a one-armed quarterback, we immerse ourselves and our readers in making sense of the world. We explore such questions as Why are sports so deeply imbedded in our culture? What are the ethics of sport? How do sports disenfranchise certain populations? To answer these and other questions, students keep journals, write weekly sports features, and produce a mid-term and final portfolio. (Forbes, Ristow)

WRRH 221 Going Places: Travel Writing "Journeys," writes Susan Orlean, "are the essential text of the human experience." That experience is at the heart of this course. As Orlean says, though, a journey need not be to an exotic place, though she has been to many such places. But a piece about a journey, a piece of travel writing can come from somewhere just around the corner, down the street, up a flight of stairs, any 'there-and-back-again' that you might take. The only requirement is that the writer be the traveler first, then the writer pay attention. Students read exemplary travel writers, write their own travel pieces, keep a reading journal and observation notes to prepare for their formal essays. (Forbes)

WRRH 240 Writing and Culture of Reading Academic, intellectual culture is a culture of the word, of reading and writing, of print. This course explores the dynamics of this culture through a close interrogation of the writing and reading practices of intellectuals, ourselves included. Through the course of the semester students keep a reading journal, write several critical essays, and complete a final project. (Forbes, Green, offered alternate years)

WRRH 250 Talk and Text: Introduction to Discourse Analysis This course investigates one of the fundamental theoretical ways language is studied today. Students study the theories of discourse analysis and practice those theories by analyzing spoken and written texts. Analysis of the various kinds of texts in our culture – from interviews to courtroom testimony, from political speeches to radio and TV talk shows – leads into discussions of conversational style, gender, linguistic stereotypes, and intracultural communication. (Dickinson, Werner, offered annually)

WRRH 310 Digital Journalism: Reporting Online This course is designed as a stand-alone or a follow-up to WRRH 210, the introduction to print journalism. Students read two online newspapers daily, *The New York Times* and *The Wall Street Journal*, write and rewrite at least one story a week, learn the principles of writing for an internet audience, and design and publish their own blogs and online newspapers. There is a fee for this course. (Forbes, Babbitt, offered annually)

WRRH 311 Introduction to Publishing This course focuses on the principles and practices of magazine and book publishing. It explores the way rhetoric functions in publishing and how "gatekeeping" functions in this industry of ideas and cultural influence: who decides what and who gets heard. The issues of gender, race, and class are central. Students study general interest and special interest magazine publishing; general trade book, academic or special interest book publishing; and the history of American publishing from the colonial era. Participants keep a reading journal; write several critical essays about the major issues in magazine and book publishing today; and complete a major semester-long project, individually or in teams (for instance, editing a book-length manuscript or producing a magazine). (Forbes, offered annually)

WRRH 313 Sports Media Seminar The last century has seen a radical transformation in media representations of athletics and the figure of the athlete. Sports media has evolved over the same period from print journalism to a host of evolving new media, including podcasts, documentary film, and now, social and interactive media. Athletes are not passive spectators to the narratives that construct them, and they take political or social justice stances, argue for fair labor conditions, and advocate for themselves and others on multiple platforms. Sports media is a lucrative, global enterprise, and this seminar analyzes the way that sports are represented, distributed, and consumed in our contemporary moment in the U.S. Students read, write, view, and produce essays and scripts in written and video form, and they learn about careers in journalism, sports communication, television/film production, and podcasting.

WRRH 320 Op-Ed: Writing Political and Cultural Commentary This course explores the roll of the columnist, the editorial writer whose columns appear opposite the editorial page in newspapers. Each week students write a column, making an argument about current issues related to politics, society, or the environment, to name a few. The course requires a great deal of independent research. The course is conducted as a workshop, in which each week three students volunteer to read their column aloud and have the whole class discuss it – raising questions, issues, looking at strong and weak points in the argument. Attendance is mandatory and students are expected to rewrite their columns as they prepare to turn in a mid-term and then a final portfolio. Course readings include a variety of editorial columns, especially those in *The New York Times* and *The Wall Street Journal*. (Forbes, Babbitt)

WRRH 325 The Science Beat This course is designed for students interested in writing about science, in science journalism, or in strengthening their research and writing skills. Students produce weekly articles, read and discuss articles by major science writers, and read and discuss each other's articles in a workshop. (Forbes)

WRRH 327 Literary Journalism: The Art of Reporting and Nonfiction Narrative Literary journalism blends factual reporting with narrative and stylistic strategies common in literature. Literary journalists are bound by many of the same standards as other reporters, but they have the additional goal, as Ben Yagoda puts it, of "making facts dance." The literary journalist might, therefore, suppress direct quotation – a staple of traditional journalism – in favor of scene and dialogue. Or, rather than withdrawing the writer's point of view to achieve objectivity, the story might foreground the reporter's voice and experiences. This course will explore specific ways in which journalism benefits from literary techniques. Our approach will be twofold: we will examine the genre historically, and we will critique student work during regular workshops. Although we will begin by identifying the genre's roots in the 18th and 19th centuries (including works by Defoe, Boswell, Dickens), we will spend the bulk of the semester steeped in 20th century and present-day practices. "New Journalism" (including works by Capote, Mailer, Didion, Thompson, Wolfe) will be a cornerstone of our study, as will today's cutting-edge practitioners (such as Coates, Beard, Rankine, and Wallace). Students will both emulate and resist these writers in their own work. (Babbitt, offered alternate years)

WRRH 328 Small Press Book Publishing: Book Contest and Acquisitions Editing In this course, students will help publish a book. We will focus on small press acquisitions editing through the facilitation of Seneca Review's first biennial Deborah Tall Lyric Essay Book Contest. The editors of Seneca Review will have narrowed down manuscript submissions to approximately 15 semi-finalists. Over the course of the semester, students will have the opportunity both to learn about and to engage in the acquisitions editorial process by reading, discussing, and evaluating each of the semi-finalist manuscripts and by ultimately helping select five finalists. The TRIAS resident will meet with the class several times and serve as the contest judge. Students will work in small groups to pitch one of the finalist manuscripts to the judge. By engaging in the book publishing and acquisitions process, students will grapple with such questions as: How do lyric essays and hybrid texts work in conjunction with one another in a book-length manuscript? What makes a creative manuscript good and how do we weigh it against competing manuscripts with

different strengths? And how can we distinguish between manuscripts that cross the threshold into the realm of literary excellence and those that do not? (Babbitt, offered alternate years)

WRRH 330 New Media Writing: Theory and Production New media technologies are currently exploding writing possibilities in thrilling multimodal, multimedia, and multidisciplinary ways. This course will explore new media writing through theory and practice in literature, creative writing, and journalism. Throughout the semester, we will build a firm theoretical foundation in theories of new media and technology (through writers such as Heidegger, Baudrillard, and Haraway). To complement our theoretical inquiry, we will study new media works in genres such as journalism, literature, and art (including work by Strickland, Goldsmith, and the Nieman Storyboard), as well as some criticism responding to those works and their methods. Major assignments will include academic blogs responding to assigned materials, a video essay, an audio collage, a multimedia online document, and the curation of a creative Tumblr series. Students will respond critically to each other's new media projects in regularly held workshops. (Babbitt, offered alternate years)

WRRH 332 Food for Thought In this course, students study food writing from a number of perspectives: as a journalistic subject, a sociological subject, a cultural subject, a historical subject, a psychological subject, and a scientific subject. Readings and writing assignments reflect each of these approaches. Thus, the readings provide needed background information and serve as writing models. Students learn to write about food in various genres through intensive practice and imitation. Because food writers need to translate the varied sensory experiences of eating into words, this course will also include tasting events in order to develop sensory, observational, and descriptive writing skills. These tastings will be conducted in a lab style setting where we will prepare and taste meals and ingredients from a variety of cultures (Burma, Persian, Chile, Turkey, India, and Northern China. (Forbes)

WRRH 333 Digital Rhetoric and Writing with New Technologies Digital Rhetorics analyzes the rhetorical and cultural impacts of established and emerging new media artifacts from YouTube videos and Instagram posts to viral memes. Students produce content for digital platforms (blogs, digital portfolios, memes, etc.) while building an understanding of how rhetorical history and technological innovations impact the consumption of online content and the communities that are formed in digital space. Although the course discusses the importance of digital literacy and how to use some online programs and newer technologies, the class concentrates on how new media and virtual interfaces impact our global culture and the individual user. Students have the opportunity to develop analytical and creative skills through a diverse set of writing (and design layout) assignments. These new digital writing and design skills will be utilized and valued as students complete a service-learning component for the course with a local non-profit organization. (Ristow)

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: Rhetorical History, Theory, and Criticism Power and Persuasion focuses on rhetorical history, theory, and practice with an emphasis on analytical methodology. Rhetorical analysis includes a broad range of methods that are based on different theories of and approaches to rhetoric. Therefore, the learning of methods will be informed by rhetorical histories and theories, and students will be inquiring into the ways that theories can change as they are put into practice, and how practice can challenge and enrich theory. The process of analysis will improve both close reading and critical thinking skills, will improve understanding of what makes arguments effective and the ways that they are constructed according to purpose and audience, and will improve students writing by revealing the many ways that writers use language in purposeful ways. (Ristow, Werner, offered annually)

WRRH 364 Suffrage and Citizenship in American Discourse This course examines how American citizenship is and has been constituted, in its official documents as well as in its cultural rhetorics, by exploring the history of suffrage and disenfranchisement in the United States. There was no Constitutional definition of citizenship until the ratification of the Fourteenth Amendment in 1868, almost a century after the Declaration of Independence. Through their interaction with a variety of discourses and practices, students will learn how citizenship was constituted in America's past and as well as investigate the ways in which citizenship is practiced today. In particular, students will

interrogate the ways in which literacy practices, educational opportunities, and the criminal justice system have helped to define who has the right to full citizenship in America. This course will study that history and its rhetorics through a contextual lens comprised of primary, secondary, and theoretical texts that consider the social, cultural, and political implications of the practice of citizenship from the 18th century through to today. (Green, offered alternate years)

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, workshoping 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 Colleagues Field Placement Writing Colleagues must enroll in WRRH 490 every semester they are in a course placement. In addition to attending their placements, helping professors develop writing assignments and activities, reading student essays, and working one-on-one with writers, Writing Colleagues enrolled in WRRH 490 must also attend monthly professional development meetings, meet bi-weekly with the WC Coordinator, submit a weekly WC journal, and contribute to the community's writing culture through other writing assignments and activities. These activities are designed to support Writing Colleagues as they continue to strengthen their own reading and writing skills and develop as Writing Colleagues. (Dickinson, Green, Ristow, offered each semester)

WRRH 495 Honors

WRRH 499 Writing & Rhetoric Internship

Writing Colleagues Program

Program Faculty

Amy Green, Co-Director
Hannah Dickinson, Co-Director
Ben Ristow, Co-Director
Cheryl Forbes, Founding Director

The Writing Colleagues Program combines two reciprocal experiences for non-majors as well as 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 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 Writing Colleagues Program at HWS, and potentially if selected as a Writing Fellow in the Center for Teaching and Learning after two field placements.

A student is nominated by a faculty/staff member or by a current Writing Colleague to the Writing Colleagues Program, or they may self-nominate by contacting one of the Writing Colleagues Program Directors. After application, interview, and acceptance, the student enrolls in the Writing Colleagues Seminar course (WRRH 335), following which the student is qualified to work with a professor and students in a field placement in a course. During the placement, the Writing Colleague receives CR/NCR course credit for WRRH 490 (Writing Colleagues Field Placement), attends class meetings, completes readings (but not major assignments/exams), and conducts meetings with students outside of class time. Completion of the Writing Colleagues Program is a valuable way to highlight writing strengths in a student's coursework and in collaboration with faculty and students in the writing process.

Offerings

The Writing Colleagues Program offers both a disciplinary and an interdisciplinary minor. Students who major in Writing and Rhetoric and minor in the Writing Colleagues Program must have a second minor.

WRITING COLLEAGUES MINOR – DISCIPLINARY

6 courses

Requirements:

WRRH 335 Writing Colleagues Seminar; two WRRH 490 field placements, one of which may be in a first-year seminar; three courses from approved Writing and Rhetoric electives.

WRITING COLLEAGUES MINOR – Interdisciplinary

6 courses

Requirements:

WRRH 335 Writing Colleagues Seminar; two WRRH 490 field placements, one of which may be in a first-year seminar; one social or natural science elective; two courses from approved Writing and Rhetoric electives.

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